

St Joseph's Catholic Primary Academy

Love, Learn and Live in Christ



SEND Information Report 2026-2027

Review Date	Changes Made	Amended By
September 2026		

The following details St Joseph's Catholic Primary Academy's Individual Local Offer (SEND Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer [Calderdale SEND Local Offer | Calderdale SEND Local Offer](#) which details the provision available in all Calderdale schools and academies.

Key Information	
Headteacher	Mrs Louise Paquim
SENDCo	Mrs Stacey Stewart
SEND Governor	Mrs Joanna Grogan
Address	Finkil Street, Brighouse, HD6 2NT
Email - Admin	school.admin@st-josephs-brig.calderdale.sch.uk
Email - SENDCo	sendco@st-josephs-brig.calderdale.sch.uk
Telephone	01484 713037
Age Range	3-11
Funding	Academy

We are committed to providing clear and accessible information about our Special Educational Needs (SEN) provision. We hope this report answers your questions. For a more personal discussion about your child's needs and how we can support them, please do not hesitate to contact our dedicated and experienced staff. We are always happy to talk with you.

How do we make sure all children reach their potential?	• Access to a broad and balanced curriculum which is adapted • Quality of teaching and learning thoroughly monitored by school leaders • Rigorous children tracking system which ensures all children are monitored. • Termly progress meetings with SLT • Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place • Where children continue to make less than expected progress, despite quality first teaching and targeted support, the class teacher, in collaboration with the SENCo, will assess for additional needs. • If SEN is identified, a meeting will be held with parents/carers to discuss the required support and create a SEND support plan. • Weekly dedicated leadership time for the SENCO. • Detailed programme of reviews with parents and professionals. Pupil consultation meetings, for parents and carers, drop ins, termly reviews for all children on the SEND Register and comprehensive annual reviews for children with Education
---	---

	Health Care Plans (EHCPs). Parents' views are very important to us. • All children on the SEN register have a pupil passport outlining their strengths, areas for development, support strategies, and their aspirations for the year and long-term. We highly value all children's views, actively seeking them through our annual questionnaires, ensuring their voices are heard and respected. • A team of highly skilled class teachers and teaching assistants to meet individual needs • Long established, acknowledged and celebrated ethos of inclusion and equality
How do we identify children with SEN and assess their needs?	• Through discussions, observations, assessments and data analysis the SENCo, class teachers and support staff will identify any children who appear to have a SEND. • Children with SEND may also be identified by external agencies and organisations. • Parents and carers may also inform the SENCo or teaching staff of any concerns and possible special educational needs. • Pupil Progress meetings are held termly and progress of all children is discussed. The needs of any child who appears 'not on track' are discussed in detail. • The needs of children are regularly reviewed. Parents are invited to a termly meeting to discuss their child's needs and progress. Children are invited to be part of this meeting where appropriate • Where a child is identified as having SEN, a graduated approach of Assess, Plan, Do, and Review will be implemented.
How do we involve parents, children and young people?	• Parents and children invited to termly review meetings, held at a time convenient to parents. • Children and parents views become part of the target setting process. • Children's views are collected through pupil voice activities. • Open door policy.
How do we help a child with physical needs?	• All areas of school are accessible by a wheelchair • Disabled parking bay available outside of the main building • Accessible toilet in school hall • Ramped access in school hall to access KS2 side of the building • Children have access to equipment which supports the mechanics of writing: sloping boards, stand up desks, a variety of pencil grips, thera-putty, fine motor control games a variety of pens and other writing apparatus and ICT equipment • Use of differentiated sports equipment in PE • Wobble cushions in school • Occupational Therapy intervention resources

How do we help children with speech and language needs?	• Delivery of programmes devised by speech and language therapist • Staff experienced in the use of resources such as ‘Colourful Semantics’, ‘Language for Thinking’, ‘Let’s Talk’, ‘Socially speaking’, ‘Time to talk’ and ‘Word Wizard’ and resources in school • Wellcomm assessments completed with all SEND children and EYFS children; tracked over time • WIDGIT used across school to support children with symbols and images in lessons and on displays • Staff are Autism aware and have received training from the Calderdale Autism team. They implement appropriate strategies to support pupils in class and during break times, promoting positive social interactions • Access to specialist support for children with ASD and their families
How do we help children with sensory awareness?	• Close working practise with Visually Impaired service and Hearing Impaired service- teachers work alongside children in school as necessary. • Use of WIDGIT visual timetables in all classrooms. • Close liaison with audiology and cochlear implant service. • Flexibility to make large print books / work. • Fully carpeted classrooms. • Statutory assessments adapted for children with sensory impairment. • Sensory Circuits at timetabled parts of the day and when children need them to help them regulate
How do we help children who have social and emotional difficulties?	• Highly skilled staff who have an extensive range of skills and experience in supporting children with a wide range of difficulties • Designated Mental Health First Aider • Safeguarding meetings are held half- termly and SEMH is discussed as part of these. • ‘Social Stories’ trained staff • EYFS staff have accessed Attention Autism training • Every class has a calming corner that children can access when needed • Well- structured PSHE curriculum • Access to specialist counselling – e.g. Noah’s Ark • Workshops across Key Stage 2 from Time Out to support the children’s mental health and well-being • Access to the Calm Room as needed • Schools follow The Zones of Regulation in class which support children to understand their emotions and use strategies to manage them effectively.

	• Mental Health First Aider available to meet children at the beginning of the day when transition into school is difficult • Soft start available to all children when needed to support the transition between home and the classroom • Well planned transitions between settings and classes. • Meet and Greet at the start of the day by Headteacher/ Deputy Headteacher • My Happy Minds taught across school to help children manage their own mental health and well-being • Additional interventions to support emotional regulation for children who need them, including Zones of Regulation, Anxiety Gremlins and Anger Gremlins
How do we help a child with behavioural difficulties	• Behaviour policy using positive reinforced strategies with clearly set out steps regarding consequences which children and parents are aware of. • Individual Behaviour Plans and Support to Self-Regulate plans to establish consistency of approach. • Class visual timetables • Personalised visual timetables. • Consistent behaviour management scheme across whole school. • Most teaching staff and some teaching assistants 'React' trained. • Dojos sent home as positive reinforcement. • Lunchtime staff trained in positive behaviour management. • Use of home-school communication books. • Variety of after school and lunchtime clubs to enthuse and engage children. • Teams around a child- SLT, class teacher, teaching assistants and other key workers to promote good relationships.
How do we help a child who needs support with English?	• Whole School approach to teaching Monster Phonics – all staff trained. 4-weekly assessments and Rapid Catch-Up programme used. • High interest, lower reading age reading books available. • Staff experienced in the use of 'Black Sheep Narrative' scheme. • Handwriting taught throughout school use of Monster Phonics and Letter Join handwriting schemes. • Handwriting assessment completed at the start of the year to identify children who need support with transcription • Members of staff trained for dyslexia screening and visual stress disorder screening. • Access to iPads with translation software. • Catch up tutoring groups offered in different year groups to promote progress for SATS. • Use of 'Spelling Superheroes' spelling scheme to support consistent approach to teaching spellings.

	• SNIP Spelling intervention provided if a child is not making expected progress. • Additional 1:1 reading to provide children with strategies and develop their fluency
How do we support children who need support with Maths?	• Children complete Cognitive Learning Strategy approach to maths learning. Training provided to all teaching staff in how to implement this effectively. • Staff trained and experienced in the use of 'Numicon'. • Teaching Assistants to deliver individualised programmes for children with Support Me To Learn Plans through predominantly practical apparatus and games based approach. • Catch up tutoring groups offered in different year groups to promote progress for SATS. • IPad games with numeracy interventions. • KS1 children have access to Numbots and Y2-Y6 access Timetable Rockstars regularly in class and have passwords for home access.
How do we support a child who has medical needs?	• All staff have received allergy and anaphylaxis training • Individualised medical needs plans created by an experienced staff member including the input from the school nursing team, parents and first aid staff. • Team of designated first aiders. Other staff have completed basic paediatric first aid training. • Number of staff trained to manage diabetes, including in how to monitor glucose levels and administer insulin doses through a pump • Close links with school nursing team. • Medical training offered to all staff caring for a child with medical needs. • Curriculum differentiated to accommodate pupils with medical needs to access activities. • Discussions with nursing staff and parents around access to extracurricular clubs and After School club. • Head first aider has allocated time to update care plans and meet with parents / professionals. • Staff are informed if a child in their care has medical needs
How do we help children who have English as an Additional Language (EAL)?	• Induction programme with children arrive at school and ongoing termly assessment tracker to monitor progress. • Bi-lingual written translation of important school documents available. • Use of google translate. • Use of bilingual dictionaries / prompt cards in class. • Access to iPads with translation software. • School would seek advice and resources

How do we support a child with multiple and complex needs?	• Close liaison with local primary special schools, including split placements • Risk assessments completed and shared with parents and relevant staff • Support sought from local special primary school • Multi agency approach used so clear understanding of the range of needs We have current regular contact with the following services who give us support and advice: • Portage workers • Early Years Support Team • Educational psychologist • Calderdale Specialist Provision Cluster • Highbury special school through SENCO supervision group • Disabled Children team and Learning Disability Nurses. • Discussions are held with both primary special schools to access advice/strategies to support children with complex and multiple needs. • Transition to the local secondary special school / alternative provision is arranged when necessary. • Submissions made for EHC plans to LEA and teaching assistants allocated to support children in their learning. • Children have individualised timetables and learning as required. • Referrals to Cognition and Learning team as required.
What specialist services do we access beyond the school?	Below are the following services who give us support and advice: • Specialist Inclusion Team – including visual and hearing impairment team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Noah’s Ark • Autism Team • CAMHS • School nursing service • We are also part of the Blessed Peter Snow Catholic Academy Trust and the East Calderdale Learning Community where expertise is shared between schools • SENDCO attends Calderdale SENDCo network events as well as SEND supervision group with Highbury special school

How will we meet a child's personal care needs?	• Intimate and Personal Care Policy in place which is adhered to by all staff. • All staff sign and adhere to a 'Code of Conduct'. • Parents sign intimate care agreement. • Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. • Named teaching assistant with responsibility for children's personal hygiene needs. • Contact made with parents if a child has needed assistance with their personal care. • Children supported with toilet training at their own pace.
How will we include children in activities outside the classroom?	• Children with SEN are encouraged and supported to participate in out of school clubs • The curriculum is designed to be inclusive and all trips and activities are planned to ensure that all children can attend and take part. • Support staff will go on school trips and residential to meet the requirements of our risk assessments • Parent/carers will be consulted prior to trips for advice and guidance and invited to attend if felt necessary. • Reasonable adjustments to trips and visits made to allow children to feel confident in attending • Additional teaching assistants accompany residential trips to support children with SEND • Pre- visits are made to trip settings in order to ensure inclusion of all children. Discussions are held with residential centre staff to ensure children have maximum access and are happy and safe. • SEND children are encouraged to express what extra-curricular clubs they would like to attend and where possible these are arranged. • In discussion with parents, children are able to attend residential for shortened time as is appropriate to the child's needs. • Inclusion funding accessed to provide additional support at Jolly Joes after school provision as required
How do we prepare and support a child/ young person for transition	• Visiting pre-school settings / home visits by Reception staff • Allocation of staff as soon as possible and introduction before child starts school. • Extended visits to Reception Class planned in summer term before starts. • 1 transition afternoon for all children entering Reception. • Transition plans - extended visits to secondary school with primary school staff from Y5 onwards.

	• Attendance at Support Me To Learn Plan reviews for nursery children transferring into school. • Invitations to secondary SENDCo's to attend Y6 annual reviews. • Close liaison with all other settings involved in transition – good exchange of information. • Close links to feeder schools throughout KS2 – regular visits for all children. • Referrals made to Independent Travel Team in Y5 and 6 where necessary. • Attendance at EHC outcomes meeting for nursery children where invited. • An information evening is arranged in the Summer term to meet the EYFS staff and an individual parent's meeting is arranged to exchange information.
How do we develop social skills throughout the day, especially break times	• Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for EHC children if appropriate. • 'Happiness Heroes' support children in the playground- allocated to each class to develop relationships. • KS2 reading buddies read with children in the playground. • Y6 children act as 'buddies' for Reception children to familiarise them with school routines. • Social interaction groups and friendship groups run for children experiencing difficulties forming and maintaining relationships or resolving conflict • Reward positive behaviour at lunchtimes
How do we allocate resources?	• Additional adult support given where needed based on needs outlines in a child's EHCP. • SEND notional budget is allocated to children who need support in class before an EHCP is requested. • Teaching Assistant time in the afternoon is allocated on a daily basis for individual/ small group work on IEP or EHCP targets. • All children regularly reviewed (at least once a term) and provision is matched to needs.
How do we ensure staff are well trained?	• Well planned programme of Continuous professional development (CPD) accessing both external agencies and in school support • SENDCo offers CPD/ support to TAs fortnightly in dedicated professional development time • TAs are invited to attend staff meetings as appropriate • Annual review of TAs roles and responsibilities, including assessment of their training needs • SEND Apprenticeship available to staff through and fully funded by BPSCAT

	• Staff signposted to online courses/ additional training as necessary
How do we raise awareness of special educational needs for parents and the wider community?	• We participate in competitions which celebrate successes of children with SEN e.g. sports festival, Boccia and Panathlon • Achievements of children with SEN are celebrated in Friday's Reward Assembly and on the newsletter • We promote Unique Ways and signpost parents to events and parenting courses.
How do we evaluate and review the support provided?	• Support staff structure to develop best use of support staff reviewed regularly as needs of the school/children change • Provision reviewed at the start of each academic year to meet class needs and throughout the year if necessary. • Termly reviews for all children on SEN register. • Termly maths and English target reviews for all children. • Pupil progress tracked ½ termly by Headteacher and interventions recommended accordingly in liaison with Intervention Manager and SENDCO. • ½ termly meetings between Headteacher and SENDCO. • Close liaison between class teachers and teaching assistants. • Provision mapping. • We research effective interventions and use evidence based strategies to support learning, for example EEF • The SENDCO completes learning walks, book scrutinies and pupil voice to evaluate the quality and impact of the provision
How do we deal with complaints regarding our provision for children and young people with SEND?	• We welcome parents' views and comments and always work together to benefit the child's learning and development. • Open door policy - appointments available with Class Teacher, SENDCO and Headteacher on request. • Issues discussed will be followed up regularly through scheduled meetings to ensure both the child and parents are happy it has been resolved. • Involvement of outside agencies to offer strategies and additional support as necessary. (eg Sendiass)
Contact details of support services for parents of pupils with SEND	IAS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact Details: Contact: 01422 266141 Calderdale Parents and Carers (CPC) - Meeting other parents with a disabled child can be a huge source of support for families. Many

families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030

Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes. For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer:
<https://calderdalelocaloffer.org.uk>