



The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools

'Together We Can, With Christ By our Side'

SEND INFORMATION REPORT

OFFER September 2025

At The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools we aim to encourage all children to reach their full potential spiritually, physically, intellectually, emotionally and socially. We are aware of the importance of giving all children equality of opportunity. We are aware that some of our children will face obstacles to their achievements and that this will need special consideration.

The main object of this document is to provide practical guidance and information about our approach and procedures, which will enable all staff to work together for the benefit of our children.

We take guidance from the Diocese of Southwark.

Mission Statement

Catholic education in the Diocese of Southwark must recognise the uniqueness of every individual and the contribution that each

individual brings to our school communities. Catholic children should have access to a curriculum that meets their needs and fulfils statutory requirements. We acknowledge that some of our children have special educational needs that require extra support and resources. This should not affect their entitlement to education in a Catholic school.

“The Catholic School should be a living embodiment of an ideal and a faith; it should demonstrate a way of life; it should be a witness to society; it should practise what it preaches about the dignity and worth of the individual.” - Cardinal Basil Hume ‘Our Catholic Schools’.

The school SENCO, Ms C Francis has responsibility for the SENCO role in the Junior, Infant and Nursery Schools. The schools will carry out their best endeavours to ensure that the necessary provision is made for any pupil with SEND. In doing so we fulfil the statutory duties and best practice guidelines set out in the Department for Education ‘Special Educational Needs and Disability Code of Practice: 0 to 25 yrs’, July 2014. Last updated September 2024.

In September 2022, St Joseph’s became part of the Norwood Locality as part of the wider Locality SEND Support Offer for Pupils with Special Educational Needs and Disability in Croydon.

Roles & Responsibilities of the Class Teacher

The class teacher holds primary responsibility for the progress and development of all pupils in their class, including those with SEND. In line with the principles of Quality First Teaching, they:

- Plan and deliver inclusive, differentiated lessons that cater to a range of learning profiles
- Monitor academic, emotional and behavioural progress
- Implement and review additional support or interventions
- Collaborate with the SENCO and support staff to ensure that tailored strategies are effective and evidence-informed

Roles & Responsibilities of the SENCO

The school's Special Educational Needs Coordinator, **Ms C Francis**, is a qualified, experienced professional with responsibility for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for pupils with SEND across all key stages
- Ensuring accurate record-keeping via the SEND register
- Liaising with parents and external agencies to ensure integrated, multi-agency support
- Leading termly reviews and driving continuous improvement in SEND outcomes
- Supporting and training staff to embed inclusive practice

Roles & Responsibilities of the Executive Headteacher

Our Executive Headteacher, **Mrs D Ashley**, provides the strategic leadership necessary to embed an inclusive culture and ensure SEND remains a priority. Her responsibilities include:

- Ensuring compliance with statutory SEND requirements
- Monitoring and evaluating the impact of SEND provision
- Allocating resources in line with identified needs and budgetary frameworks

- Engaging governors (where applicable) and the Local Authority in the evaluation of inclusive practices

What should I do if I think my child may have Special Educational Needs and Disability?

We recognise the vital role parents and carers play in identifying emerging needs. Your first point of contact should be your child's class teacher. If further discussion is required, a meeting with **Ms C Francis (SENCO)** can be arranged by contacting the school office or emailing: senco@st-josephs-jun.croydon.sch.uk.

How does the school know if children need extra help?

We adopt a proactive and multi-faceted approach to identification, including:

- Ongoing formative and summative assessment
- Observations by teachers and support staff
- Concerns raised by parents/carers
- Information shared by previous settings or external professionals
- Review of behaviour, social interaction or emotional wellbeing trends

How will I know how the school supports my child?

Support follows Croydon's graduated response model and is tailored to the individual. This includes:

- Classroom adaptations and differentiation
- Structured, time-limited interventions in small groups or 1:1
- Individual Support Plans with SMART targets

- Regular reviews to evaluate impact, inform planning and adjust provision
- Parental input and shared decision-making at every stage

Question and answers:

How will the curriculum be matched to my child's needs?

Our curriculum is underpinned by accessibility and challenge.
Teachers:

- Use scaffolded tasks, visual supports, and assistive technologies
- Implement multisensory learning methods
- Set personalised success criteria
- Employ flexible grouping strategies

Specialist equipment (e.g., writing slopes, coloured overlays, wobble cushions) is used when required.

How will I know how my child is doing?

You will receive updates through:

- Parent-teacher meetings and SEND reviews each term
- Reports from class teachers and specialists
- Informal discussions or scheduled meetings as needed
- Access to your child's support plan and reviewed targets

How will you help me to support my child's learning?

We work in partnership with parents through:

- Providing strategies, resources, and activities to reinforce learning at home
- Suggesting apps, online tools, or games for practising key skills
- Sharing reports and home support plans from therapists or specialists
- Inviting parents to SEND-focused workshops or information evenings

What support will there be for my child's overall well-being?

We promote emotional and social development through:

- Tailored support from trained Learning Mentors and ELSA staff
- Forest School programmes fostering resilience and confidence
- Access to reading support with our PAT (Pets as Therapy) dog
- Structured activities via the Duffus Foundation (e.g., boxing, mindfulness)
- Use of visual timetables, check-ins, and Zones of Regulation tools

How does the school cope with a child with a medical condition?

- A detailed Health Care Plan is developed with input from medical professionals and the school nurse
- Plans are shared with all relevant staff and reviewed regularly
- Staff are trained to support a range of conditions (e.g., asthma, diabetes, epilepsy)
- Medication is administered only with written parental consent in line with policy

What specialist services and expertise are available at or accessed by the school?

We benefit from collaboration with the following services:

- Educational Psychology (via Croydon Locality and external providers)
- Speech and Language Therapy (Love to Communicate)
- Occupational and Physiotherapy teams
- CAMHS
- Community Paediatrics
- School Nursing Service
- Drama and Play Therapy

What training have staff had to support children with additional needs?

Training is strategic and needs-led. Staff have undertaken:

- Autism Education Trust (AET) Tier 1 & 2
- Dyslexia and phonological awareness training
- Zones of Regulation and ELSA training
- SALT workshops and Makaton basics
- Whole school CPD on inclusive classroom practice and online safety

How will my child be included in activities outside the classroom including school trips?

Inclusion is non-negotiable. We ensure:

- Risk assessments reflect individual needs

- Additional adult support where required
- Accessible transport and communication aids
- Use of social stories or familiarisation visits if needed

How accessible is the school environment?

Although our setting is built on a slope, we provide:

- Ramps for step-free access
- Accessible toilets in both buildings
- Modified classroom layouts as required
- Adaptations considered during future capital works

We are open to discussing access requirements on an individual basis.

How will the school prepare and support my child when joining the school?

Transition support includes:

- Visits to feeder nurseries and schools
- Parent meetings and home visits (for new starters)
- Transition sessions with new teachers and peers
- Creation of transition books or videos for children with additional needs
- SENCO liaison with previous settings to gather a holistic picture

How will the school support my child when moving to a new class or school?

- Internal transition meetings between current and new teachers
- Pupil visits to new classrooms in the summer term

- Additional preparation for children with SEND
 - Year 5 EHCP review used to name secondary school
 - Year 6 transition plans co-developed with receiving secondary schools
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How are the school's resources allocated and matched to children's Special Educational Needs and Disability?

Funding is allocated based on assessed needs and used to:

- Employ and deploy support staff effectively
- Fund specialist interventions or assessments
- Purchase equipment, software or sensory tools
- Commission external services when not available via CLSS

How is the decision made about how much support my child will receive?

Support levels are determined via:

- Termly pupil progress meetings
- Evidence from observations and assessments
- Recommendations from external specialists
- Consultation with parents/carers
- Consideration of developing independence

How will I be involved in discussions about, and planning for, my child's education?

We strongly believe in co-production. Parents are involved through:

- SEND reviews and planning meetings
- Co-writing and reviewing support plans
- Regular informal communication

- Sharing their views in surveys and through school councils

Who can I contact for further information?

Please contact the school office to arrange a meeting with the SENCO.

Ms C Francis (SENCO)

 senco@st-josephs-jun.croydon.sch.uk

Useful Links:

- **Croydon Local Offer:** <https://localoffer.croydon.gov.uk>
- **SENDIASS Croydon:** <https://www.kids.org.uk/sendiaass>