

Mission Statement

'Through love and service, with Jesus in our hearts
and heads, we can achieve anything.'

SENd Information Report 2024 – 2025 St Joseph's RC Primary School

1. What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document and a vision and values document is available on this website.

Additional and/or different to provision has been made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia, short term memory.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy, hearing impaired, diabetes and physical needs including the need for use of a wheelchair.
- Communication and Interaction – autistic spectrum condition, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.

Our SENCO is an experienced teacher and has undertaken the National Award for SEN Co-ordination (NASENCo) which has been a statutory award for newly appointed SENCOS (since 2008) in maintained schools.

- Many of our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN:- specific learning difficulties; Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties.

2 What are school's policies with regard to the identification and assessment of children with SEND?

Our school's Assessment outlines the range of assessments regularly used throughout the school.

- Early intervention is our priority. Additional and different assessment tools may be required when children are making less than expected progress.
- We identify SEND through staff referrals, parent referrals, progress data, pupil progress meetings, baseline testing and data information from previous schools, information from health professionals and other outside agencies.
- We follow the code of practice for Special Educational Needs 2014(updated 2020).
- Our school SEND policy can be found on the school's website.

What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SENd?

- Fully inclusive approach. All children are fully included in every aspect of school life.
- Quality First teaching in every classroom.
- Reasonable adjustments as appropriate.
- Early intervention
- Use of a provision mapping
- Evaluation of Individual pupil passports (3x yearly).
- Use of attainment and progress data for children with SEN across the school (3x per year).
- We take feedback from parents and where possible act upon it.
- Yearly review of our SENd policy
- Measure the impact of interventions
- Rochdale Ordinarily available provision (OAP) document (currently in draft for replacement with the Inclusion Toolkit) sets out the expectations for educational settings.

b) What are our arrangements for assessing and reviewing the progress of children with SEN?

- We use formative assessment (assessment during learning) and summative assessment (assessment at the end of a period of learning) to then plan to meet needs, implemented actions and review impact of actions. This is known as a APDR (assess, plan, do, review)
- Our school's Assessment Policy; including termly pupil progress meetings
- Evaluation of pupil passports 3x yearly
- Tracking of pupil progress towards National Curriculum year group /key stage outcomes / engagement levels
- A cycle of consultation meetings, based on the assess- plan-do-review model takes place throughout the year for children working with outside agencies
- An Annual Review is held for children holding EHCP's; early reviews can also be triggered by school, parents or at the request of an outside agency.
- Children who are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets

- When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time, enlarged print / braille or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during assessment or statutory testing.
- Initial concerns about a child's progress are discussed with the SENCO and parents. Referrals to external agencies or a specific intervention programmes would be initiated as appropriate.

c) What is our approach to teaching pupils with SEND?

At St Joseph's we believe that every teacher in our school is a teacher of every child.

- The fundamental aim of our school and the very reason for our existence is to enable each child to be all that they can be to embrace and fulfil their unique potential following the example provided to us by Jesus Christ.
- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage information relating to results obtained over recent years is available on this website (click on Ofsted icon on website)
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCO and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND
- A continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements. Children with SEND will receive support that is additional to or different from the provision made for other children.
- All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop

children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; They help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.

- At St Joseph's, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments we consider the whole child. We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from Rochdale Additional Needs Team if appropriate), without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.
- Children who speak English as a second language may also require additional modified programmes and adaptive teaching of the curriculum

d) How do we adapt the curriculum and learning environment?

- The curriculum is adapted to meet the needs of all our children. Adaptive teaching may occur by grouping (e.g. small group, 1:1, ability, Kagan partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- The use of KAGAN structures and the following AFL strands by teachers: well thought through questioning to probe and challenge, success criteria, quality feedback and marking all contribute to outstanding learning reflected in good rates of progress and attainment.

- School always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with alternative recording needs; of brain breaks.
- We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens, coloured interactive boards, individual resources – number lines, 100.squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities.
- We endeavour to ensure that all classrooms are ASC friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, now and next boards
- We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary.

e) What additional support for learning is available for children with SEND?

- We currently have 402 (Sep 2023) children on roll. We have 14 class teachers, plus the head teacher and deputy head teacher. We have a part time (am only) pastoral officer, a sports leader, and we have 18 TA's working in school. There are also a number of volunteers gaining school experience. We pride ourselves on our high staff to pupil ratio which maximises learning potential for all children. Most are trained to deliver a range of intervention programmes in school.
- A number of intervention programmes are in place for children who require additional support. These include:

Speech and language: following care plans from speech and language therapists, word aware, modelling, kagan structures, tales tool kit, Wellcomm

Reading: IDL, Lexia, small group phonics, precision teaching, key word pre-teaching, daily readers, beat dyslexia

Writing: line guides, write dance, Dawn Robertson, text led approach and pie Corbett talk for writing approach

Phonics and spelling: Little Wandle SEND / rapid catch up, daily keep up programmes, IDL, precision teaching, small group phonics support

Numeracy: white rose block planning following a CPA approach (Concrete, pictorial, abstract) (pre /post teach groups sessions) , precision teaching, Numicon, bar modelling, booster maths groups, third space learning

SEMH: Lego therapy, rainbows, pastoral support 1-1, talk about, Games club

Motor skills: OT pre-referral skills, line guides, dough disco, Fine motor and gross motor skills interventions, sports leader lunchtime club

- We use adaptive teaching to ensure that the needs of all children are met
- We work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from Rochdale Additional Needs Team).

Impact Report

2023 SEN support and EHCP data.

Foundation

NCER National

Eligible cohort: 67,590 Ineligible cohort: 1,040

	Emerging	Expected	Avg Pts / Goal
Prime Learning Goals¹	76.0%	24.0%	1.44
● Communication & Languages¹	68.4%	31.6%	1.37
Listening, Attention & Understanding	63.3%	36.7%	1.37
Speaking	62.9%	37.1%	1.37
● Personal, Social & Emotional Development¹	64.9%	35.1%	1.43
Self-Regulation	61.2%	38.8%	1.39
Managing Self	56.5%	43.5%	1.44
Building Relationships	53.2%	46.8%	1.47
● Physical Development¹	57.2%	42.8%	1.53
Gross Motor Skills	40.0%	60.0%	1.60
Fine Motor Skills	54.7%	45.3%	1.45
Specific Learning Goals¹	78.3%	21.7%	1.40
● Literacy¹	75.3%	24.7%	1.34
Comprehension	62.0%	38.0%	1.38
Word Reading	62.3%	37.7%	1.38
Writing	72.3%	27.7%	1.28
● Mathematics¹	62.3%	37.7%	1.40
Numbers	59.0%	41.0%	1.41
Numerical Patterns	60.8%	39.2%	1.39
Understanding the World¹	63.9%	36.1%	1.41
Past & Present	61.1%	38.9%	1.39
People, Culture & Communities	61.7%	38.3%	1.38
The Natural World	54.6%	45.4%	1.45
Expressive Arts & Design¹	56.4%	43.6%	1.49
Creating with Materials	51.2%	48.8%	1.49
Being Imaginative & Expressive	51.7%	48.3%	1.48
● Good Level of Development	80.0%	20.0%	1.41
All Early Years Foundation Stage Profile Goals¹	81.1%	18.9%	1.42

¹ Emerging: at least one emerging goal in area; Expected: no emerging goals in area

● Good Level of Development = at least expected in all prime, literacy and mathematics goals.

67,590 1,040

EYFSP Performance Summary

2023 | Statemeted, SEN Support, Education, Health and Care Plan

Local Authority

Eligible cohort: 368 Ineligible cohort: 8

	Emerging	Expected	Avg Pts / Goal
Prime Learning Goals¹	78.5%	21.5%	1.40
● Communication & Languages¹	72.8%	27.2%	1.32
Listening, Attention & Understanding	69.3%	30.7%	1.31
Speaking	67.1%	32.9%	1.33
● Personal, Social & Emotional Development¹	67.4%	32.6%	1.39
Self-Regulation	64.7%	35.3%	1.35
Managing Self	60.9%	39.1%	1.39
Building Relationships	57.6%	42.4%	1.42
● Physical Development¹	61.1%	38.9%	1.49
Gross Motor Skills	44.0%	56.0%	1.56
Fine Motor Skills	58.7%	41.3%	1.41
Specific Learning Goals¹	81.5%	18.5%	1.37
● Literacy¹	78.8%	21.2%	1.31
Comprehension	65.2%	34.8%	1.35
Word Reading	66.6%	33.4%	1.33
Writing	76.4%	23.6%	1.24
● Mathematics¹	65.8%	34.2%	1.36
Numbers	62.5%	37.5%	1.38
Numerical Patterns	65.5%	34.5%	1.35
Understanding the World¹	66.8%	33.2%	1.37
Past & Present	65.2%	34.8%	1.35
People, Culture & Communities	64.7%	35.3%	1.35
The Natural World	59.2%	40.8%	1.41
Expressive Arts & Design¹	59.0%	41.0%	1.45
Creating with Materials	54.6%	45.4%	1.45
Being Imaginative & Expressive	54.6%	45.4%	1.45
● Good Level of Development	82.6%	17.4%	1.37
All Early Years Foundation Stage Profile Goals¹	84.0%	16.0%	1.38



EYFSP Performance Summary

2023 | Statemented, SEN Support, Education, Health and Care Plan

St Joseph's Roman Catholic Primary School, Rochdale (3510)

Eligible cohort: 3 Ineligible cohort: 0

	Emerging	Expected		Avg Pts / Goal
Prime Learning Goals¹	100.0%	0.0%	<div><div></div></div>	1.33
Communication & Languages¹	100.0%	0.0%	<div><div></div></div>	1.00
Listening, Attention & Understanding	100.0%	0.0%	<div><div></div></div>	1.00
Speaking	100.0%	0.0%	<div><div></div></div>	1.00
Personal, Social & Emotional Development¹	66.7%	33.3%	<div><div></div></div>	1.33
Self-Regulation	66.7%	33.3%	<div><div></div></div>	1.33
Managing Self	66.7%	33.3%	<div><div></div></div>	1.33
Building Relationships	66.7%	33.3%	<div><div></div></div>	1.33
Physical Development¹	33.3%	66.7%	<div><div></div></div>	1.67
Gross Motor Skills	33.3%	66.7%	<div><div></div></div>	1.67
Fine Motor Skills	33.3%	66.7%	<div><div></div></div>	1.67
Specific Learning Goals¹	100.0%	0.0%	<div><div></div></div>	1.33
Literacy¹	100.0%	0.0%	<div><div></div></div>	1.22
Comprehension	66.7%	33.3%	<div><div></div></div>	1.33
Word Reading	66.7%	33.3%	<div><div></div></div>	1.33
Writing	100.0%	0.0%	<div><div></div></div>	1.00
Mathematics¹	100.0%	0.0%	<div><div></div></div>	1.00
Numbers	100.0%	0.0%	<div><div></div></div>	1.00
Numerical Patterns	100.0%	0.0%	<div><div></div></div>	1.00
Understanding the World¹	66.7%	33.3%	<div><div></div></div>	1.33
Past & Present	66.7%	33.3%	<div><div></div></div>	1.33
People, Culture & Communities	66.7%	33.3%	<div><div></div></div>	1.33
The Natural World	66.7%	33.3%	<div><div></div></div>	1.33
Expressive Arts & Design¹	33.3%	66.7%	<div><div></div></div>	1.83
Creating with Materials	0.0%	100.0%	<div><div></div></div>	2.00
Being Imaginative & Expressive	33.3%	66.7%	<div><div></div></div>	1.67
Good Level of Development	100.0%	0.0%	<div><div></div></div>	1.25
All Early Years Foundation Stage Profile Goals¹	100.0%	0.0%	<div><div></div></div>	1.33

¹ Emerging: at least one emerging goal in area; Expected: no emerging goals in area

Year 1 Phonics



Phonics Benchmark

2023

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCER National	613,990	2.7%	8.2%	4.4%	5.7%	30.3%	48.7%	33.0	-	0.3%	2.4%	18.3%	79.0%
	All SEN Pupils	88,280	13.5%	27.2%	8.8%	7.9%	22.5%	20.1%	23.9	-	-	13.1%	43.8%	42.6%
	No identified SEN	511,580	0.5%	4.6%	3.6%	5.3%	31.9%	54.1%	34.6	0.0%	0.3%	0.3%	13.5%	86.0%
	Unknown	14,130	12.9%	20.8%	6.7%	6.7%	22.4%	30.6%	27.1	-	-	11.9%	34.0%	53.0%
-	Local Authority	3,089	2.5%	9.7%	4.7%	5.7%	30.7%	46.7%	32.4	0.0%	0.2%	2.3%	20.1%	77.4%
	All SEN Pupils	480	12.5%	30.2%	8.8%	5.6%	21.5%	21.5%	23.1	0.0%	0.2%	12.3%	44.6%	42.9%
	No identified SEN	2,573	0.3%	5.7%	3.9%	5.7%	32.4%	51.9%	34.1	0.0%	0.2%	0.2%	15.3%	84.3%
	Unknown	36	22.2%	25.0%	5.6%	5.6%	27.8%	13.9%	22.9	0.0%	0.0%	22.2%	36.1%	41.7%
3510	St Joseph's Roman Catholic Primary School, Rochdale	60	3.3%	11.7%	1.7%	3.3%	21.7%	58.3%	32.8	0.0%	0.0%	3.3%	16.7%	80.0%
	All SEN Pupils	5	40.0%	20.0%	0.0%	0.0%	20.0%	20.0%	25.3	0.0%	0.0%	40.0%	20.0%	40.0%
	No identified SEN	55	0.0%	10.9%	1.8%	3.6%	21.8%	61.8%	33.2	0.0%	0.0%	0.0%	16.4%	83.6%

Cohort: Current Year 1 pupils entered for phonics

The threshold mark to be working at or above the standard in phonics is 32

● Q = Maladministration | ● A = Absent | ● D = Disapplied | ● WT - Working towards standard | ● WA - Working at or above standard

Year 2

KS1 Summary List

2023

Establishment No.	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
		<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	
- NCER National	634,930	31.4%	68.3%	18.8%	39.6%	60.2%	8.3%	29.3%	70.5%	16.4%	56.1%	6.2%	55.8%
All SEN Pupils	104,490	71.5%	28.1%	4.3%	80.7%	18.9%	1.2%	67.6%	32.2%	4.7%	16.5%	0.9%	16.3%
No identified SEN	518,110	22.9%	77.0%	21.9%	30.9%	69.0%	9.8%	21.2%	78.7%	18.9%	64.6%	7.3%	64.3%
Unknown	12,340	48.8%	46.2%	10.5%	55.3%	39.7%	4.6%	46.8%	48.3%	9.0%	36.0%	3.2%	35.3%
- Local Authority	3,165	35.7%	63.8%	14.0%	44.4%	55.1%	5.4%	32.3%	67.2%	12.8%	51.5%	3.9%	51.3%
All SEN Pupils	531	75.3%	24.1%	2.4%	83.2%	16.2%	1.1%	70.8%	28.6%	2.6%	14.3%	1.1%	13.9%
No identified SEN	2,593	27.2%	72.6%	16.5%	36.2%	63.6%	6.4%	23.9%	75.8%	15.1%	59.7%	4.5%	59.5%
Unknown	41	61.0%	22.0%	2.4%	63.4%	19.5%	0.0%	58.5%	24.4%	0.0%	17.1%	0.0%	17.1%
3510 St Joseph's Roman Catholic Primary School, Rochdale	57	33.3%	66.7%	14.0%	29.8%	70.2%	8.8%	36.8%	63.2%	10.5%	54.4%	3.5%	52.6%
All SEN Pupils	3	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No identified SEN	53	28.3%	71.7%	15.1%	24.5%	75.5%	9.4%	32.1%	67.9%	11.3%	58.5%	3.8%	56.6%
Unknown	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

<EXS: Below expected standard (● Engagement Model, ● Pre-Key stage foundations, ● Not met/working toward expected standard)
≥EXS: Met or exceeding the expected standard (● Working at expected standard, ● Greater depth of expected standard)
GDS: ● Greater depth of expected standard

* Multi-subject indicators: Pupils working at respective standard in all respective subjects.

** Cohort: denominators used in percentage calculations may vary by subject.

- = value suppressed, negligible or unavailable.

NCER National based on 634,933 pupils in 16,139 schools from 152 LAs

Key stage 2



KS2 Attainment Summary List DfE (July)

Estab. No.	School	Cohort	RWM*		READING				WRITING TA		MATHS			
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High
-	NCER National	633,600	59.4%	8.0%	105.1	26.7%	72.5%	28.9%	71.4%	13.3%	104.2	26.3%	72.9%	23.9%
	All SEN Pupils	127,610	20.1%	1.3%	99.2	59.7%	38.5%	10.1%	28.9%	2.6%	97.8	61.7%	36.3%	6.6%
	No identified SEN	498,620	69.8%	9.8%	106.4	18.0%	81.6%	34.0%	82.6%	16.2%	105.6	17.0%	82.6%	28.5%
	Unknown	7,370	38.2%	3.6%	102.6	40.5%	51.7%	17.0%	49.9%	7.3%	101.6	41.4%	51.1%	13.2%
-	LA	3,248	56.1%	4.6%	103.7	30.8%	68.6%	22.0%	68.9%	8.5%	103.6	27.5%	71.9%	20.6%
	All SEN Pupils	623	16.4%	0.2%	97.7	64.5%	33.7%	6.6%	24.2%	1.1%	96.8	65.7%	32.9%	4.3%
	No identified SEN	2,608	65.9%	5.8%	104.9	22.4%	77.3%	25.8%	79.9%	10.3%	105.0	18.2%	81.4%	24.6%
	Unknown	17	5.9%	0.0%	95.5	76.5%	17.6%	0.0%	11.8%	0.0%	99.5	58.8%	29.4%	5.9%
3510	St Joseph's Roman Catholic Primary School, Rochdale	60	66.7%	3.3%	105.8	21.7%	76.7%	31.7%	78.3%	3.3%	104.2	18.3%	81.7%	25.0%
	All SEN Pupils	10	0.0%	0.0%	95.9	70.0%	20.0%	0.0%	0.0%	0.0%	93.0	90.0%	10.0%	0.0%
	No identified SEN	50	80.0%	4.0%	107.6	12.0%	88.0%	38.0%	94.0%	4.0%	106.5	4.0%	96.0%	30.0%

%<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA

%≥Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA

%High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA

Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted

In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects

Cohort numbers across different subjects may vary from stated figure

NCER National based on 645,231 pupils in 15,344 schools from 144 LAs



KS2 Progress Summary List (DfE)

Estab No.	Estab. Name	Total Cohort	Avg. KS1 Pt Score	READING				WRITING				Cover.	S
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.		
-	NCER National (all schools)	639,580	7.7	92.0%	50.0%	+0.03	±0.02	92.0%	59.0%	+0.05	±0.02	92.0%	
	All SEN Pupils	129,730	5.9	92.0%	43.0%	-1.43	±0.04	93.0%	40.0%	-2.18	±0.03	92.0%	
	No identified SEN	502,170	8.2	93.0%	52.0%	+0.42	±0.02	93.0%	64.0%	+0.63	±0.02	93.0%	
	Unknown	7,690	7.4	51.0%	46.0%	-0.66	±0.20	51.0%	53.0%	-0.58	±0.19	51.0%	
-	LA (state-funded schools)	3,248	7.4	91.7%	49.6%	+0.14	±0.23	92.2%	63.0%	+0.42	±0.22	91.7%	
	All SEN Pupils	623	5.4	91.7%	47.8%	-0.76	±0.53	93.3%	47.7%	-1.42	±0.50	91.7%	
	No identified SEN	2,608	7.9	92.3%	50.0%	+0.37	±0.26	92.4%	66.7%	+0.87	±0.25	92.1%	
	Unknown	17	5.5	17.6%	0.0%	-11.15	±7.27	17.6%	0.0%	-9.89	±7.02	17.6%	
3510	St Joseph's Roman Catholic Primary School, Rochdale	60	7.8	98.3%	49.2%	+0.83	±1.64	100.0%	56.7%	-0.71	±1.57	100.0%	
	All SEN Pupils	10	5.4	90.0%	44.4%	+0.63	±4.20	100.0%	40.0%	-4.81	±3.84	100.0%	
	No identified SEN	50	8.2	100.0%	50.0%	+0.87	±1.78	100.0%	60.0%	+0.11	±1.72	100.0%	

➤ Significantly above national average | ● Significantly below national average



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f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?

- All extra-curricular activities
- Before and after school
- Residential trip to Robin Wood

g) What support is available for improving the emotional and social development of children with SEND?

- Specialist advice from our teacher for children with social communication/interaction difficulties RANS
- Additional transition visits, transition booklets
- Specialist advice from our Educational Psychologist –Jessica Stout
- Specialist advice from colleagues at CAMHS and # THRIVE
- Access in and outside of the classroom to our pastoral officer
- Lego therapy
- Talk about
- Emotion coaching approach, co-regulation

4. What is the name of the SENCo and contact details for the SENCo?

Mr James Parsonage (office@stjosephsrcprimary.rochdale.sch.uk) 01706 369340

5. What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

Our SENCo is an experienced teacher, Mr Parsonage undertaken the National Award for SEN Co-ordination (NASENCo) which has been a statutory award for newly appointed SENCos (since 2008) in maintained schools.

- Many of our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND: specific learning difficulties ; Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties. The school has 18 TA's, a pastoral officer and a sports leader.
- As specific needs arise the SENCo approaches specialists from a range of agencies (e.g. RANS, Occupational Therapy, Educational Psychology, CAMHS, #Thrive) to seek advice about raising awareness of the specific type of SEND. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought via the REAL Trust or directly through specialist agencies.

- General support and advice from SENCO - e.g. with regard to the implementation of specific programmes, pupil passports, monitoring of pupil progress,
- Particular support is given to NQT's, ECTs and other new members of staff.
- Our Special Educational Needs Co-ordinator attends 'Special Educational Needs Co-ordinator Cluster Meetings' throughout the year funded by the L.A organised to support Special Educational Needs Co-ordinators in their work in school. This affords an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school. They also meets with the Emmaus School Improvement Federation.
- Staff are trained in supporting children with medical needs, moving and handling, asthma, epilepsy and diabetes training. The SENCO will organise training on a needs basis.
- Towards the end of the school year, teachers meet with the class' next teacher to hand over details regarding children with SEND. Targets are reviewed and new ones set by the child's current class teacher in July ready for the new school year.

6 How equipment and facilities to support children with SEND is secured?

- Discussion with specialist outside agencies
 - Discussion with parents
 - Discussion with our Head teacher
 - We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required).
- Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled

children; readers for children (and adults in our school community) with visual impairments.

7. What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?

- Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents. Reception children have three focus meetings per year.
- Our parents appreciate the 'open door' policy whereby the SENCO is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child
- Target review meetings are in line with the school's assessment schedule and take place 3 times per year. These are shared and discussed at parent's evenings. A further appointment can be made if parents wish to discuss the passports in more detail.
- Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a copy of reports and discussion takes place regarding the outcomes of any EP assessments/observations
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. specialist support teachers from RANS)
- The progress of children holding a EHCP is discussed at their annual review (interim reviews may also be arranged as necessary). At the Y5 annual reviews, transition to high school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENCo of the receiving high school is invited to attend.
- Two star of the week certificates are given to each class every week
- Head teacher's SMART pupil awards (1 per class) are given at the end of every half term. The Head teacher also awards an overall yearly SMART pupil award.

- Music and PE SMART pupil prizes are also awarded at the end of every half term and an overall award at the end of the school year.

8. What are the arrangements for consulting children with SEND about and involving them in their education?

- Pupil passport targets are reviewed with children where appropriate. Children's self-evaluation and voice is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home. Achievements are always celebrated.

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved.
- The complaint is dealt with by the SENCo or by a senior manager. If there is still no resolution the Head teacher should become actively involved
- If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the Chair of Governors
- The Governing Body will deal with the matter through their agreed complaint resolution procedures (School complaints policy can be found on the school website).
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority

support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

External support services play an important part in helping school identify, assess and plan for pupils with Special educational needs.

- We have a link school nurse team who are involved in the life of the school.
- We employ the services of a sports leader and a pastoral officer
- We liaise closely with the school EP, RANS, CAMHS, #Thrive and the relevant health and social care professionals such as HI, VI, OT, SLT.
- Liaison meetings with St. Joseph's pre-school group are held in the summer term before children enter our foundation classes. Liaison with other nurseries in the area also occurs.
- The Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families at the earliest possible opportunity.
- Governors are briefed termly on SEND. The link SEND governor regularly visits school to meet with and challenge the SENCO.

11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?

Our Rochdale Local Offer

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>

For children aged 0-5

Area SENCO Team – Early Years, 4th Floor, Number One Riverside, Smith Street,
Rochdale OL16 1XU
01706 – 927862 or 927863 or 927864

Statutory Assessment Team

Rochdale Borough Council, 4th Floor, Number One Riverside, Smith Street,
Rochdale OL16 1XU
01706 – 925981 sen@rochdale.gov.uk

Rochdale Additional Needs Service

RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale
OL16 1XU
01706 - 926400 rans@rochdale.gov.uk

Educational Psychology Service

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside,
Smith Street, Rochdale OL16 1XU
01706 – 926400 educational.psychologyservice@rochdale.gov.uk

Children with Disabilities Team

Children with Disabilities Team, 4th Floor, Number One Riverside, Smith Street,
Rochdale OL16 1XU
01706 – 925900 cwd@rochdale.gov.uk

CAMHS

Child and adolescent unit
Birch Hill,
Rochdale
OL12 9QB TEL 01706676000

12. What are the contact details of support services for supporting children with SEN in transferring between phases of education?

Transition from setting to school - EY Team, EPS, SEN Team

Area SENCO Team – Early Years, 4th Floor, Number One Riverside, Smith Street,
Rochdale OL16 1XU
01706 – 927862 or 927863 or 927864
Rochdale Educational Psychology Service, 4th Floor, Number One Riverside,
Smith Street, Rochdale OL16 1XU
01706 – 926400 educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale
OL16 1XU
01706 - 926400 rans@rochdale.gov.uk

Key Stage 1 to Key Stage 2

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside,
Smith Street, Rochdale OL16 1XU
01706 – 926400 educational.psychologyservice@rochdale.gov.uk
RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale
OL16 1XU
01706 - 926400 rans@rochdale.gov.uk

Key Stage 2 to Key Stage 3

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside,
Smith Street, Rochdale OL16 1XU
01706 – 926400 educational.psychologyservice@rochdale.gov.uk
RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale
OL16 1XU
01706 - 926400 rans@rochdale.gov.uk

For any child with a disability not already known to Children's Social Care Services who you think may need a service from them to support transition at any stage, contact

Children with Disabilities Team, 4th Floor, Number One Riverside, Smith Street,
Rochdale OL16 1XU
01706 – 925900 cwd@rochdale.gov.uk

For any child with a disability who is already in receipt of Social Care Services and needs Social Care help to support transition at any stage, contact

Rochdale Children's Social Care, Crossfield Mill, Crawford Street, Rochdale OL 16
5RS
0300 303 0440 social.services@rochdale.gov.uk

13. Where is the Local Authority's Local Offer and school's Local Offer published?

- school's Local offer can be found on the school website
- the Local Authority's Local Offer can be found at this location. There is also a link on the school website:

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>