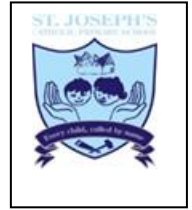


St Joseph's Catholic School

Fiennes Road, Banbury, Oxon

<https://www.st-josephs-banbury.oxon.sch.uk/>



Special Educational Needs and Disabilities (SEND) Information Report September 2025

This report sets out information about our provision for children with Special Educational Needs and Disabilities (SEND) and is updated annually.

About our school

St Joseph's Catholic Primary School is a mainstream primary school which provides for children with a wide range of special educational needs including those with:

- **Communication and Interaction needs** (this includes speech, language and communication difficulties including autistic spectrum conditions)
- **Cognition and Learning needs** (this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia)
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical Needs** (this includes children who have visual or hearing needs, or a physical disability that affects their learning)

Our **Special Educational Needs & Disabilities Coordinator (SENDCO)** is Mrs Susan Lenihan who can be contacted through the School office on Tel: 01295 264284 or office.3825@st-josephs.oxon.sch.uk

The **School governor with a responsibility for SEND** is Mr Alan Perry who can also be contacted through the school office. The SEND Governor meets with the SENDCO and feeds back information to the rest of the school's governing body. Our school **SEND policy, Equality and Accessibility Plan** can be found on our school website.

What is 'Special Educational Needs'?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

- 'have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.

(Code of Practice 2014)

Chair of The Board of Directors: Mr Paul Concannon

An academy within The Pope Francis Catholic Multi Academy Company which is a company limited by guarantee and an exempt charity registered in England and Wales with company number 9113542 and registered address Addison Road, Banbury, Oxon, OX16 9DG.

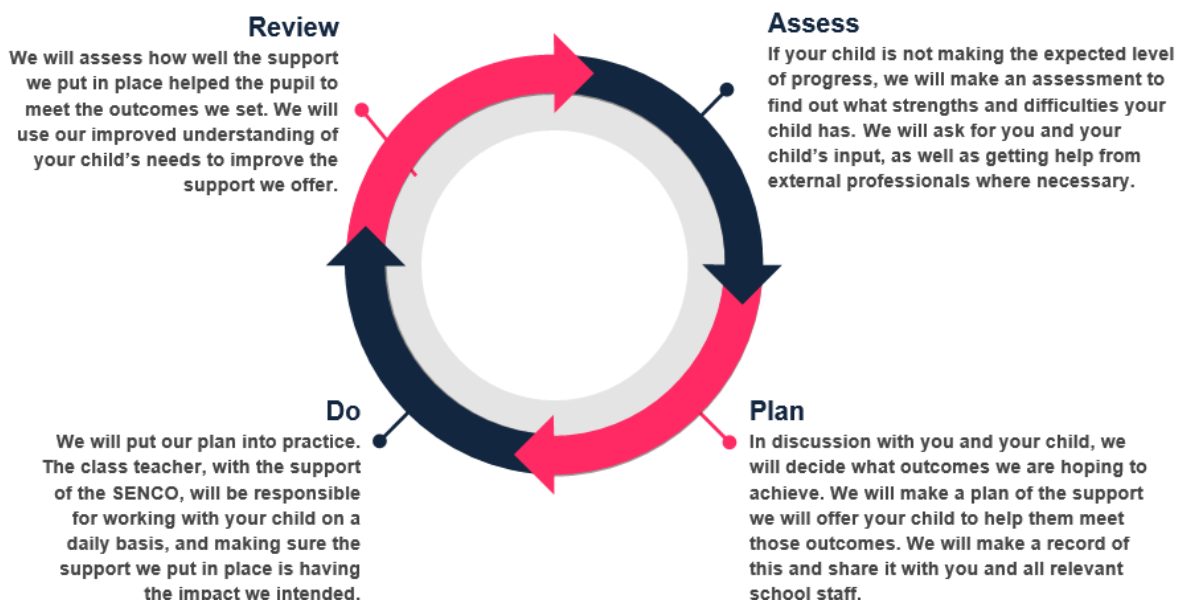
Providing outstanding education for our children with 'The Joy of the Gospel' at its heart

How do we identify and support children with SEND?

The school uses Oxfordshire County Council's guidance 'Ordinarily Available SEND Provision' and 'Oxfordshire SEND Indicators Tool' (September 2024) to identify and support children with SEND. The guidance sets out:

- How we identify if a child has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

For pupils that need SEND provision, the school operates a graduated response to their needs and make sure they are meeting their outcomes. We Assess, Plan, Do and Review and then respond to their needs.



This acknowledges that some children will benefit from specific support from school or external agencies and as such will be identified as requiring SEND support. They will be placed on the school's SEND register which is monitored centrally by the Local Authority. Other children will require an Education Health Care Plan (EHCP) to support them in their learning. Some children may have complex needs that are best met within our Upper Room provision rather than in full time in a mainstream classroom. All aspects are discussed with parents.

How are parents/carers of children with SEND consulted and involved in their child's education, including their progress towards outcomes?

Partnership with our parents/carers is key to making sure children with SEND to achieve their full potential at St Josephs. We recognise that parents/carers have vital knowledge, experience and expertise to contribute to the shared view of a child's needs and the best ways of supporting them. Parent/carers are

invited to 3 pupil profile review meetings each year as well as the more informal regular contact at the beginning and end of each day as needed. These pupil profile review meetings are a chance to jointly discuss and share ideas for how best to support the child to achieve the targets set and for what the best next steps are too.

If a child has an EHCP there is also an Annual Review meeting where school, parents and link professionals meet to discuss outcomes. Parents are also invited to provide a written response and to participate actively in the meeting.

Parent/carer questionnaires are also used so that the SENDCo can analyse parent/carer views and further improve provision.

The SENDCo meets with parents as required to support coproduction of Profiles and provision.

How are young people with SEND consulted and involved in their education, including their progress towards outcomes?

Children with SEND often have a great understanding of their own needs and what helps them. Children are encouraged to participate in the decision-making process when we review Pupil Profiles.

If they have an EHCP, they will also be asked to play a role within the Annual Review meeting, usually by completing the All About Me sheet which forms a central part of the meeting and if appropriate for their age and needs, will also be invited to attend the Annual Review.

What approach do we take to teaching children and young people with SEND? What adaptations are made to the curriculum and learning environment of children with SEND?

All children are entitled to receive Quality First Teaching through engaging and adaptive teaching. High quality teaching ensures all needs are met. Some children may have difficulties making expected progress and/or not achieving the attainment expected for their age or may experience difficulties socially or emotionally.

At this point we identify groups of children who may need specific support to help boost and accelerate their learning. Their progress is monitored and if they are still experiencing difficulties then we look at identifying if they have a special educational need. As identified in the SEND Code of Practice (July 2014) – paragraph 6.15 ‘A pupil has SEN 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’.

Our aim is to include all children within our everyday teaching and activities. At times this involves scaffolding, some use of 1:1 and small group teacher or teaching assistant support. This allows individuals to learn at their pace/using resources suitable for their needs and understanding, such as models, images and multi-sensory resources. We make use of quieter rooms and quieter areas to withdraw children if being in the class is causing sensory overload and/or distracting learning. The physical environment is adapted, and specialist resources are considered and made to help provide access to learning. We use a range of resources and specific interventions to meet individual need and support children to access the curriculum.

You can access the School’s Accessibility Plan here:

Some of the SEND interventions and resources we can use in school include:

Communication & Interaction

Talk Time
Colourful Semantics
Spirals
PECS/PACT
Individual support for targets set by Speech & Language Therapist
Individualised social stories
Special Time / Activity Box
Lego Therapy
TalkBoost

Reading

Little Wandle Phonics Keep Up (EYFS/KS1)
Little Wandle Phonics Rapid Catch Up (KS2)
1:1 or Paired Reading
Precision Teaching
Reciprocal Reading (guided reading groups)
Reading Plus Programme (KS2)
Language For Thinking
Project X (Y3/4)
Fuzz Buzz (Y5/6)

Writing

Ready, Steady Write Fine Motor Programme
Write From the Start Handwriting Programme

Maths

TT Rockstars
Catch Up Skills sessions closing the gaps
Plus One/Power of 2 (individual programme)
Precision Teaching

Social, Emotional & Mental Health

Emotional Literacy Support Assistant (ELSA)
Home-School Link worker (Father Hudson)
Place 2 Be Counsellor
Educational Psychology
Calm boxes / corners
Access to Allotment and other therapeutic spaces.
Lunch support
Zones of Regulation
Support & planning for transition times
Soft Landings
Individual visual timetables
Individual Behaviour Plans & Risk Assessments

Motor Skills & Sensory/ Physical

Occupational Therapy Service & Screening resources

Alternatives to traditional written format e.g. using a device, software, or scribe.

Sensory resource box

Pencil grips, seat cushions, sloping boards

Disabled toilet & changing facility

Physiotherapy programmes

Sensory Circuits

Sensory Room

Sensory garden

What specialist expertise does the school have access to?

There are members of staff within the school who have completed specific training in SEND and we seek guidance from external experts:

Internally:

- Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- PFMAC Inclusion Lead
- Trained teachers and Teaching Assistants who can deliver different interventions.
- Staff regularly attend training on Special Educational Needs and feedback to other colleagues.
- Father Hudson Home School Link worker.
- Place2Be Counsellor

Externally:

- OXSIT (Oxfordshire School Inclusion Team) and Oxfordshire SEN Team – we buy into the foundation package which enables us to attend Inclusion Briefings and access phone/ email support with specific queries to help us in improving our inclusive practice and raising the attainment of learners vulnerable to under-achievement.
- Educational Psychologist (a traded service which school buy into it).
- Special Educational Needs Support Service (SENDSS): who support children with communication and language needs, sensory needs and physical needs
- The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- School Health Nurse
- Child and Adolescent Mental Health Services (CAMHS), including access to the Mental Health Support Team

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- Early Years SEND Inclusion Team (EYSENIT) Advisory teachers who support our youngest children and their families

Information about these services and what they offer can be found on the [Oxfordshire County Council SEND web pages](#)

These services provide us with regular assessments and support for individuals and offer specific resources and programmes of work. We can also make referrals to these agencies if, in conjunction with parents, we feel their professional knowledge will support us in making the best provision for a child.

How do we evaluate the effectiveness of provision made for children with SEND?

We regularly monitor the provision made for our vulnerable learners in a variety of ways and we follow a graduated approach - the four-part cycle of assess, plan, do, review as outlined above. Within this we consider if pupils with SEND are being treated less favourably than others and what further adaptation needs to be provided to prevent this.

This monitoring includes:

- Use of our 'Called by Name' formative and summative assessments-these identify the areas children succeed in and identify what they are finding difficult
- Direct monitoring by the SENCo captured on the 'Assess, Plan, Do and Review' record which advises teaching staff.
- Use of Pupil Profiles, intervention registers to track provision of individuals, monitored by the SENCo.
- Review of Pupil Profiles three times a year with the children and their parents, monitored by the SENDCO
- Tracking progress and attainment and wider opportunities (eg; trips and clubs) of all our vulnerable learners three times a year in line with Pupil Progress meetings and comparison of the data to their peers' attainment and progress
- Use of progress/attainment data pre and post- interventions which is then used to refine/revise provision and Pupil Profiles
- Use of Pupil Voice to gather pupil opinions on provision and activities at school
- Use of parent/carer questionnaire/surveys

Joining the school and Moving on

Applications for pupils, including those with special educational needs and disabilities, to join the nursery and school are processed in line with [Oxfordshire County Council's published School Admissions rules and policies](#) which can be seen on their website.

We encourage all new children to visit the school before starting. If children join the school in year, we liaise with the former school concerning any special educational needs and disabilities. Similarly, if a pupil leaves our school in the year, we will liaise closely with the new school. We meet with parents to make sure we have a full understanding of needs.

We begin to prepare pupils for transition into the next stage of their education by liaising with the secondary school, and sharing information about special educational needs and disabilities. This might include additional visits, social stories, and group work session in-house to support them.

What do we do to support the social and emotional development and well-being of children?

We have a Relational Behaviour Policy. You can view this here:

<https://www.st-josephs-banbury.oxon.sch.uk/attachments/download.asp?file=212&type=docx>

The policy states, 'Our Mission teaches us that every person has value, every person must be treated with respect, every person has an inherent dignity, not because of what they achieve, not because of their status in life but simply because they are. (Catholic Social Teaching: The Dignity of the Human Person)'

In addition to our Catholic teaching and daily prayer, we provide a range of activities to support emotional and social development for individuals. We have good links with external agencies, all of which offer us advice. We treat mental hygiene with the same priority as dental hygiene for all our children including participating in calm down and mindfulness activities, themed days like Mental Health Awareness days and ensuring that our staff have training in social and emotional development. All classes use the Zones of Regulation approach for all pupils and, as detailed in our Relational Behaviour Policy, staff are quick to respond to the needs of any children who identify as being in the red, yellow or blue zones or who may appear to staff to be. We use the natural environment of our school to offer therapeutic support. All pupils have opportunity to share their view through their School Council Representatives and are regularly encouraged to share any concerns about school or home with a member of staff. We take bullying very seriously for all children including those with SEND. Anti-Bullying approaches form a central part of our RHE programme and we take part in the annual Anti-Bullying week.

What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked after children and previously looked after children is Mrs Hazel Skiwyrzynska. They can be contacted via the school office. They will work with our SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact and what the implications are for teaching and learning.

Children who are looked after or previously looked after will be supported much in the same way as any other child who has SEND. However, looked after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC Plans are consistent and complement one another.

How are pupils with SEND helped to access activities outside the classroom?

All pupils are included in activities within the school day, before and after school clubs, day and residential trips, following risk assessments, where needed, and in accordance with duties under the Equalities Act 2010. We communicate with parents and pupils when planning trips so that everyone is clear about what will happen.

What arrangements are there for handling complaints from parents/carers of children with SEN about provision made at the school?

All details about handling complaints can be found in our Complaints Policy which is published on the school website.

What are the school's contribution to the Local Offer and where is Oxfordshire Local Offer published?

Details regarding Oxfordshire's Local offer contain a substantial amount of useful information for parents/carers. Contact details of many useful support services can be found here. Please follow this link to find out more: [Oxfordshire County Council Local Offer](#)

As a school we contribute to the County's Local Offer through attendance at training opportunities and through trialling of new guidance and systems.

What support is available for me and my family in addition to Oxfordshire's Local Offer?

If you have any questions about SEND, or are struggling to cope, please get in touch and let us know. We want to support you, your child and your family.

In addition to the Local Offer mentioned above [SENDIASS Oxfordshire](#) offer great advice and support to families and [Oxfordshire Family Information Service](#) is also a good source of information.

If I have a concern regarding SEND or I would like further information, who do I go to?

In the first instance it is always best to discuss any concerns with the child's class teacher. If those issues are not resolved then parents should contact school SENDCo and can do this by emailing the office: office.3825@st-josephs-banbury.oxon.sch.uk

Glossary of SEND Acronyms and abbreviations.

ADD attention deficit disorder
MARAG multi agency referral action group
ADHD attention deficit hyperactivity disorder
MLD moderate learning difficulty
ODD oppositional defiant disorder
ASC autistic spectrum condition/ASD autistic spectrum disorder
OT occupational therapist
PDA pathological demand avoidance
BESD behavioural, emotional and social difficulties
PEP personal education plan (for looked after children)
CAF common assessment framework
PLP Personal learning plan/PBP Personal Behaviour Plan
CAMHS Child and Adolescent Mental Health Services
PMLD profound and multiple learning difficulties
CIN Child in Need
PP pupil premium
CoP Code of Practice
PSHE personal, social and health education
CP child protection
RAD reactive attachment disorder
CYP children and young people
RAISEonline Reporting and Analysis for Improvement through School Self Evaluation
DDA Disability discrimination act
SALT speech and language therapy
EAL English as an additional language
SDQ strengths and difficulties questionnaire
EHCP education health care plan
SEAL social and emotional aspects of learning
EP educational psychologist
SEND special educational needs and disabilities
EYFS Early years Foundation Stage
SENCo special educational needs coordinator
EWO educational welfare officer
SLCN speech, language and communication needs
FAS Fetal Alcohol syndrome
SLD severe learning difficulty
FASD Fetal alcohol spectrum disorders
SLT school leadership team

FSM free school meals

SM selective mutism (formerly known as elective mutism)

GLD Global learning delay

SpLD specific learning difficulty

HI hearing impaired SPDs sensory processing disorders

HLTA higher level teaching assistant

START Statutory Assessment Resources Team

IEP individual education plan (at St Joseph's we use Pupil Profile and Outcome Plans)

TA Teaching assistant / teacher assessment

IRP independent review panel TAC team around the child

LAC looked after children TAF team around the family (when CAF is about whole family)

LDD learning difficulties and disabilities VI visually impaired

LO local offer

LSCB local safeguarding children board