St Joseph's Catholic Primary School
Lawton Avenue, Carterton
Oxfordshire
OX18 3JY

The Pope Francis Catholic Multi Academy Company

SEND Information Report October 2026

At St Joseph's Catholic Primary School, we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has needs special to him or her.

This report is intended to give you information regarding the many ways in which we ensure we support all our children, including those with SEND. As a school we constantly review and evaluate our practice to meet the changing requirements of individual children. Currently (November 2025), we have 33 children on our school's SEND Register (Nursery – Year 6) who are identified as having an additional need. **According to our 2026 IDSR figures, 30.84% of our pupil roll has identified special educational needs and disabilities (SEND), which is significantly above the national average of 18.4%. Of these, 6.54% of pupils have an Education, Health and Care Plan (EHCP), again above the national average of 4.8%. The remaining 24.3% receive SEN Support.** Evidence towards an EHCNA for an additional 5 children is being gathered for an Autumn submission.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience successidentify, assess, record and regularly review pupils' special educational needs
- encourage parents/carers to be involved in planning and supporting at all stages of their child'sdevelopment
- make effective use of support services

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found by following this link: Special educational needs and disability: The local offer | Oxfordshire County Council

Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?
St Joseph's is committed to working in partnership with parents and will listen to any concerns parents maywish to raise. Please contact the school to arrange a meeting.

Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed
SENDCO – Mrs F Carder
Acting Headteacher- Mrs F Carder
SEND Governor – Mr Ian Courtney

Assessment, Planning and Review/Partnerships for Progress

At St Joseph's Catholic Primary School, we recognise that every child is unique and that progress looks different for different learners. We are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), are supported to achieve their full potential. We believe that **every step of progress matters**, however small. For some children, particularly those with more complex needs, progress may be demonstrated through developing communication, independence, emotional regulation, engagement or social interaction, as well as academic achievement. We use a range of assessment approaches to ensure that progress is recognised, carefully monitored and celebrated.

How we assess and monitor progress

- **Individual targets:** Appropriate and ambitious targets are established for pupils, including those relating to reading, writing and mathematics. For children with SEND, additional personalised outcomes may focus on communication and interaction, cognition and learning, social, emotional and mental health, or sensory and physical development. These targets are reviewed at least termly.
- **Ongoing teacher assessment:** Class teachers continually monitor children's learning through observations, discussions, classroom activities, work scrutiny and appropriate assessments. This helps staff identify strengths, recognise progress and respond quickly when additional support is required.
- **Pre-Key Stage Standards (PKS):** For pupils working below the standard of national curriculum assessments, where appropriate, we use the statutory Pre-Key Stage Standards to assess attainment in reading, writing and mathematics. These provide a framework for recognising achievement and identifying the next steps in learning for children who are not yet working at the expected curriculum standard.
- **Birmingham SEND Assessment Toolkit:** For children with more complex learning needs, whose progress may be difficult to capture through age-related expectations or Pre-Key Stage Standards alone, we use the Birmingham SEND Assessment Toolkit. This enables us to identify and recognise **smaller, meaningful steps of progress**, providing a more detailed understanding of a child's developing skills, knowledge and independence. It is particularly valuable for children working significantly below age-related expectations, ensuring that their achievements are visible, valued and used to inform their next steps.
- **Recognising wider progress:** We recognise that academic attainment is only one aspect of a child's development. Progress in communication, confidence, emotional regulation, relationships, participation, independence and readiness to learn is equally important. These achievements are monitored and celebrated alongside curriculum progress.
- **Termly pupil progress meetings:** Class teachers meet with senior leaders each term to discuss the progress and attainment of every pupil. Particular attention is given to children who may not be making expected progress, ensuring that barriers to learning

are identified and appropriate teaching adaptations or additional support are introduced.

- **SEND reviews:** Class teachers and the SENDCO regularly review progress towards individual outcomes, considering the effectiveness of support, interventions and reasonable adjustments. This follows the graduated approach of **Assess, Plan, Do, Review**, ensuring that provision evolves in response to each child's needs.
- **Provision mapping:** We use Edukey to support the recording, monitoring and evaluation of SEND provision. This helps us maintain a clear overview of the support children receive, review its impact and ensure that resources are used effectively.

How we communicate with parents and carers

We believe that parents and carers are essential partners in their child's education. We are committed to maintaining open, honest and supportive communication, celebrating achievements whilst working together to address any concerns.

- **Termly SEND review meetings:** Parents and carers of children receiving SEN Support are invited to three formal review opportunities throughout the academic year, usually aligned with parents' evenings or dedicated SEND meetings. These provide an opportunity to discuss progress, review personalised targets, evaluate support and agree next steps. Meetings generally last approximately 20–30 minutes.
- **Education, Health and Care Plans (EHCPs):** Children with EHCPs have a statutory Annual Review, during which progress towards the outcomes in their plan is considered. Relevant reports and information are shared in advance, and parents, carers, pupils and involved professionals are encouraged to contribute. Progress towards EHCP outcomes is also monitored and reviewed throughout the year, with termly consideration of targets and provision.
- **Pupil voice:** We actively encourage children to contribute to discussions about their learning, achievements and aspirations. Their views are gathered in ways appropriate to their age, communication preferences and individual needs.
- **Annual written reports:** Parents and carers receive an end-of-year report outlining their child's achievements, strengths, progress across the curriculum and areas for further development.
- **Ongoing communication:** Teachers and the SENDCO are available to discuss concerns or achievements throughout the year. Parents do not need to wait until a formal review meeting to raise questions about their child's learning or wellbeing.

What happens if my child is not making expected progress?

If a child is not making the progress we would expect, we will not simply wait until the next formal review.

Instead, we will:

1. **Identify the barriers to learning**, considering assessment information, classroom observations, the child's views and feedback from parents and carers.
2. **Review the support already in place**, evaluating whether teaching approaches, reasonable adjustments and interventions are meeting the child's needs.
3. **Adapt provision and agree clear next steps**, which may include changes to classroom teaching, additional targeted support or revised personalised outcomes.
4. **Monitor the impact of these changes**, using appropriate assessment approaches, including Pre-Key Stage Standards and the Birmingham SEND Assessment Toolkit where relevant, to recognise both small steps and broader progress.
5. **Involve parents and carers**, sharing concerns, explaining proposed changes and working together to support the child.
6. **Seek specialist advice where necessary**, including from Educational Psychology, Speech and Language Therapy, Occupational Therapy, SENSS or other relevant professionals. Where appropriate, we may also consider whether an Education, Health and Care Needs Assessment is required.

How is SEND progress monitored across the school?

At St Joseph's Catholic Primary School, the SENDCO and Senior Leadership Team maintain a comprehensive overview of the progress, attainment, participation and provision of all children with special educational needs and disabilities (SEND). We recognise that effective SEND provision must be regularly monitored and evaluated to ensure that the support children receive is making a meaningful difference to their learning, independence, wellbeing and overall school experience.

Our approach is underpinned by the **Assess, Plan, Do, Review** cycle, ensuring that decisions about provision are informed by evidence and that interventions are adapted in response to individual needs.

Monitoring the impact of interventions through Edukey

We use **Edukey** as our central system for recording, monitoring and evaluating SEND provision across the school. This enables teachers, the SENDCO and senior leaders to maintain a clear overview of the additional support each child receives and assess its effectiveness over time.

Through Edukey, we are able to:

- Record individual SEND needs, personalised targets, interventions and reasonable adjustments.
- Monitor the frequency, duration and intended outcomes of targeted interventions.
- Track progress against individual targets, recognising both academic achievements and smaller developmental steps.
- Evaluate the impact of interventions by comparing children's starting points with their progress over time.

- Identify where interventions are having a positive impact and where alternative approaches or additional support may be required.
- Review the effectiveness of provision and ensure that resources, staffing and interventions are deployed appropriately.
- Maintain a consistent record of the graduated approach, supporting continuity of provision and communication between staff, families and external professionals.

Importantly, we do not measure the success of an intervention simply by whether it has taken place, but by the difference it has made to the child's learning, participation, confidence and independence.

Using assessment to measure progress

Alongside ongoing teacher assessment and classroom observations, we use a range of standardised and specialist assessment tools to establish accurate starting points, identify specific barriers to learning and measure progress over time.

Depending on the individual child's needs, these may include:

- **NARA (Neale Analysis of Reading Ability):** To provide more detailed information about reading accuracy, comprehension and reading development, helping staff identify specific areas requiring support.
- **Pre-Key Stage Standards (PKS):** To recognise and monitor attainment in reading, writing and mathematics for pupils working below the standard of national curriculum assessments, where the statutory criteria apply.
- **QCA assessment materials:** Where appropriate, to support the identification of attainment and progression for pupils working below age-related expectations, recognising that these are historical assessment materials rather than current statutory standards.
- **Birmingham SEND Assessment Toolkit:** To identify smaller, incremental steps of progress for children with more complex needs, particularly where traditional age-related assessment measures do not sufficiently capture their achievements.
- **School-based assessments:** Including phonics assessments, reading and spelling measures, mathematics assessments and other curriculum-based tools appropriate to the child's developmental stage and learning needs.
- **Wider developmental and pastoral measures:** Including observations of communication, social interaction, emotional regulation, engagement, independence and participation, supported by specialist assessment information where appropriate.

By triangulating information from these assessments, classroom practice, intervention records and pupil and parent voice, we develop a more complete understanding of each child's progress.

This is particularly important for pupils with complex SEND, for whom progress may not always be reflected in traditional attainment measures. Small but significant achievements,

such as increased independence, improved communication, greater emotional regulation or sustained engagement in learning, are recognised as meaningful indicators of progress.

Whole-school monitoring and evaluation

The SENDCO and Senior Leadership Team review SEND provision and outcomes through termly pupil progress meetings, SEND reviews, provision mapping, assessment analysis, learning walks, work scrutiny and professional discussions with teaching staff.

This monitoring enables leaders to:

- Identify trends in SEND identification, attainment, progress, attendance, behaviour and participation.
- Evaluate the effectiveness of adaptive teaching and targeted interventions.
- Identify groups of pupils or areas of need requiring additional attention or resources.
- Monitor the impact of the school's Enhanced Pathway provision, including children's successful participation in mainstream learning and development of independence.
- Ensure that children with SEND have equitable access to the wider curriculum, enrichment opportunities and school life.
- Identify professional development priorities and strengthen staff confidence in meeting increasingly complex needs.
- Use evidence to inform strategic planning, resource allocation and whole-school improvement priorities.

Where monitoring identifies that a child is not making expected progress, provision is reviewed promptly. This may involve refining teaching strategies, adapting interventions, revisiting assessment information or seeking additional specialist advice.

Governance and accountability

The Local Governing Body receives regular, appropriately anonymised information about SEND identification, provision, attainment, progress and wider outcomes.

Governors work alongside school leaders to evaluate the effectiveness of the school's inclusion strategy, ensuring that resources are used appropriately and that children with SEND benefit from ambitious, high-quality educational provision.

Through supportive and constructive challenge, governors hold leaders accountable for the impact of SEND provision, asking not only what support is available, but how effectively that support is improving children's outcomes, participation, independence and sense of belonging.

At St Joseph's, our commitment is to ensure that SEND provision is purposeful, responsive and continually improving. We believe that every child deserves to have their achievements recognised, their barriers to learning understood and their potential nurtured.

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Our ambition is not simply for children with SEND to access education, but to participate fully, make meaningful progress and flourish within our school community.

Our commitment

At St Joseph's, we believe that a child's starting point should never determine the limits of their ambition. We recognise that progress is not always linear and that, for some children, the smallest steps represent the greatest achievements.

By combining high-quality teacher assessment, Pre-Key Stage Standards, the Birmingham SEND Assessment Toolkit and strong partnerships with families, we aim to ensure that **every child's progress is understood, recognised, celebrated and used to inform their next steps**.

What SEND funding do schools receive?

Government funding to school is based on three factors:

- **Core Education Funding the AWPU (Age Weighted Pupil Unit**) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certainamount of funding to meet their educational needs.
- **Additional Support Funding (ASF)** - On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'SEND budget'. Currently, the government suggests that a school should use their notional SEND budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEND require special educational provision up to the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEND. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such astherapists to attend a school and provide support.
- **Top-up Funding** - If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil an application may be made to Oxfordshire County Council to access some additional funding to meetspecific needs or for an Education, Health and Care Needs Assessment (EHCNA) to take place. Howdid we spend out SEN budget last year? As a school we prioritised spending to support the needs of our children who have additional educational needs and those who are at risk of underachieving.

During 2025-2026 we spent our funding on:

- The base budget covers teaching and curriculum expenses
- Educational support staff
- Educational support staff 1:1

- Training is designed to prioritise the needs of all pupils, including those with special educational needs and disabilities. This year, for example, we have collaborated with Nicky Ashby-Guest from The Gallery Trust to deliver targeted training in support of our Enhanced Pathway. The programme has included specialist sessions such as Sensory Circuits.
- Accessing support from outside agencies including input from an Educational Psychologist.
- Induvial resources to support children in the classroom for example, sensory resources
- The procurement of specialist equipment to support and resource our Enhanced Pathway, The Meadows

Curriculum and Teaching Methods (including groupings/interventions)

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child? Is there any additional supportavailable to help my child reach his/her expected outcomes?

The National Curriculum represents an entitlement for all pupils.

- Class teachers hold responsibility for the learning and progress of every child in their class, ensuring that all pupils receive high-quality, inclusive teaching (Quality First Teaching)
- Teachers demonstrate expertise in adapting and differentiating the curriculum to meet individual learning needs effectively.
- They take into account a variety of learning styles to ensure the needs of all pupils are appropriately addressed.
- Opportunities for first-hand learning experiences, such as educational visits, are incorporated during topic planning.
- Grouping arrangements are carefully organised to maximise learning opportunities for every pupil.
- Additional adults may be deployed to support specific groups of children; however, the promotion of independence remains a key priority.
- Pupils identified as likely to benefit from targeted intervention programmes receive additional support, and their progress within these programmes is closely monitored.
- Intervention programmes are available across a range of areas—including English, mathematics, language development, social and emotional skills, and motor skills—and are delivered by appropriately trained staff. These interventions complement the Quality First Teaching that all pupils receive.
- The impact and effectiveness of intervention programmes are systematically evaluated and reviewed on a regular basis.
- Where appropriate, the school seeks advice and support from external educational and health professionals, such as the Special Educational Needs Support Service (SENSS), Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and Child and Adolescent Mental Health Services (CAMHS).

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Access to Learning and the Curriculum

At St Joseph's Catholic Primary School, we believe that every child has the right to an ambitious, engaging and inclusive education, regardless of their starting point or individual needs. Our approach is rooted in the belief that inclusion and ambition go hand in hand. We do not lower our expectations for children with special educational needs and disabilities (SEND); instead, we adapt our teaching, remove barriers and provide appropriate support to enable every child to access a rich and challenging curriculum.

Our newly developed curriculum is designed to be accessible, ambitious, knowledge-rich and inclusive, providing meaningful opportunities for all children to develop their knowledge, skills, independence and confidence.

High-quality Adaptive Teaching

High-quality teaching is our first response to meeting the needs of children with SEND. Rather than routinely providing different or less challenging work, teachers use highly effective Adaptive Teaching strategies to ensure that all pupils can access the same ambitious learning intentions, with appropriate adjustments and scaffolding.

Our approach is informed by evidence-based teaching principles, including Rosenshine's Principles of Instruction, and focuses on:

- Clear explanations and explicit instruction: Teachers break new learning into manageable steps, model processes carefully and check understanding before children move towards greater independence.
- Scaffolding: Visual prompts, worked examples, vocabulary banks, sentence stems, manipulatives and task boards are used to support children in accessing challenging learning. These are gradually reduced as children develop confidence and independence.
- Responsive teaching: Teachers continually check understanding through questioning, discussion, observation and classroom activities, adapting explanations, resources and the pace of learning where necessary.
- Retrieval and repetition: Regular opportunities to revisit and practise important knowledge help children strengthen understanding and develop fluency.
- Oracy and communication: Children are encouraged to explain their thinking, ask questions, rehearse vocabulary and participate in purposeful discussions. Alternative communication approaches are provided where needed.
- Flexible approaches to recording: Where appropriate, children may demonstrate their understanding through practical activities, verbal explanations, technology, visual representations or supported writing.
- Appropriate challenge for all: Teachers maintain ambitious expectations whilst recognising that children may require different levels of support, additional processing time or alternative ways to demonstrate their learning.

- Developing independence: Adults are encouraged to provide the right level of support without creating unnecessary dependence, enabling children to become increasingly confident and independent learners.

An Accessible and Ambitious Curriculum

Our curriculum is carefully sequenced to build knowledge and skills progressively. Teachers identify the essential knowledge that children need to learn and consider how potential barriers can be removed without unnecessarily narrowing their educational experiences.

Children with SEND are supported to participate in the full breadth of school life, including foundation subjects, physical education, educational visits, enrichment opportunities, performances and collective worship.

Where individualised approaches are required, these are planned thoughtfully to complement the wider curriculum and reflect the child's strengths, needs and aspirations.

Specialist Approaches and Support Strategies

Depending on individual needs, children may benefit from the following provision:

- Little Wandle Letters and Sounds Revised: We use Little Wandle as our systematic synthetic phonics programme, providing a structured and consistent approach to early reading. Phonics teaching begins in the Early Years and continues throughout Key Stage 1. Children in Key Stage 2 who require further phonics support access appropriate Little Wandle catch-up or intervention provision, matched to their identified needs.
- Early identification and targeted intervention: Children experiencing difficulties with reading, writing, mathematics, communication or other areas of learning are identified promptly. Additional support is planned according to their needs, with progress monitored and interventions reviewed regularly.
- Visual timetables and structured routines: Classrooms use visual timetables to support predictability and understanding. Some children benefit from individual visual schedules, now-and-next boards, task planners or personalised transition arrangements.
- Supportive learning environments: Classrooms are organised to promote accessibility, independence and engagement. This may include visual learning walls, clearly organised resources, accessible vocabulary, reduced distractions and designated spaces for quieter learning.
- Assistive technology and digital resources: Technology is used where appropriate to remove barriers and enhance learning. This may include word processing, text-to-speech tools, accessible digital resources and educational programmes such as Times Tables Rock Stars.
- Practical and multisensory approaches: Children may use manipulatives, concrete resources, visual representations, sensory materials and practical activities to support understanding and retention.

- Reasonable adjustments and specialist equipment: Where appropriate, children may have access to pencil grips, adapted writing tools, coloured overlays where individually beneficial, writing slopes, alternative seating, sensory resources or other equipment recommended through assessment and professional advice.
- Targeted adult support: Teaching assistants work alongside class teachers to deliver carefully planned interventions, support access to learning and promote independence. Support may take place individually, in small groups or within whole-class teaching, according to the child's needs.
- Communication and social development: Children may access targeted support for speech, language, social communication, friendships, emotional literacy and interaction. This may include structured social opportunities, supported play, social narratives and explicit teaching of communication skills.
- Sensory and emotional regulation: Our inclusive provision includes access to sensory circuits, movement breaks, regulation strategies and nurturing approaches to help children feel settled, secure and ready to learn.
- Enhanced Pathway – The Meadows: For children experiencing significant barriers to accessing aspects of mainstream education, our Meadows provision offers a flexible, nurturing and carefully structured approach. It provides additional support for regulation, communication, engagement and readiness for learning whilst maintaining meaningful links with the child's mainstream class. The emphasis remains on belonging, participation and developing independence, with reintegration into classroom learning supported wherever appropriate.
- External professional advice: We work closely with Educational Psychologists, Speech and Language Therapists, Occupational Therapists, SENSS, CAMHS and other specialist services where appropriate. Their recommendations are incorporated into classroom practice, personalised provision and individual support plans.

Children as Active Participants in Their Learning

We believe that children should be active participants in their education. Teachers encourage pupils to understand their strengths, recognise their achievements and develop an awareness of their next steps.

Children are given regular feedback through discussion, modelling, questioning and appropriate marking. They are encouraged to reflect upon their learning, celebrate success and contribute their views about the support that helps them most.

For children with SEND, pupil voice is particularly important. We take time to understand how children experience school, what they find challenging and which approaches help them feel confident, included and successful.

How do we ensure that individual needs are met?

Every child with identified SEND has their needs considered through our graduated approach of Assess, Plan, Do, Review.

Class teachers retain responsibility for the learning and progress of every pupil in their class, including those receiving additional adult support.

Working alongside the SENDCO, teachers:

1. Identify each child's strengths, needs and potential barriers to learning.
2. Plan appropriate Adaptive Teaching strategies, reasonable adjustments and personalised support.
3. Implement these approaches consistently within the classroom and, where appropriate, through targeted interventions.
4. Monitor and evaluate progress using teacher assessment, individual targets and specialist assessment tools.
5. Review the effectiveness of provision and make adjustments where necessary, involving parents, carers and the child throughout the process.

We use Edukey to record, monitor and evaluate SEND provision, ensuring that individual needs, interventions, outcomes and reasonable adjustments are clearly documented and regularly reviewed. Our SENDCO works closely with teaching staff, senior leaders, families and external professionals to ensure that provision remains responsive and that children receive the support they need to flourish.

Our commitment

At St Joseph's, we recognise that fairness does not mean giving every child exactly the same support. It means understanding what each child needs to succeed and taking purposeful steps to remove the barriers they may face.

We are committed to ensuring that children with SEND are not simply present in our classrooms, but are actively participating, learning, achieving, developing independence and experiencing a genuine sense of belonging.

Through ambitious curriculum expectations, highly effective Adaptive Teaching, thoughtful reasonable adjustments and strong partnerships with families, we strive to ensure that every child is known, valued and given the opportunity to flourish.

What training is provided for staff?

We ensure the quality of teaching and learning for pupils with SEND are a core part of the school's performance management and professional development arrangements for all staff.
Staff receive regular training on specific needs and conditions as they arise.
In addition to training around medical conditions, all staff receive regular updates of SEND practice and regulation, appropriate methods for differentiation in the classroom and how to plan for inclusion of all pupils as part of our regular whole school staff meetings.

Training during 2025-2026, both external courses and in-house, included:

- Effective strategies for Quality First Teaching in every classroom
- Adaptive Teaching Strategies
- Team Teach
- Support and training from OXSIT both online and in person
- OXSIT support and involvement – 3 days paid support
- SLT Peer observations, Team Teaching and monitoring
- ELSA supervision and additional training
- First Aid
- Safeguarding Generalist training

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils taking statutory tests (Year 2 and Year 6) access them in a smaller environment. Readers and scribes are provided as appropriate and to comply with test guidelines.
- School adheres to current access arrangements for Key Stage 1 and Key Stage 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or timeto access tests.
- Booster and target groups are run throughout the school year
- Certain children undergo comprehensive reading assessments to evaluate their reading proficiency, reading age, and processing speed (NARA, PhAB and Youngs)

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations? How does the school help develop my child's social and emotional skills? What is the school's policy onbullying?

- All classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum. This academic year, the Ten:Ten Resources programme has been introduced to enhance delivery and consistency across the school.
- Teachers identify pupils who would benefit from individual or small group interventions aimed at developing social and emotional skills, supported by our ELSA-trained HLTA. Targeted group sessions are provided to help pupils build social confidence and enhance self-esteem.

- A quiet lunchtime club is available for children who find the playground environment overwhelming, and additional support is provided for those who experience difficulties during playtimes. Sports Leaders are in place to organise games and activities for younger pupils, promoting inclusion and positive interaction.
- Each classroom features a visual timetable to support routine and structure; some pupils also have personalised timetables tailored to their specific needs.
- The school maintains a strong ethos of pastoral care, deeply rooted in our Catholic faith. Our Anti-Bullying Policy and procedures place particular emphasis on supporting vulnerable pupils.
- E-safety and cyberbullying are addressed at an age-appropriate level through our PSHE curriculum, ensuring pupils are equipped with the knowledge and skills to stay safe online.
- Transition support is carefully planned for pupils moving between year groups and in preparation for secondary education, ensuring smooth and positive progression at each stage.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and takepart in lessons? How do I know my child will be able to access all lessons?

- The building and playground are accessible to wheelchair users. Low-height handles have beenfitted to most doors.
- Disabled toilet and changing facilities.
- Awareness of sensory issues.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned considering the needs of children with disabilities.
- Transition preparation.

Working with others

Who does the school work with? How does the school work with other agencies? How will I be informed?

St Joseph's Catholic Primary School works with a number of services including:

- Communication and Interaction Service
- Oxfordshire School Inclusion Team
- Speech and Language Therapy
- Behaviour and Inclusion Officers (BIOs)
- Occupational Therapy
- Educational Psychology Service
- The SENDCO liaises with class teachers, senior leadership team and parents to prioritise referrals to these services.

- Referrals to services may also come about following pupil review meetings.
- Staff (usually the class teacher or SENDCO) discuss referral to a service with parents/carers before a referral is made.
- Parents' views will be sought and they may be invited or can request to meet with the service.
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Transition: Joining, Moving Through and Leaving St Joseph's

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

At St Joseph's Catholic Primary School, we recognise that transitions can be both exciting and challenging, particularly for children with special educational needs and disabilities (SEND). Whether a child is joining our school, moving into a new class or preparing for secondary education, our priority is to ensure that they feel safe, supported, included and confident about the next stage of their learning journey.

We understand that successful transitions require careful planning, positive relationships and effective communication between children, families, school staff and external professionals. Our approach is personalised, recognising that some children may need additional time, reassurance or carefully planned support to manage change successfully.

Joining St Joseph's

We warmly welcome children of all abilities and needs. Applications for Nursery and school places are managed in accordance with the relevant admissions arrangements, including <underline>Oxfordshire County Council's published admissions rules and policies</underline> and the statutory arrangements for children with Education, Health and Care Plans (EHCPs).

We encourage prospective families to visit St Joseph's and meet our staff so that children can begin to develop a sense of familiarity and belonging before they start.

For children with SEND, we work closely with parents and carers, previous settings and relevant professionals to understand their strengths, needs and existing support arrangements. Where appropriate, we arrange additional visits, transition meetings, visual resources, social stories or personalised settling-in plans.

When a child joins us during the academic year, we liaise with their previous school or setting to ensure that relevant SEND information and records are transferred securely and promptly, enabling us to put appropriate support in place from the outset.

Moving Between Classes and Year Groups

We begin preparing children for their next class during the Summer Term, recognising that familiarity, predictability and positive relationships are particularly important for pupils who may find change difficult.

Our transition arrangements include:

- Planned opportunities for children to visit their new classrooms, meet their teachers and become familiar with routines and expectations.
- Additional transition visits for children who would benefit from a more gradual introduction to their new environment.
- Handover meetings between current and receiving teachers, ensuring that information about individual strengths, SEND needs, successful teaching strategies, reasonable adjustments and pastoral support is shared.
- Personalised transition books, photographs, visual timetables and social stories where appropriate.
- Opportunities for children to ask questions, share their worries and contribute their views about what will help them feel confident.
- Parent and carer communication, including opportunities to discuss individual concerns and arrangements for the new academic year.
- Meet the Teacher opportunities, providing families with information about classroom routines, curriculum expectations, homework and reading.

For children with more complex needs, the SENDCO works alongside class teachers and families to develop individualised transition arrangements, ensuring continuity of support and a positive start to the new school year.

Moving to Secondary School

We recognise that the transition from primary to secondary school is a significant milestone. Our aim is to prepare all children for this next stage, supporting their confidence, independence, emotional wellbeing and readiness for new experiences.

We work closely with receiving secondary schools to ensure that children are appropriately prepared and that relevant information about their learning, wellbeing and SEND provision is shared securely.

Transition support may include:

- Visits from secondary school staff to meet pupils and discuss their new school.
- Familiarisation days and planned visits to secondary settings.
- Additional visits for children with SEND or those who may experience increased anxiety around change.

- Personalised transition books, photographs, social stories and visual information about the new school environment.
- Opportunities to discuss friendships, routines, organisation, independence and any worries about moving on.
- Targeted transition activities or mentoring to develop confidence and practical skills.
- Meetings between class teachers, the SENDCO, families and receiving secondary school staff to share relevant information and agree appropriate support.

For pupils with EHCPs, planning for secondary transfer is considered through the statutory Annual Review process, with transition discussions and arrangements beginning sufficiently early to support informed decisions and continuity of provision.

Moving to Another School

We recognise that families may move schools for a variety of reasons, including changes in family circumstances or relocation. As a school serving a community with a significant number of service families, we understand the importance of ensuring that children experience continuity, stability and reassurance during these transitions.

When a child leaves St Joseph's, we:

- Liaise with the receiving school's SENDCO and relevant staff to share information about individual needs, successful strategies, reasonable adjustments and support arrangements.
- Ensure that school records and relevant SEND documentation are transferred securely and promptly, in accordance with statutory requirements and data protection procedures.
- Provide additional transition information, social stories or personalised resources where these would support the child.
- Work with families and the receiving school to promote a positive and well-supported transition.

Where a child joins St Joseph's from another school, we adopt the same collaborative approach, gathering relevant information, listening carefully to parents and carers, and planning appropriate provision to help them settle successfully.

Our Commitment to Successful Transitions

At St Joseph's, transition is not simply about moving from one classroom or school to another. It is about ensuring that every child feels known, understood, valued and ready to embrace new opportunities.

We recognise that some children will manage change confidently, whilst others may require more personalised preparation and ongoing reassurance. We therefore remain flexible and

responsive, reviewing transition arrangements with children and families to ensure that support is appropriate and effective.

Through thoughtful planning, strong partnerships and our commitment to inclusion, we aim to make every transition a positive experience that builds confidence, independence and a lasting sense of belonging.

How are the governing body involved in our SEND provision?

Governors on the Finance and Personnel Committee conduct regular reviews of the school's expenditure. The Link Governor for Special Educational Needs and Disabilities (SEND) collaborates closely with the SENDCO, providing support in achieving the targets outlined in the School Development Plan and ensuring the continual review and evaluation of SEND provision for pupils. The SEND Link Governor also undertakes scheduled learning walks and monitoring sessions to ensure that the objectives of the School Development Plan are being effectively implemented and achieved.

What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENDCO, who will do their best to help resolve the issue. The next step would be to meet with the Headteacher. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Policy is available on the school website and a hard copy can be obtained from the school office.

Where can I find further information on SEND?

Our SEND Policy, Accessibility Policy and Equality Policy can be downloaded or read online via our school website www.stjosephsprimarycarterton.co.uk. If you are unable to access our website or would prefer a hard copy ofthe Policy, please contact the school office. If you wish to access the Local Offer from Oxfordshire County Council you can do so using the link Special educational needs and disability: The local offer | Oxfordshire County Council. SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contact by: Telephone: 01865 810516 Text: 07786 524294 Email: sendiass@oxfordshire.gov.uk Website: www.oxfordshire.gov.uk/sendiass

If parents/carers have any questions or concerns regarding SEND, they should contact the SENDCO via the schooloffice on admin@sjc.oxon.sch.uk

St Joseph's Catholic Primary School
Lawton Avenue, Carterton
Oxfordshire
OX18 3JY

Policies Linked:

- SEND policy
- Behaviour policy
- Equality policy

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