



St Joseph's College Special Educational Needs & Disability (SEND) Information Report & Policy 2026-2027

Regulation	Question	St Joseph's College response
<p>The kinds of Special Educational Needs and/or Disability (SEND) for which provision is made at the school.</p>	<p>What kinds of SEND does the school provide for?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age. (SEND Regulations 2014).</p> <p>Students at St Joseph's College have a range of difficulties including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory or Physical difficulties.</p> <p>The school has regard to the Equality Act 2010 and the SEND Code of Practice 2014 when making adjustments to support those with SEN. Students with a special education need and/or disability will not be treated unfavourably as a result of this.</p> <p>The school has regard to the Stoke Local Authority's graduated approach in identifying and making provision for those with SEND. This helps to identify the appropriate level of support required by pupils if they are experiencing difficulties.</p>

<p>Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with SEND.</p>	<p>How do you know if a pupil needs extra help and what should I do if I think my child has SEND?</p>	<p>When your child first joins St Joseph's College, we use information from a range of sources to help identify SEND and other needs. These include information from: parents and their child/carers; primary school teachers; end of key stage 2 data; base line testing; subject teachers; specialist colleagues and external agencies. Each child's needs are assessed on an individual basis, involving the appropriate agencies, pupil and parents to establish what adjustments are required to meet their needs. The school makes reasonable adjustments based on the needs of individuals to promote inclusion, access and participation in all aspects of school life (see the school's accessibility plan).</p> <p>Our class teachers, Heads of Department, Heads of Year and SLT, closely monitor the progress attainment and attendance of all students, including those who have or may have SEND. Regular monitoring and evaluation meetings take place for each year group, looking at the progress of groups of students, including those with SEND. This process involves members of the school leadership team and the head teacher. The continuous monitoring of students during their time at St Joseph's College will further help to identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves.</p> <p>All pupils access a broad and balanced curriculum with enrichment opportunities built in. These are available to all students regardless of their ability. The school will make reasonable adjustments and engage in anticipatory planning and risk assessment in order to make opportunities available to all students, including those with SEND. Staff have high expectations of all students and plan lessons that have a supported level of challenge. Where students are finding it difficult to access lessons, despite support and adjustments made by the class teacher, further assessment may be required. This may lead to additional support being put in place.</p> <p>Assessment is arranged depending on the difficulties shown. Some assessment may be conducted internally by school staff or it may be necessary to involve external agencies such as Educational Psychology. Where this is required, parental permission is gained. The school has its</p>
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		<p>own specialist assessor and a range of assessment tools to draw upon in the identification of need.</p> <p>The school establishes a SEND list which is shared with all staff. Students at 'School Support' or those with an EHC Plan will have a Pupil Profile drawn up. These are shared documents and are drawn up in consultation with the pupil and their parent. Together, staff and pupils will discuss what their perceived barriers are and how they feel they can best be supported. In addition, their aspirations are discussed and shared on the profile. Staff use the information on the profile to inform their lesson planning, teaching and student learning activities to make sure that they are fully included in all aspects of school life.</p> <p>Some pupils require a targeted intervention. These are planned on a provision map and interventions are delivered by Learning Support Practitioners. Interventions may include small group or individual work. The learning support department will talk to pupils about the support being offered and arrangements are made for them to access it at a time they feel most comfortable with. This helps to reduce the impact on social or curriculum time. Pupils are involved in identifying what they feel they need support with; this helps to make it very meaningful to them.</p> <p>If you think your child might have a SEND, you could contact their form tutor, their Head of Year or the school SENDCo- Mrs Pearson.</p>
<p>How the school evaluates the effectiveness of its provision for such pupils</p> <p>The school's arrangements for assessing and</p>	<p>How will both you and I know how my child is doing and how will you help me to support their learning?</p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy. Teachers monitor progress and attainment throughout the year; this is communicated to parents/carers by progress reviews. On receipt of a report, parents are invited to contact the school if they wish to discuss it.</p> <p>There are formal opportunities for parents to consult with staff about their child's progress during the year at parents' evening. Other meetings/telephone conversations/remote meetings</p>

<p>reviewing the progress of pupils with SEND.</p>		<p>with parents/carers to discuss their child's progress take place and are arranged on an individual basis- as required. SEND review meetings are arranged for those pupils at School Support and for those with an EHC Plan. An annual review for those with an EHCP takes place with a formal review of the progress made towards the outcomes set out. This is written in a report and shared with the local authority. The form tutor and a member of the learning support team are available at the SEND face to face meetings to discuss how pupils with SEND are progressing. A yearly SEND 'drop-in' event also provides an opportunity for parents to discuss their child's progress/outcomes with a member of the SEND department.</p> <p>The school quality assures the effectiveness of teaching and learning for all students, including those with SEND. This is done through methods such as lesson observations; learning walks and book looks. The outcomes of these evaluations are used to create and implement development plans for all aspects of school life.</p> <p>Progress and attainment data for students with SEN is routinely scrutinised by the SENDCo. This data informs decisions made about any intervention or support required.</p> <p>Pupil Profiles for SEND pupils at School Support or those with an EHC Plan are written involving the pupil and parents. They are shared with teaching and support staff as required and give guidance on adaptive teaching methods appropriate to meet the presenting needs.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through: parents' evenings; notes in planners; email; telephone calls; appointments made with Heads of Year; Annual Reviews and the SEND review meetings.</p> <p>The school provides information for parents through: newsletters; information on the website; information days; Parents' Evenings and letters home.</p> <p>All students with an Education Health Care Plan have an Annual Review, with a Transition Review from year 9 onwards- with a greater focus on preparation for adulthood. Pupils at key</p>
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<p>The school's approach to teaching pupils with SEND.</p>	<p>How will the setting support my child/young person?</p>	<p>The school supports children/young people with SEND in various ways.</p> <p>Our teachers have high expectations of all students, including those with SEND. Adjustments to lessons are made as part of adaptive teaching where various strategies are employed to support students in the classroom whether their needs relate to learning, physical, sensory or communication, including those students who are neurodivergent. CPD has focused on the science of learning taking into account how students with SEND may experience cognitive overload and what adaptations can be employed to support them. CPD has been delivered on adaptive teaching for SEND students, using research to inform practice. All teachers and support staff are told about your child's individual needs and will adapt their approaches in lessons to meet these requirements. Adaptations relate to the physical environment, information and curriculum, as required, in response to meeting individual needs. Adaptations include the use of graphic organisers; retrieval practice; quizzing; mind-mapping; active reading strategies; disciplinary literacy and a focus on oracy. Some students require specialist equipment and/or support to meet their needs. Parents and pupils are encouraged to discuss support needs with the SENDCo.</p> <p>Interventions: these are targeted towards pupils who have been identified as requiring support at School Support or because they have an EHC Plan. The SENDCo organises this support and it is usually delivered by LSPs employed by the school. Other interventions/booster sessions, offered by subject teachers, may be available throughout the year. These are not necessarily aimed at pupils with SEND but may include them, if required.</p> <p>Where required, support and advice is sought from external agencies. This might be the school counsellor, educational psychologist or a health or care professional, for instance. Appropriate permissions are gained from you if we involve any external agencies.</p>

		<p>When your child is approaching the start of Key Stage 4, if we think it is needed and there is evidence to support it from within the exam centre (the school), we will assess and apply for Exam Access Arrangements according to the Joint Council for Qualifications exam regulations. Access Arrangements are for those pupils with a Special Educational Needs and/or Disability and are only allowed if there is a history of need and where the arrangement has been their normal way of working in the centre. We are unable to base a request for access arrangements solely on privately commissioned reports or because parents or pupils feel they might be needed. Careful consideration of any request for arrangements is required so that candidates are not put at an unfair advantage or disadvantage when compared to their peers. The school has a specialist assessor and it is through their involvement after consultation with subject teachers, that decisions will be made by the SENDCo.</p>
	<p>How accessible is the school environment for those with a disability?</p>	<p>Access to the Physical Environment: Our school is a very old building and we do our best to make it welcoming and accessible. Facilities have been adjusted in order to help disabled and SEN students access the physical environment, including lifts on the main site, Fideliter, Fortiter and Olsen buildings- giving access to the upper floors. Disabled toilets and disabled parking spaces and ramps allow access to the building, facilities and events. In addition, consideration is given to the way in which the timetable is formed for students, where a certain room or location on the site is felt to be required.</p> <p>Reasonable adjustments to the environment for individual students are made in consultation with the pupil, their parents/carers and any other appropriate professionals. This might include the provision of and adjustments to equipment required. Where required, risk assessments are carried out for those who have physical disabilities to ensure that they can move safely around the building and site. The need for risk assessment is carried out on a case by case basis.</p> <p>The school offers assisted evacuation in emergency situations. Personal emergency evacuation plans are created where necessary for individuals.</p>

		<p>Where off-site activities are being offered, anticipatory planning takes place to ensure that pupils with SEND can be included. This includes residential trips at home and abroad. The school makes reasonable adjustments to foster participation and access and to ensure that students with SEND are not placed at a disadvantage when compared to their peers.</p> <p>Access to the Curriculum: Teachers and support staff make adjustments to the curriculum to ensure that all students can access it. Adjustments might include: supporting reading; encouraging the use of alternative ways of recording information; the use of ICT; adapting language in the classroom. Other adjustments might include exam access arrangements (see previous section). Training on adaptive teaching has been delivered using evidence based approaches to inform this.</p> <p>Access to Resources: Some pupils benefit from certain resources, which may be reasonably provided by the school, in order to access the curriculum such as IT equipment and other specialist equipment such as coloured overlays to support those with visual stress. Decisions about resources required by pupils to support their access to the curriculum will be made on an individual basis and involves discussions with the pupil/parents and other relevant professionals.</p> <p>Access to Information: Adaptations to teaching are made to increase access and participation in lessons- as part of high quality teaching. Should information sent out by the school be required in another format, requests can be made to the school to provide this (Please contact the school).</p> <p><i>An Equalities & Accessibility Plan</i> is in place and available upon request.</p>
<p>How the school adapts the curriculum and learning environment for pupils with SEND.</p>	<p>How will teaching approaches be</p>	<p>The school has high expectations of all students, including those with SEND. The school endeavours to provide an inclusive and challenging curriculum- with breadth and balance- which will support the development of the whole child and help them to achieve the best possible outcomes in life.</p>

	<p>matched to my child's needs?</p>	<p>Students at St Joseph's College follow a traditional curriculum. For some learners, a more personalised curriculum to match their individual needs is required. This may include: a reduction in option choices; additional literacy and/or numeracy support; social and emotional support. Decisions about reducing the number of options taken by a student at KS4 are made very carefully by the Governing Body & Headteacher. Where there is a possible barrier to learning, access and participation and there is a significant gap between a pupil's progress and that of their peers, additional support is put in place.</p> <p>Teachers follow programmes of continual professional development to ensure that their approaches in the classroom are informed by research in education. The SENDCo contributes to this CPD and routinely advises school staff on the approaches required to meet individual needs whatever those needs might relate to.</p>
<p>Additional support for learning that is available to pupils with SEND.</p>	<p>How are the school's resources allocated and matched to children's SEND?</p>	<p>Teachers deliver lessons to take into account pupils' individual needs as part of a quality first approach. They also have access to additional information and guidance provided by the SEND department on how to include pupils with SEND in their lessons in the form of pupil profiles and through regular SEND updates.</p> <p>We have five learning support practitioners (LSPs) who work directly with students with SEND. The school also has two learning mentors in the main school and one in each of the sixth form years to support students in a wide range of ways. The school's Inclusion Manager directs the work of the KS4 learning mentors and co-ordinates some of the outside agency provision accessed by the school, including the school counsellors. The SENDCo coordinates the LSPs and support for those pupils on the SEND list.</p> <p>Resources are allocated based on identification of need. Provision is made for students with an EHCP to help them to meet their outcomes. LSPs may be allocated to lessons to support other students with an identified SEND- at school support. Teachers should liaise closely with LSPs to ensure the maximum effectiveness of support. Where there are looked after children with SEND, consideration is made as to how to best support their identified needs in consultation with the Deputy Head responsible for LAC.</p>

		<p>LSPs deliver intervention sessions for identified students based on need. These are mostly delivered during non-lesson time at mutually agreed times. For some students, it is necessary to identify time from within the school day in order to work with them e.g. registration time. Taking time away from the curriculum is avoided but where this cannot be avoided e.g. for the ELSA programme, intervention sessions rotate across different periods and the intervention is time-bound. Interventions may take the form of a published programme or a bespoke way of working linked to areas of the curriculum. Details of the support your child is receiving are sent to you in the form of a letter.</p> <p>Annual reviews for those students with an EHCP take place and involve the student, parents/carers, subject staff and any other professionals required. They evaluate the progress that a student has made towards the outcomes of their EHCP over the course of an academic year or identified period of time. A review report is generated and sent to the Local Authority, parents and any other relevant parties.</p> <p>Some students require additional equipment/resources to support them in accessing education. Where possible and reasonable, the school will use its resources to buy equipment; text books; intervention tools; additional assessment from outside agencies. Decisions made about resources are based on individual need or in response to patterns of need e.g. pupils requiring resources to support literacy or their social emotional mental health.</p> <p>See also: Access to Resources</p>
<p>How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND</p>	<p>What social, before and after school, and other activities are available for</p>	<p>A wide range of academic and extended school clubs are available at St Joseph's College. They are open to all students, regardless of ability or need. Details of extended school activities are published routinely on the school's website and within the school setting. The school makes best endeavours to support the inclusion of pupils with SEND in activities outside the school day on an individual basis.</p>

	<p>pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Pupils with SEND are fully encouraged and supported in taking part in extra-curricular activities. Adjustments to activities are made to ensure that participation occurs and is matched to the individual's abilities. Risk assessment and anticipatory planning form part of this and we encourage parents to discuss their child's needs with us.</p> <p>The school runs a supervised study club after school until 6:00pm; this is available to all students to attend (cost attached).</p> <p>The school runs a summer school scheme which is made available to those about to transfer to the college from primary school. This is something which may benefit those with additional needs as it helps to ease the transition to secondary school (cost attached).</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Pupils with additional needs may have suitable activities signposted to them based on what they might be interested in and how this might help to support them in developing skills outside of those addressed in the curriculum.</p> <p>Day and residential trips are open to all children. Your child's specific needs will be discussed if they wish to join such a trip so that appropriate planning, including risk assessments and consideration of staff pupil ratios, can be established. It is important that anticipatory action is taken in advance of trips so that pupils are able to access them alongside their peers. Parents are encouraged to contact the school to discuss their child's individual needs for trips.</p> <p>Parents of pupils and pupils themselves- including those with SEND- are informed/reminded of trips through: assemblies; letters sent home; the school twitter account; parent mail. Parents are encouraged to call the school to discuss any individual needs their child has to allow planning for inclusion to take place.</p>
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<p>Support that is available for improving the social, emotional, mental health (SEMH) of pupils with SEND.</p>	<p>What support will there be for my child's overall well-being?</p>	<p>St Joseph's College seeks to develop the whole person in a well ordered community where everyone is valued and respected. At St Joseph's College, we pride ourselves on our excellent pastoral care. We provide a high level of student support and guidance.</p> <p>As part of the support available for your child's overall well-being, the first port of call will be their form tutor. The form tutor is key in establishing relationships with pupils and parents; they will be alert to any difficulties a pupil is facing from academic to well-being matters including where a pupil has experienced or is at risk of bullying. The form tutor monitors the school planner which is an important communication tool between home and school. Each year group has a head of year who will oversee and further support your child, responding to any difficulties raised.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Inclusion Manager, Learning Mentors, School Counsellors, Safeguarding Leads (Mrs Cirino, Mrs Slattery, Mr Woodcock and Mrs Pearson). The school has a trained practitioner in ELSA (Emotional Literacy Support Assistance). This involves delivering planned sessions across areas of need such as self-esteem; self-regulation; bereavement and developing friendships. We also have excellent relationships with a number of external agencies for example: CAMHS, Mental Health Practitioners, Changes, Educational Psychology Service, LA Inclusion Services.</p> <p>The school has a mental health lead who works alongside pastoral and teaching staff to help promote the well-being of pupils on a day to day basis. This is a strategic role developing the school's mental health approach which sets out a graduated response to meeting needs relating</p>

		<p>to SEMH. The mental health lead and SENDCo closely collaborate on the graduated response to meeting SEMH for those pupils whose difficulties are significant and persistent. If you are concerned about your child's well-being, you can contact your child's form tutor; the head of Year; the SENDCo; the Inclusion Manager; Mr Banner (Pastoral Lead KS3) or the Deputy Head Teacher: Mrs Cirino.</p> <p>During each interaction with pupils, they are given the opportunity to share their views and be listened to. Well-being meetings with whole year groups have become a regular feature during the school year with each child having a 10 minute meeting with a member of staff to talk about their well-being and identify any concerns they have.</p> <p>The school employs a teacher to deliver relationships and sex education (RSE) and health education as set out in the statutory guidance. Another member of teaching staff is also involved in delivering this part of the curriculum. These lessons are delivered on a rolling programme and cover a range of topics relating to the well-being of pupils.</p> <p>A range of activities take place in school throughout the year to raise awareness and promote the well-being of all members of the school community; these range from 'Hello Yellow' days to Bake-Off competitions.</p> <p>The school takes care to ensure that a spirit of inclusion is fostered with regular opportunities to explore and celebrate diversity helping to create a positive perception of difference and ensuring that pupils with disability or difference are not treated less favourably. This is done through assemblies which have a specific focus such as mental health awareness; recognising national days such as 'Hello Yellow'; displaying information on the school screens about areas of need such as autism & dyslexia. Pupils are provided with opportunities to support those with a disability through immersions and they are encouraged to develop skills such as sign language.</p> <p>The school has reporting tools on the website for pupils to report incidents of sexually harmful behaviour, bullying and inappropriate use of the internet.</p>
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<p>In relation to mainstream schools, the name and contact details of the SEND co-ordinator</p>	<p>Who should I contact if I want to find out more about how St Joseph's College supports pupils with SEND?</p>	<p>The school SENDCO is Mrs A J Pearson.</p> <p>The Assistant Headteacher responsible for SEND is Miss Appleyard.</p> <p>You can contact these members of staff through the school email: sjcollege@stjosephsmail.com</p>
<p>Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured</p>	<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>Teaching and support staff have received training and updates on the SEND Code of Practice and in supporting vulnerable students and making adjustments as part of quality first teaching and learning.</p> <p>All staff have received training on Adaptive Teaching to meet the needs of those with SEND. Research based CPD has been rolled out across all teachers and support staff focusing on the Science of Learning and Assessment. Specific training has been delivered to staff on supporting neurodiversity. Focused meetings on how to overcome barriers to learning for individual students have been held on a case by case basis.</p> <p>The Learning Support Department is made up of the SENCO and five Learning Support Practitioners who are all highly qualified and experienced in meeting the needs of those with SEND.</p> <p>Qualifications held across the team include: All staff are graduates. Additional post graduate qualifications are held such as masters degrees in special educational needs and inclusive education; National SENCO Award; masters degree in History; specialist assessor qualification; qualified teacher status.</p> <p>LSP/SENCO training has included:</p> <ul style="list-style-type: none"> • Precision teaching • Social Stories & Comic Strip Conversations

		<ul style="list-style-type: none"> • Access arrangements • Better Reading Partnership • Supporting students with ASD/ADHD • Mental Health awareness/first aid training • ELSA • Emotion Coaching • Dyslexia (we have our own dyslexia tutor/assessor but we do not offer full diagnostic assessments) <p>This is not an exhaustive list.</p> <p>Whole staff/groups of staff training has included:</p> <ul style="list-style-type: none"> • Core training from the Local Authority on meeting the needs of vulnerable students & quality first teaching • ELSA- Emotional Literacy Support Assistance • Mental Health Well-being/Mental Health First Aid • Behaviour Support • Supporting students with ASD/ADHD • Attachment • Adoption • Case studies for removing barriers to learning for pupils with Asperger Syndrome ; ASD; Mental Health difficulties • Code of Practice & meeting needs for trainee teachers • Working with Additional Adults • Memory awareness training • Defib training for a target group of staff <p>The SENDCo makes use of external sources of information such as the Local Authority Inclusive Learning Service, The Key and NASEN. These sources provide updates regarding current SEND policy and practice at a local and government level.</p>
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Information about how equipment and facilities to support children and young people with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	<p>We have access to a range of services including the Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary, according to your child's needs.</p> <p>Some equipment is purchased by the school - where the costs are reasonable.</p> <p>If you believe your child needs specialist equipment or other facilities please contact the SENDCo. We take all reasonable steps to ensure students have access to the equipment required to enable their access to education.</p>
The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.	How will I be involved in discussions about what type and how much support my child will receive?	<p>Identification: we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers, primary school teachers, end of key stage 2 levels, base line testing, subject teachers, specialist colleagues and external agencies.</p> <p>If we believe your child has SEND not previously identified, you will be contacted, usually by the SENDCo, to discuss our concerns and what possible actions are needed to support them.</p> <p>The SENDCo produces a provision map detailing what additional support pupils are being offered. You will be informed of the provision being offered by letter. An LSP will meet with your child so that they can receive the support outlined on the provision map. The LSP will keep records of each intervention session using the: assess, plan, do review model so that we can keep track of your child's progress. Where students do not take advantage of the support being offered, we try our best to encourage them to do so. The way in which your child is being supported is discussed at the SEND review meeting; you can contact the SENDCo at any point to discuss it further.</p>

	<p>How will you help me to support my child's learning?</p>	<p>For those pupils with an identified SEND, at School Support or an EHC Plan level, a pupil profile will be written in consultation with both the parent and child. This provides an opportunity to propose and discuss the type of support it is felt would benefit your child, as well as sharing desired outcomes for them. The pupil profile sets out what the pupil will do to help themselves to thrive in school. It is important that we encourage pupils to consider how they can improve their own learning and this forms the nature of the discussion during the drafting of the profile. A copy of this is shared with you and then discussed further at the SEND review meeting.</p> <p>You will be invited to a SEND review meeting discuss your child's progress. At the meeting you will meet with a designated teacher, usually the form tutor, as well as a member of the SEN department, to engage in a dialogue about your child. You will have the opportunity to bring up any concerns within this meeting and school staff will endeavour to help you in supporting your child. In addition to this, you can contact the school at any point if you have concerns about your child or would like to discuss their education. You may wish to speak to the head of year, the form teacher or a member of the SEND department.</p> <p>We value your support in encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> Helping them to be organised for their day (including wearing the right uniform, bringing the right equipment and books) Ensuring full attendance and excellent punctuality Checking that they have completed their home learning- using satchel 1 Checking and signing the pupil planner each week (where their home learning and comments from teachers will be found) Attending parents' evenings Attending any review meetings specifically arranged for your child Supporting your child at home by encouraging them to complete any relevant support programmes we have put in place
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<p>The arrangements for consulting young people with SEND about, and involving them in, their education</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice in their education where that is possible. Students are encouraged to take part in Pupil Voice activities in school; to regularly evaluate their work and learning in lessons; attend review meetings and contribute to setting outcomes. Open dialogue between pupils and key adults, such as the form tutor and head of year, is encouraged.</p> <p>Pupils with SEND are involved in devising their profile so that they are able to identify their barriers to learning and say what teachers and support staff can do to help them to overcome such barriers. Pupils are consulted about when the most suitable time to attend intervention sessions are, where this is possible.</p> <p>Pupils with SEND who attend an intervention session are encouraged to reflect on the strategies they know to help them with their learning. They are encouraged to try new techniques and talk about their learning with an LSP.</p> <p>For pupils with an EHCP, feedback is gathered using the proforma provided by the Local Authority; the pupil's views are gathered in advance of the annual review meeting to which they are invited.</p> <p>Evaluations take place to determine the pupil's views on what does and does not work for them.</p>
	<p>How are parents involved in the setting?</p>	<p>St Joseph's College takes pride in its positive relationships with parents. Parents' evenings are well attended and there is a very strong and active PTFA. Regular liaison with home takes place through the school planner, letters and via the school website. Home learning is set on Satchel 1; parents are able to access this so that you can help your child at home.</p> <p>Parents are able to make additional appointments to discuss their child with staff if the need arises or they can telephone the school to speak to staff.</p>

<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p>Who can I contact for further information? Who can I contact if I have a complaint?</p>	<p>Please contact the SENCO, Mrs Pearson for further information using the email address: sjcollege@stjosephsmail.com</p> <p>In the first instance, contact the subject teacher or your child's form tutor who may refer your concerns to the SENDCo and or a senior member of staff if needed. The school's complaints procedure is available on the website.</p>
<p>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The governing body standards and support committee meet to discuss the support available in school, including support for those with SEND.</p> <p>The school has access to a range of services including: Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Careers; Speech and Language Service; Hearing and Visual Impairment specialists; School Counselling Service and the Occupational Therapy Service. Some services are bought in by the school.</p> <p>These services are contacted where necessary and appropriate, according to your child's needs. The school uses the Early Help process when appropriate to do so. This is a collaborative way of working to support children experiencing a range of difficulties in and out of school.</p> <p>If you believe your child needs support from a specialist please contact the SENDCo or discuss your concerns at the next review/parents' evening.</p>
<p>The contact details of support services for the parents of pupils with SEND, including those for</p>	<p>Who should I contact to find out about</p>	<p>British Dyslexia Association https://www.bdadyslexia.org.uk</p>

<p>arrangements made in accordance with section 32.</p>	<p>support for parents and families of children with SEND?</p>	<p>Child and Adolescent Mental Health Service (CAMHS) https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=61CECU6Mmy0</p> <p>Child and Adolescent Mental Health Service (CAMHS) Autistic Spectrum Disorder Service https://www.combined.nhs.uk/services/camhs-autism-spectrum-disorder-team/</p> <p>Council for Disabled Children- Stoke https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/west-midlands/stoke-trent</p> <p>Children’s Disability Service- Staffordshire https://www.staffordshire.gov.uk/Care-for-children-and-families/Childrenwithdisabilities/Childrens-disability-service.aspx</p> <p>North Staffs Asperger/Autism Association http://www.nsaaa.org.uk/</p> <p>Stoke-on-Trent Family Information Service Hub http://www.stoke.gov.uk/ccm/navigation/advice/family-information-service/</p> <p>SENDIASS- Families & Young People in Partnership https://sendiass-stoke.co.uk/</p> <p>Young Minds http://www.youngminds.org.uk/</p>
<p>Transition-the school’s arrangements for</p>	<p>How will the school prepare</p>	<p>Prior to pupils joining St Joseph’s College, when they are in Y6, we liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if</p>

<p>supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>and support my child when joining your school or transferring to a new school or post-16 provision?</p>	<p>needed. Each pupil is visited at their primary school by a member of staff. For those with SEND, a visit from the SENDCo, or a member of the SEND department will usually take place (availability permitting) so that information is shared.</p> <p>The school hosts a summer school programme within the first week of the six week holidays for Year 6 students- and we encourage pupils to attend this where they can (cost attached).</p> <p>Additional transition activities prior to starting Y7 might include: individually designed visual information about the school to develop familiarity with key people and the school building; additional transition visits; the HOY leads activities on TEAMS which take place across the summer holiday. These may include getting to know the school tasks, quizzes, and updates on key information in preparation for the start of the year. The HOY utilises TEAMS as a method of communication into Y7, posting reminders of key information pupils need to help them to settle into the routine of secondary school life.</p> <p>For KS3 to 4 transition, pupils are supported to make decisions for their GCSEs. Arrangements in place to support them include: Y9 options assembly; Y9 options evening for parents to attend; pastoral programme to share information and explore options; option course information.</p> <p>To support transition to post 16 education, all pupils receive careers advice (from Y10 in most cases) to help them make informed decisions about moving on to the next phase of their education. For those with additional needs and where it is felt to be beneficial, pupils may have an additional adult (LSP) attending their careers interview with them, allowing for reflection on the information after the meeting. Where it is felt to be required, additional adults will support pupils in making decisions and may help with exploring courses and supporting applications.</p> <p>Students expressing an interest in attending St Joseph’s College 6th form are invited to attend ‘taster’ sessions for A level subjects in the last half term of year 11. It is not common for those with additional needs to require a significant amount of support at A level but where support needs are clear and significant, the school will endeavour to provide assistance in transition to A</p>
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		<p>level. For those transferring to an external provider, the school completes an annual review for those with an EHCP prior to the end of the Autumn term in order that post 16 conversations take place and the Local Authority can consult with potential settings.</p> <p>When a pupil decides to go to a different post-16 setting, we work staff from the colleges on transitional arrangements to ensure a smooth changeover between the establishments where a pupil/parent consents to information being shared.</p> <p>Information is shared, as required, for pupils transferring schools within a school year.</p>
Information on where the local authority's local offer is published	Where can I find out about other services in Stoke- on-Trent that might be available for our family and my child?	<p>Stoke-on-Trent's Local offer information: https://localoffer.stoke.gov.uk/</p> <p>Here you will find information about the services within the local authority that are available and details of how to contact each service.</p>
<p>Links to other documents: Disability & Accessibility Plan Equal Opportunities Policy Supporting Students with Medical Needs Policy</p>		
<p>Key staff</p> <p>Deputy Head Teacher with responsibility for SEND: Miss Appleyard SENCO: Mrs A Pearson Learning Support Practitioners: Miss B Barnett, Mr Grund, Miss P Keever, Mrs Penson Inclusion Manager: Vacant post School Governor with responsibility for SEND: C Rowley</p>		

You can contact any member of staff by telephoning the main school on 01782 848008.
Updated: March 2026