



St. Joseph's Catholic Primary School

SEND Information Report

School Mission Statement:
“Learning and Growing Together in the Light of God’s Love”
At St Joseph's Catholic Primary School...

We cherish the uniqueness of all individuals.

We aim to create a learning climate which promotes the development of the whole child and engenders a love for learning and excellence, so that within the framework of a broad and balanced curriculum, all may realize their potential.

We proclaim the Gospel values in the ways in which we love ourselves and others.

Worship, prayer and our relationship with God are at the heart of school life.

We embrace our role in the wider community and seek to bear witness to our Catholic Faith in all that we do.

Policy Category:	Statutory	Review Cycle:	Annual
Next Review Date:	February 2026		

Policy Formation:

The policy was originally formulated following the publication of the SEND code of practice in September 2014. The policy is based on guidance produced by the county. The following documents have informed this guidance: Special educational needs and disability code of practice: 0-25 years; Special educational needs and disability: a guide for parents and carers; Supporting pupils at school with medical conditions; Keeping children safe in education; Surrey SEND 14 Toolkit for Pathway and EHC Plans; Surrey Provision Management Tool (Primary); Surrey Guidance for Education Settings: Graduated Approach and profile of Need for SEND (Sept 2019); Equality Act 2010 and the Surrey Local Offer website. We strive for pupils with SEND to have access to every part of our curriculum, making reasonable adjustments where necessary to ensure their engagement and success.

A copy of the policy is given to all new members of staff on their induction. An electronic copy is available on the school system. The policy is available on the school website and paper copies are available to parents on request.

St Joseph's Catholic Primary School
Special Educational Needs and Disabilities (SEND) Information Report
(In line with SEND Code of Practice 2015, Paragraph 6.79 onwards)
SENDCo: Lauren Tanner
Contact Email: office@stjosephs-dorking.surrey.sch.uk

1. Our Vision and Ethos for SEND

At St Joseph's, our mission underpins all aspects of school life. We recognise and celebrate the uniqueness of every child, valuing the individual strengths, needs and aspirations they bring. This commitment drives our inclusive approach to Special Educational Needs and Disabilities (SEND).

We are dedicated to developing the whole child—academically, socially, emotionally and spiritually—so that every pupil can fulfil their potential within a broad and balanced curriculum. We strive to create a safe, nurturing environment where all pupils feel known, valued and respected, and where barriers to learning are identified early and addressed effectively.

2. What Are Special Educational Needs and Disabilities (SEND)?

A pupil is identified as having SEND if they have:

- A significantly greater difficulty in learning than others of the same age, or
- A disability which prevents or hinders them from making use of educational facilities generally provided.

We support pupils across four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

3. How We Identify and Assess SEND

We follow the graduated approach outlined in the SEND Code of Practice:

- **Assess:** Gathering information from teachers, parents, pupils and assessment data
- **Plan:** Identifying and agreeing appropriate support and outcomes
- **Do:** Implementing targeted provision and strategies
- **Review:** Evaluating impact and planning next steps

A pupil may be placed on the SEND register where they require provision that is additional to or different from high-quality teaching.

This may be identified where a pupil is making less than expected progress given their age and individual circumstances, including where progress:

- Is significantly slower than that of peers
- Fails to match or better previous rates of progress
- Does not close the attainment gap

We also:

- Conduct baseline assessments on entry
- Monitor progress regularly through robust assessment systems
- Work in partnership with parents and external professionals
- Review Education, Health and Care Plans (EHCPs) annually

Parents with concerns are encouraged to speak to the class teacher in the first instance, followed by the SENDCo where appropriate.

4. How We Support Pupils with SEND

Provision is delivered through a graduated, tiered approach:

- **Wave 1:** High-quality teaching, adapted for all learners
- **Wave 2:** Targeted, time-limited small group interventions
- **Wave 3:** Specialist, individualised support

Support is carefully matched to need and may include:

- Adaptive teaching and scaffolding within the classroom
- Pre-teaching of key vocabulary and concepts
- Small group or 1:1 interventions
- Support from trained Learning Support Assistants
- Involvement of external specialists

All interventions:

- Have clearly defined outcomes
- Are delivered for a specified period
- Are regularly reviewed to evaluate impact

Examples of Interventions

Emotional Literacy Support (ELSA)

Delivered by trained staff to support emotional wellbeing, resilience and social skills through structured sessions.

Home School Link Worker

Fiona Darnels is our Home School Link Worker, providing pastoral support for families and working closely with pupils during key transition points, including transfer to secondary school.

Lexia

A structured, personalised literacy programme supporting phonics, fluency, vocabulary and comprehension, with real-time progress tracking.

NELI (Nuffield Early Language Intervention)

A 20-week programme delivered in Reception to develop early language and communication skills.

NumBots and Times Tables Rock Stars

Online platforms designed to develop number fluency and recall through engaging practice.

Play-Brick Therapy

A structured group intervention promoting communication, collaboration and problem-solving skills.

Pre-teaching

Targeted preparation of key concepts to support confidence and access to learning.

Therapy Dog (Fern)

Supports emotional wellbeing, helping to reduce anxiety and build confidence through structured interactions.

5. Partnership with Parents and Pupils

We work in close partnership with parents and carers, recognising their essential role in supporting their child's development.

We:

- Communicate regularly regarding progress and provision
- Involve parents in planning and reviewing support
- Value and act upon parental insight

Pupils are central to decision-making. Their views are gathered through discussions, reviews and ongoing feedback, and are used to shape provision and support.

6. Working with External Agencies

We work collaboratively with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Health and Social Care professionals

Where appropriate, we support families in accessing additional services or requesting an EHCP.

We also work with Early Help services to provide timely support and prevent needs from escalating.

Further information is available via the Surrey Local Offer:

<https://www.surreycc.gov.uk/children/support-and-advice/local-offer>

7. Arrangements for the Admission of Disabled Pupils

St Joseph's is an inclusive school and welcomes applications from all pupils, including those with SEND and disabilities.

We:

- Do not discriminate against pupils with disabilities
- Make reasonable adjustments to ensure access
- Work closely with the Local Authority when admitting pupils with EHCPs

We encourage families to visit the school to discuss individual needs.

8. Preventing Less Favourable Treatment

We are committed to equality and inclusion in line with the Equality Act 2010.

We:

- Promote dignity, respect and inclusion
- Actively challenge discrimination and bullying
- Ensure equal access to all aspects of school life
- Provide ongoing staff training in inclusive practice

9. Facilities to Support Access

We provide a range of support to ensure accessibility, including:

- Adapted learning environments
- Visual supports and structured routines
- Specialist equipment and resources
- Calm and safe spaces for emotional regulation
- Inclusive outdoor provision

10. Accessibility Plan

Our Accessibility Plan outlines how we improve access over time:

a) Access to the curriculum

- Adaptive teaching strategies
- Use of assistive technology
- Ongoing staff training

b) Physical environment

- Regular review of site accessibility
- Adaptations as required

c) Access to information

- Clear communication systems
- Adapted formats (e.g. visual supports)

The plan is reviewed regularly and linked to the School Improvement Plan.

11. Transition Arrangements

We support pupils at all key transition points through:

- Liaison with nurseries and previous settings
- Additional visits and tailored transition programmes
- Meetings with parents and professionals
- Close communication with receiving secondary schools

12. Monitoring and Evaluating SEND Provision

SEND provision is rigorously monitored and evaluated through:

- Progress and attainment data
- Provision mapping
- Intervention reviews
- Pupil and parent voice
- Oversight by the Senior Leadership Team and Governing Body

The designated SEND Governor works alongside the SENDCo to ensure accountability and continuous improvement.

13. Complaints Procedure

If parents have concerns, they should:

1. Contact the SENDCo (Lauren Tanner)

2. Follow the school's formal complaints procedure

If concerns remain unresolved, parents may seek advice from the Local Authority.

14. Further Information

This report should be read alongside:

- SEND Policy
- Accessibility Plan
- Provision Maps
- Surrey Local Offer

Final statement

At St Joseph's, we are committed to ensuring that every child, regardless of need, is supported to thrive within a caring, inclusive and faith-centred community.