



## St Joseph's Catholic Primary School SEND Information Report 2025-26

At St Joseph's R.C Primary School we strive to support all children to enable them to achieve at school. We have high expectations for all and see each child as a 'unique' individual. Our aim is to ensure each child achieves their full potential, whatever their ability or specific needs. We ensure equality of opportunity for all within our school, with different steps taken to support children through their learning journey.

We aim to achieve this through the removal of barriers to learning and participation. Our curriculum promotes the development of the whole child as confident, resourceful and independent learners who can face the future with resilience and independence.

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Some classes are supported by teaching assistants and pupils are also offered additional one to one tuition, small group work or intervention (catch up) programmes where needed. Through appropriate curricular provision, we respect and acknowledge that children:

- Have different educational, social and emotional needs, behavioural needs and aspirations.
- Require different strategies for learning and participation.
- Acquire, understand and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

We want all children to feel that they are a fully inclusive and valued member of our school community. St. Joseph's is committed to working in partnership with parents/carers, external agencies and Wirral Local Authority to ensure the best outcomes for our pupils identified with Special Educational Needs and/or Disability (SEND).


### What is the Local Offer?

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. This offer will include provision from birth to twenty-five years of age across education, health and social care and should be developed in conjunction with children and young people, parents and carers and local services, including schools, colleges, health and social care agencies.



### What is the school offer?

The school offer provides information on how St. Joseph's R.C Primary School may be able to support your child. This has been written in response to the suggestions put forward by Wirral Local Authority. School S.E.N.D. information.

<p><b>The different Kinds of Special Educational Needs that are provided for at St Joseph's Primary School.</b></p> 	<p>St Joseph's provides support for SEND pupils across the four areas of need as laid out in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"> <li>❖ Communication and interaction</li> <li>❖ Cognition and learning</li> <li>❖ Social, emotional and mental health difficulties</li> <li>❖ Sensory and/or physical needs</li> </ul>
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**Information about the school's policies for identification and assessment of pupils with SEND**



Pupils are identified as having SEND, and their needs are assessed through:

- ❖ A tailored Person-Centred Plan(PCP) reviewed termly.
- ❖ Target Tracker. This is a complete assessment package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stage 1 and 2. It includes complete support for the National Curriculum.
- ❖ Pupil Progress Meetings.
- ❖ Feedback from teaching staff and observations.
- ❖ Interventions not showing impact.
- ❖ Discussion with parents, carers and children.
- ❖ If a child is new, information passed on from previous school(s).

If the expected progress is not being made, discussion may take place with the SENCo (Mrs Airey)

If required, additional support is allocated and then reviewed at the next meeting.

Pupil results are updated half termly and if required pupils will have an Additional Support Plan.

Advice from external agencies is sought and an Education Health Care Plan may be applied for.

Allocation of Pupil Premium for children who may have a SEND.

Link to various policies (SEN, Disability and Accessibility, Equal Opportunities, Inclusion, Assessment, etc)

**What are the different types of support available for children with SEND at St. Joseph's?**

St. Joseph's is an inclusive school and offers the following range of provision to support children with additional needs. This is combined with the provision and teaching provided to the whole class.

**The school's approach to teaching pupils with SEND.**



Quality first teaching, with appropriate differentiation in place.

Extra adult support in classrooms where appropriate.

Ensuring that the teacher has the highest possible expectations for your child and all children in their class.

Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning, paired work or small group work.

Ensuring that all teaching is based on building on what your child already knows, can do and understand.

	Use of specific strategies (which may be suggested by the SENCo or outside agencies) to support your child to learn.
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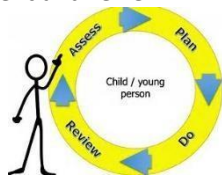
**Individual work.**

Your child may have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. You will be consulted and if you deem it appropriate, you will be asked to give your permission for the school to refer your child to an outside professional e.g. a Speech and Language Therapist (SALT), Special Educational Assessment and Advisory Team (SENAAT), Child and Mental Health (CAMHS), Educational Mental Health Practitioner, Gilbrook Outreach, Paediatrician, ASC Team, Hearing/Vision Support, Occupational Therapy or Educational Psychologist. This will help the school and you to understand your child’s particular needs better and therefore, be better able to support them. The outside professional will work with your child to understand their needs and make recommendations, which may include:

- ❖ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- ❖ Support to set targets which will include their specific expertise. A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- ❖ A group or individual working with an outside professional

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

**Arrangements for assessing and reviewing pupils’ progress towards outcomes, including opportunities available to work with parents and pupils as part of the assessment and review.**



These arrangements include:

- ❖ Graduated approach: Assess- plan- Do- Review
- ❖ Data tracking for pupil progress meetings
- ❖ ECHP reviews
- ❖ Observations and follow up.
- ❖ Parent and child meetings

**Education Health Care Plan.**

If your child has been identified by the SENCo / Educational Psychologist as needing a particularly high level of individual support, then the school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. The Local Authority may conduct an assessment or plan when it considers that a child’s needs cannot reasonably be provided from within the resources normally made available to mainstream providers. This assessment must be completed within twenty weeks. Parents of children have the right to ask the Local Authority to prepare a personal budget when the draft Education Health Care Plan is being prepared.

The Personal Budget is an amount of money identified by the Local Authority to deliver all, or some of the provision set out in the Education Health Care Plan. The personal budget should reflect the holistic nature of an Education Health Care Plan covering both education and health care services.

**SEN budget**

The school budget, received from Wirral Local Authority, includes money for supporting children with SEND. The head teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on needs in the school. The Head Teacher will use all of the information she has about SEND in the school, including:

- ❖ the children getting extra support already.
- ❖ the children needing extra support.
- ❖ the children who have been identified as not making as much progress as would be expected. The Head Teacher will then decide along with the SENCo what resources, training and support is needed. All resources, training and support are reviewed regularly, and changes made, as necessary.

### How can I find out about how well my child is doing?

#### Arrangements for consulting parents/carers of children with SEND.



We consult with parents on a regular basis...

- ❖ Parents evenings
- ❖ Telephone
- ❖ Dogo page via parent app
- ❖ SENCo
- ❖ Annual reports
- ❖ Termly review of Person-Centred Plans
- ❖ Additional meetings at the request of parent, child SENCo and outside agencies.

### Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or disability (SEND)?

SENCo – Mrs H Airey The SENCo coordinates all the support for children with special educational needs or disabilities (SEND) and develops the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

#### Mrs H Airey – SENCo

Contact School Office on 638 3919 Or ask at reception.



The SENCo ensures that you are:

- ❖ Involved in your child's learning.
- ❖ Keep informed about the support your child is receiving.
- ❖ Involved in reviewing how they are doing.
- ❖ That all staff working with your child are supported to deliver the planned work/programme for the child.

The SENCo liaises with outside agencies that may be coming into school to support the pupil:

- ❖ Speech and language Therapy
- ❖ Educational Psychologist
- ❖ Special Educational Needs Assessment and Advisory Service (SENAAT) etc.

The SENCo provides:

- ❖ Specialist support for teachers and support staff to support pupils to achieve the best possible progress.

The SENCo is responsible for:

- ❖ Checking on the progress of your child
- ❖ Identifying, planning and delivering additional help your child may need.

	<ul style="list-style-type: none"> <li>❖ Supporting the writing of pupil Person Centred Plans.</li> <li>❖ Writing and reviewing the SEND policy and ensuring that this is followed in each classroom for all pupils with SEND.</li> </ul>
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**Head teacher**

The Head teacher is responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEND. The Head Teacher is responsible for determining the budget for SEND in consultation with School Governors. She will determine the provision of resources, training and support for SEND based on needs in the school.

**SEND Governor**

The SEND Governor is Mrs Anne Murphy, she is responsible for ensuring that the necessary support is made for any child who attends the school who has SEND.

<p><b>Who are the other people providing services to children with SEND in this school?</b></p>	<ul style="list-style-type: none"> <li>❖ Class Teachers</li> <li>❖ Intervention Teachers</li> <li>❖ Teaching Assistants</li> <li>❖ Pastoral Team</li> </ul>
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At St. Joseph's we have several links to outside agencies who may help with the children in school and their families.

**Early Years SEND Team.**

The Early Years SEND Team provide support to parents and young children aged 0-5 years. They provide developmental programmes of learning both in the settings and at home (Portage interventions). They also provide quality assurance, advice and support for children in the settings and monitor their developmental progress.

### **Educational Psychologist**

Our Educational Psychologist helps children who are experiencing problems within school with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual children or groups, advising teachers, parents, social workers and other professionals. Work involves an assessment of the child using observation, interviews and test materials. Educational psychologists offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents. They also provide in-service training for teachers and other professionals on issues such as behaviour and stress management.

### **SENAAT (Special Educational Needs Assessment Advice Team)**

Our members of the SENAAT team are trained to undertake a wide range of diagnostic tests to support our school in the identification of children with special educational needs and consequent decisions about their support and provision (including staff training). She carries out 1:1 assessment and provides a comprehensive report with recommendations for support.

### **Speech and Language Therapy**

A Speech and language therapist (SALTs)- Rebecca Pearson works closely with children who have various levels of speech, language and communication problems, and with those who have swallowing, drinking or eating difficulties. The Therapist assesses a child's needs before developing individual treatment programmes to enable each child to improve as much as possible. Treatment plans often involve other people with whom the child has a close relationship, e.g. family, carers or teachers. SALTs usually work as part of a multidisciplinary team, alongside other health professionals such as doctors, nurses, psychologists, physiotherapists and occupational therapists. They may also liaise with professionals in education and social services. Teachers in the Foundation Stage are trained to deliver interventions.

### **Vision and Hearing Support**

Wirral Council's Sensory Service aims to ensure that deaf and visually impaired children and young people (0-19 years) receive an appropriate inclusive education that enables them to fulfil their potential and develop into independent adults.

The core work of the Sensory Service is to provide training, advice and support for school staff to:

- ❖ Enable students to develop specialist skills e.g. Braille, to help them access the curriculum independently.
- ❖ Monitor progress of pupils to ensure that student's individual needs are met, in accordance with the Disability Discrimination Act .
- ❖ Undertake specialist assessments (hearing assessment and functional vision assessments).
- ❖ Maintain records and provide reports as necessary.
- ❖ Undertake specialist assessments of language and literacy development which monitor progress, inform planning and facilitate successful transition.
- ❖ Provide advice on alternative methods of communication.
- ❖ Provide advice on the differentiation and adaptation of teaching materials.
- ❖ Liaise with Paediatric and Orthopaedic departments to ensure an effective exchange of pupil information.
- ❖ Liaise with other agencies across Children's services, including health and voluntary agencies.

- ❖ Advise on technology which can improve access to the curriculum or the environment and deliver training for its use e.g. magnification software and radio aid systems etc.
- ❖ Develop visually impaired pupils' mobility and rehabilitation skills to ensure safe access to the school and outside environment.
- ❖ Modification of Braille or large print materials where needed.
- ❖ Provide advice, support and information to parents and carers which promote principles of good practice.
- ❖ Promote a positive image of deafness and visual impairment and encourage self-advocacy.

#### **MEAS - MEAS staff:**

- ❖ Assess pupils learning English as an Additional Language (EAL) from Foundation Stage to Year 11.
- ❖ Act as consultants within schools to enable staff to meet the needs of pupils effectively.
- ❖ Provide direct teaching support for prioritised pupils.
- ❖ Work with parents and the wider community.
- ❖ Provide training centrally and school based on: Race Equality, Community Cohesion and EAL.
- ❖ Support the admission of new arrivals including refugee, Gypsy Roma and Irish traveller pupils.
- ❖ Give advice on embedding race equality through the curriculum and advise on materials that promote a greater understanding of ethnic diversity and racial equality.

#### **Gilbrook Outreach Team**

The Gilbrook Outreach Teamwork with colleagues in primary schools to support the management of children with challenging behaviour within their own schools and to enable pupils with emotional and behavioural difficulties to be supported within their mainstream schools. Gilbrook Outreach is committed to focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs. They support the development of approaches that embed co-operative multi-disciplinary working between all agencies.

Typical work activities include:

- ❖ Consulting and advising school staff.
- ❖ Promoting an understanding of the context and environment which influence a child's well-being. ❖ Observing children in the contexts in which they play and learn.
- ❖ Assessments/interviews with children to gain understanding as to why the problem behaviours are being exhibited.
- ❖ Developing and supporting strategies to improve behaviour - providing 'in class' modelling and support when required.
- ❖ Writing recommendations on action to be taken and contributing professional advice
- ❖ Attending meetings involving multi-disciplinary teams, and parents/carers, on how to best meet the social, emotional and behavioural needs of the child.
- ❖ **ASC Team**  
To advise and support schools staff on specific and appropriate targets and strategies for pupils who have a diagnosis of Autistic Spectrum Disorder (ASD), Asperger Syndrome or with Social and Communication Difficulties
- ❖ To liaise with professionals/parents/carers.
- ❖ To monitor/review progress.
- ❖ Provision of recommendations regarding future placements and support.

#### **Occupational Therapy**

The role of the Occupational Therapist (OT) is to work with children who have difficulties with the practical and social skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically and socially independent as possible.

### Doctors / Paediatricians

Paediatricians are doctors who look at specific health issues, diseases and disorders related to stages of growth and development. This is an area of medicine where the doctor works closely with the patient and their family. They also liaise with the school SENCo when necessary.


### Hospital schools / Wirral home education

The hospital school provides an education service for children who are referred from schools, the health service, community paediatricians and CAMHS (Child and Adolescent Mental Health Services) with the supporting request of their schools, due to a physical or psychological illness and who are unable to access mainstream education and/or require specialist support.

The Home Education Service is a central service that is managed by the Head teacher at Wirral Hospitals' School on behalf of the Local Authority. It is not a part of Wirral Hospitals' School but works closely and in partnership with it. The number of students taught within the Home Education Service varies depending upon demand. Many of these students are taught within their own homes. Where students are well enough, or it is in their best interests of their mental or emotional wellbeing, they may be educated in dedicated rooms in local facilities such as Libraries or in their mainstream school in one-to-one setting.

### Child and Adolescent Mental Health Service (CAMHS)

CAMHS are a team of specially trained workers whose job it is to improve the mental health of children and young people by helping them with the things that make them worried, upset or angry. They can help when a child's behaviour, thoughts and feelings become difficult for them to cope with.

<p><b>Our Intervention Programmes</b></p> 	<p>The interventions we offer in school are:</p> <ul style="list-style-type: none"> <li>❖ Read Write Inc.</li> <li>❖ Reading Recovery</li> <li>❖ Nurture Group</li> <li>❖ SEN Intervention- Precision Teaching</li> <li>❖ Additional Support for reading</li> <li>❖ ELSA (Early Literacy Support)</li> <li>❖ ROAR – (Mental Health Support)</li> </ul>
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### Family Support

At St. Josephs we take care of our children very seriously. In order to care for them we have a designated Pastoral Support Leader. Mrs Higgins who works closely with families to provide support and advice. Mrs Higgins is available to talk over the phone or meet face to face during school hours and can be contacted through the school office. She has a wide-ranging role in school and can offer support to pupils and parents/carers creating a positive link between home and school:

- ❖ Team around the family meetings
- ❖ Family matters programme which is a successful parenting programme that runs annually to support parents and children. The programme strengthens links between home and school; gives parents/carers the opportunity to work one to one with their child in school; providing parents with information regarding the curriculum.
- ❖ Pastoral Support Programme (PSP) this supports children who have behaviour issues. This informs the planning for the PSP.

Mrs Higgins liaises closely with outside agencies and can re direct parents/ carers to a variety of agencies that may offer further support.

We receive lots of information about free sessions to support the whole family. If you would like to attend any of these sessions, you will need to book a place by calling The Wired Carers Helpline on 0151 670 0777.



- ❖ Youth and Offending Team (YOT)
- ❖ Wirral Local Safeguarding Children's Board Website pertaining to children's services with regards to Safeguarding.
- ❖ Wirral Autistic Society Information about services offered by the Society.
- ❖ CARITAS- Wirral Catholic Children's Society An especially useful site offering support for all aspects of family life especially when times are hard, and life is a struggle.
- ❖ The Zero Centre Domestic Violence support centre for women and children
- ❖ The NSPCC. A link to the NSPCC's advice pages.
- ❖ Home Start Wirral A useful link to a friendly home-based support for families on Wirral.
- ❖ Tomorrow's Women Wirral St Laurence's School, Beckworth Street East, Birkenhead CH41 3 JE