



**St. Joseph's Catholic Primary School**

**“Walking in the footsteps of Jesus, loving and serving together”**

## **SEND School Information Report**

**Revised September 2025**

### **What is The School Information Report?**

As part of the Children and Families Bill 2014, all schools are required to make available their local Special Educational Need and/or Disability (SEND) offer to families. This details how they can support children and young people with SEND. Wiltshire County Council's Local Offer can be found using the following link:

<http://www.wiltshirelocaloffer.org.uk/>

This document sets out the SEND provision, support and resources available at St Joseph's Catholic Primary School.

### **Definition of SEND**

St Josephs is an inclusive school where all children, regardless of ability, are valued and valuable members of our school, community and local parish. We believe that every child, regardless of their learning needs, gender, ethnicity, attainment or socio-economic background, should be treated as unique learners who have a right to an education that enables them to reach their full potential. We are proud of our nurturing approach and we have many children who need support, in line with the SEND Code of Practice, 2014:

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,  
or

- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

*Code of Practice, Chapter 6 (July 2014)*

Our Catholic faith underpins our belief that all of us are created equal to, and in the image of God. Our Prayer and Liturgy programme, RE teaching, Charism and Catholic Life and Mission are all adapted to support those pupils who need additional help to fully access their faith and to grow and develop their spirituality.

## Overview of the school

- St. Joseph's is a small primary school with 74 children on roll across three classes, and a new Nursery.
- As of September 2025, 27% of pupils are identified with a Special Educational Need or Disability (SEND), significantly higher than the National Average of 18%. 3 of our children have Education, Health and Care Plans (EHCPs) which is line with National Average.

## Key Role Holders

- Special Educational Needs Co-ordinator (SENDCo) – Mrs Sharon Carpenter
- Co Headteachers – Mr Paul Bacon and Mrs Sharon Carpenter
- SEND Link Governor – Mrs Carole Baker

## Roles and responsibilities

### Class Teacher – 'Every teacher is a teacher of SEND', SEND Code of Practice, 2014

#### They are responsible for:

- Ensuring that all children have access to a high standard of Quality First Teaching (QFT) and that the curriculum is adapted to meet your child's individual needs (also known as differentiation or an adapted curriculum)
- Monitoring your child's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted intervention work, additional support, adapting resources etc) and discussing amendments with the SENDCo as necessary.
- Writing Individual Support Plans and Pupil Profiles (ISPPPs) and sharing and reviewing these in line with assessment procedures, three times per year.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

## The SENDCo

### They are responsible for:

- Coordinating all support for children with SEND and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Ensuring that you as parents/carers are:
  - involved in supporting your child's learning
  - kept informed about the support that your child needs and is receiving
  - involved in setting appropriate outcomes and reviewing how they are doing with these
  - an integral part of forward planning and of any outside agency referrals that need to be made
- Liaising with anyone who may be coming into school to help support your child's learning, for example Speech and Language Therapy or Educational Psychology
- Updating the school's SEND register and provision map and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school)

## 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 Headteacher will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

## The SEND Link Governor

### They are responsible for:

- Making sure that the school has an up to date SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Undertaking school visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

## **How can I let school know I am concerned about my child's progress and who should I talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

The first point of contact for parents or carers is always your child's class teacher. Some parents and carers speak informally to teachers after the school day, or request a formal appointment. Class teachers also hold formal parent consultation evenings twice a year.

The class teacher and/or parents can then speak to the SENDCo if concerns continue and additional support is needed. If the class teacher is not available you are also welcome to contact Mrs Carpenter directly.

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

It is an expectation that all pupils will receive excellent targeted classroom teaching, also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations and aspirations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand. That learning content is meaningful and relevant to your child's life.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or specialist advisory teachers) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child may have an Individual Support Plan and Pupil Profile (ISPPP) which captures their strengths and needs, pupil voice, and targeted outcomes and support strategies.

Specific group work with a smaller group of children.

- This group, often called an Intervention group by schools, may be within the classroom, or outside.
- Led by a teacher or most often a teaching assistant, who has had teacher guidance or other training to run these groups.

For some children this would mean:

- He/ she will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant or outside professional (e.g. a Speech and Language Therapist) will run these small group sessions
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

## **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is then identified as not making progress either academically and/or personally, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning.

### **How are the school's resources allocated and matched to my child's needs?**

St. Joseph's School considers the needs of each child on an individual basis.

In the first instance, all children receive high quality differentiated Quality First Teaching which matches children's needs.

Where additional resources are required, the class teacher will liaise with the SENDCo and where appropriate the Headteacher, to develop a personalised programme of support for your child. This may be through targeted additional teaching, adult support in lessons or specialist resources / interventions.

All intervention programmes are high quality, evidence based and are designed to narrow the gap between your child's attainment and the attainment of their peers. In line with many schools, we rarely allocate one adult to support one child; this model is no longer considered the most effective for supporting a child's learning and independence. Instead, we support a team around the child to know their needs well and how teaching and learning can be adapted to help them progress.

### **What specialist services and expertise are available to my child?**

School are able to access a wide range of external professional support services, including:

- Speech and Language Therapy (SaLT);
- Occupational Therapy (OT);
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologists (EPs);
- Ethnic Minority Traveller Advisory Service (EMTAS);
- Mainstream Inclusion Support and Advice (MISAs)
- Specialist Special Education Needs Service (SSENS) which includes:
  - SEMH Inclusion Advisory Teachers;
  - Cognition and Learning Support;
  - Social Communication Team;
  - Qualified Teacher for Visual Impairment;
  - Qualified Teacher for Hearing Impairment.
  - Parent Support Advisor

Our pastoral support is delivered mainly through our Parent Support Advisor (PSA) and an ELSA (Emotional Literacy Support Assistant). ELSA is a short term intervention aimed at supporting needs that impact on a child being settled and engaged in school life and learning. This may include: school based anxiety, friendship difficulties, behaviour difficulties and 'life events' such as parental separation and bereavement where some additional nurture will support the child to move forwards. Where needs are more home based, such as sleep, routine or eating issues our PSA is available on a needs based, bespoke, level to support parents in the home. In the first instance, parents should talk to the class teacher and/or the SENDCo.

## How will the teaching be adapted for my child with SEND?

- All class teachers ensure that all teaching is adapted to match the needs of each child. This is achieved through high quality planning and Quality First Teaching. This includes children who are very able as well as those who have a special educational need.
- Some children may require more focused support, and additional adults may be used to provide support where appropriate. Children who are more able will be challenged through effective differentiation in class and external workshops.
- Some children who have a special educational need may require a personalised targeted Intervention to support their learning and enable them to access the curriculum.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

## How will we measure the progress of your child in school?

- Your child's progress is continually assessed and monitored by his/her class teacher.
- His/her progress is assessed and reviewed formally three times per academic year
- If your child is in Year 1 and above, but is not yet working within the National Curriculum expectations, a more sensitive assessment tool, the "Engagement Model" is used alongside the Pre Key Stage frameworks for English and Maths.
- At the end of Key Stage 2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. School can also carry out optional SATS at the end of Key Stage 1 (Year 2) but these results do not have to be published. We look carefully and sensitively at whether it is appropriate for children with additional needs to sit these assessments and will talk to you about this if necessary. We can make various adaptations to how the children sit these assessments to allow them to better and more confidently access them. These are school based decisions and we always talk them through with parents/carers beforehand.
- The progress of children with a statutory Education, Health and Care Plan (EHCP), also known as a 'My Plan' in Wiltshire, will be formally reviewed at an Annual Review with all adults involved with the child's education.

## How is the decision made about what type and how much support my child will receive?

- St. Joseph's strive to identify any special educational need as early as possible in order to provide the appropriate support.
- Class teachers, supported by the SENDCo and Headteacher, assess the attainment and progress of all children three times a year. This enables the school to identify children who may have an additional need or a special educational need which can be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline.
  - Fails to match or better the child's previous rate of progress.
  - Fails to close the attainment gap between the child and their peers.
  - Widens the attainment gap.

- Where additional resources (such as a specific Intervention programme) are required, the class teacher will liaise with the SENDCo and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All Intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers, and remove any barriers to learning.
- Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENDCo where appropriate.

### **How are parents and pupils involved in the assessment and review of needs?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Children play an active part in target setting and reviewing their progress, along with parents and carers.
- Through parents' evenings and SEND review meetings, parents are involved in the assessment and review of needs.
- Children who have a statutory EHCP 'My Plan' will have a review of their needs and progress at least three times a year, at Annual Review and parents' evening meetings.

### **How accessible is St. Joseph's to children with SEND?**

Due to the age and nature of the school, careful consideration needs to be taken when planning for children with physical disabilities.

- The newer end of the school is accessible to children with physical disability by using the path by reception.
- The Foundation Stage garden is accessible via ramps.
- The dining room is not accessible for wheel chairs but we can make adjustments to allow children to eat in another area of the school.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

### **What are the transition arrangements from pre-school to St. Joseph's Catholic Primary School and from St. Joseph's to a secondary school?**

St. Joseph's has very close links with a number of local pre-schools in, in particular: -

King's Day <https://ymca-bg.org/about/what-we-do/family-work/nurseries-andpreschools/ymca-kings-nursery-malmesbury/>

Cross Hayes <https://www.yell.com/biz/cross-hayes-preschool-malmesbury-6488264/>

Malthouse <https://www.malthousenurseryschool.co.uk/>

Staff from school visit pre-school to meet and observe children so that they are already aware of any needs before they start. We will also meet with parents where appropriate.

St. Joseph's has close links with Malmesbury Secondary School and works collaboratively with them to ensure a smooth transition from the end of primary school to the beginning of secondary school. Additional visits to the secondary school can be arranged for children with additional needs prior to them starting school. <https://malmesbury.wilts.sch.uk/>

### **How could I arrange a visit before my child starts at the school?**

Visits to the school are warmly welcomed. You will be given a personal tour of the school and the opportunity to ask any questions you may have. If you would like to arrange to visit the school please contact the school office on 01666 822331 to speak to Mrs Anita Druce or Mrs Tracey Ainsworth, or you can email [admin@st-josephs-malmesbury.wilts.sch.uk](mailto:admin@st-josephs-malmesbury.wilts.sch.uk)

## Glossary

### **Achievement:**

**Achievement** takes into account the standards of **attainment** reached by pupils and the **progress** they have made to reach those standards.

### **Attainment:**

The knowledge, skills and understanding which pupils of different abilities have shown by the end of each key stage.

### **Code of Practice 2014:**

A statutory government document that schools, early years settings and local authorities follow when identifying children with SEND and meeting their needs. It informs all school SEND practises, policies and procedures.

### **Differentiated**

The way in which the school's curriculum and teaching methods are adapted to meet the individual needs of each child.

### **My Plan:**

A statutory Education, Health and Care Plan (EHCP)

### **My Support Plan:**

A holistic LA support plan for children with additional needs who do not meet statutory criteria for an Educational, Health and Care Plan.

### **Individual Support Plan and Pupil Profile:**

A holistic support plan for children who have been identified by the school as not making expected progress and require targeted support to support possible special educational needs.

### **Pupil Progress:**

This is the extent to which pupils have progressed in their learning given their starting points.

### **Provision Map:**

A way of identifying the range of provision available to all pupils in a school, which is additional to and different from the school's differentiated curriculum. It can be used as part of the planning process for a child with additional needs.

**SENDCO:** Special Educational Needs and Disability Coordinator.

**SEND:** Special Educational Need and/or Disability.