



St Joseph's
Catholic Primary School



St Joseph's Catholic Primary School

Annual SEN Report 2022

Evaluating the Effectiveness of Provision for Pupils with SEND



At St. Joseph's we aim to
promote a learning community
based on the Gospel values of
Love, Trust and Respect
where the achievements of everyone
are recognised and celebrated

Living, Learning and Loving
together with Christ

This is a report to reflect upon how school has used SEN funding to meet pupils' needs. It should be read alongside our SEN Information Report, the SEND policy and the Accessibility plan

Data: Summer 2022

Total number of pupils identified with SEN in EYFS is 3

Total number of pupils identified with SEN in KS1 is 7

Total number of pupils identified with SEN in KS2 is 21

KS1 Expected Standard	Reading	Writing	Maths
Non-SEN	60%	53.3%	60%
SEN	0%	0%	0%
KS2 Expected Standard	Reading	Writing	Maths
Non-SEN	82%	70%	76%
SEN	37%	50%	37%

Pupils with Special Educational Needs and Disabilities at St Joseph's School are supported to reach the highest standard they possibly can. This is made possible through careful and thoughtful provision for pupils with Special Educational Needs. Regular monitoring and pupil progress meetings support the assessment and next steps for pupils with Special Educational Needs and Disabilities. All SEN pupils have targets set on their SEN Support Plans. These are reviewed termly in a formal meeting with the school SENCO or at a parent's evening. The outcome of bespoke and recommended interventions are recorded on the plans.

Next Steps

Continue to monitor the provision of SEND pupils and the SENCO to continue to monitor pupils SEN Support Plans termly to ensure that advice and recommendations are being followed and that targets that are being set are challenging yet achievable. The Sir Charles Parsons Assessment and Recording Tool (SCART) has been introduced last year so its use needs to be monitored and work scrutinies to take place to ensure work is matched to the pupil's ability.

Attendance

Attendance overall at St Joseph's School for 2022 is 93.66%

Attendance for pupils with SEND in 2022 was 91.28%

Eleven SEND pupils last year were persistent absentees.

Attendance for pupils with an Education, Health and Care Plan is 97.6%

There were no fixed term exclusions last academic year.

There has been one fixed term exclusions this academic year and no pupils on a reduced timetable.

Next steps:

Ensure that attendance for pupils with SEND remains high and continue to support parents in getting their children to school every day through the school's attendance initiatives such as the weekly top table and weekly attendance rewards. Continue to encourage use of breakfast club. Our Attendance Officer will continue to work and support parents and families with their child's attendance and will support families at home to establish routines to ensure attendance remains a priority.

Staff Training and Expertise

The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for SEN pupils.

- EYFS and KS1 staff have had Talk Boost and Early Talk Boost training
- All staff have had training led by the SENTASS team on supporting pupils with Dyslexia in the mainstream classroom.
- 3 x staff have accompanied parents for Autism training (3 sessions) delivered by Speech and Language Therapy
- All staff have had training on the SEND Mainstream Guidance document
- All staff have attended Lexia training
- All staff have attended Essential Letters and Sounds (ELS) training
- All staff attended the 'Making Sense of Autism' training from the SENDOS team
- 1 x staff have attended 4 sessions of 'Good Autism Practice' training
- Staff have had 1:1 drop in sessions with educational psychologists and SENTASS team
- All staff have had Prevent training.
- SENCO attended inclusion conference
- A number of staff have worked alongside Speech and Language therapists,

Occupational Therapists and Educational Psychologists to develop strategies such as 'Box-Time' and using 'Colourful Semantics'

- Staff have attended a behaviour support strategies course
- The SENCO attends half termly network meetings with Catholic cluster of schools
- The SENCO attends termly LA SENCO network meetings
- All staff have had updated safeguarding training
- EYFS/KS1 staff attended a training session in school about Autism strategies and Box Time delivered by SENTASS Communication and Interaction team.

Next Steps:

- Regular SEN training sessions will be incorporated into the staff schedule during the academic year
- The SENCO will make sure that individual staff have appropriate CPD when needed
- The impact of the SEND Mainstream Guidance Document will be monitored through classroom drop ins and discussions with staff.

Working with outside agencies

We have bought in support from the following traded services in our school, to meet the needs of our pupils:

- Educational Psychology
- SEND Outreach Service (SENDOS) – Dyslexia screening

We also work with and refer to the following non- traded services on a regular basis:

- Speech and Language Therapy
- The Specific Language Impairment Team
- School Health
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- School Health

- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Local Authority SEN School Improvement Service

Next Steps:

- To continue to work closely with all services to support pupils and improve quality first teaching through training and recommendations
- Monitor the effectiveness of the services we buy in and the impact on our pupils, ensuring that we are getting value for money

Pupils Views

Pupils are consulted throughout the target setting process and are aware of their individual targets. Our School Council is represented by two children from each year group.

Pupils are encouraged to have a voice in school and they know who the adults are that they can pass on worries or concerns to. Classrooms have 'Talking Boxes' for pupils to privately ask for help when needed. There is an ethos where pupils feel comfortable and are encouraged to talk to their peers and staff.

Next Steps:

- To develop accessible documentation for pupils to record their views in meetings or in class
- To encourage the attendance of pupils at their review meetings, in particular Annual Reviews so they can be involved in discussions.
- To attend pupil participation events within Newcastle.

Parents/Carers Views

St Joseph's has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible

formats and sufficient notice is given for meetings to enable parents/carers time to prepare. We collect the views of parents and carers in a variety of ways. These include the following:

- Parents' Evenings
- Questionnaires (School and Local Authority)

Next Steps

Repeat the parent questionnaire in Spring Term to obtain more parent voice.

Newcastle Local Offer

Please follow the link below to access the Newcastle Local Offer for further information on services linked to SEN and Disability in Newcastle.

[Newcastle Support Directory | Newcastle Support Directory](#)

Follow the link or scan the QR code for access to the provision available at St Joseph's RC Primary to children and young people with special educational needs (SEN) or disabilities.

[St Joseph's RC Primary School | Newcastle Support Directory](#)

