

# St Joseph's College

## The SEND Information Report

### 2025-2026

**Date Reviewed - Autumn 1<sup>st</sup> Half-Term 2025**

**Next Review Date - Autumn 1<sup>st</sup> Half-Term 2026**

**Policy Author - Ms B Musamadya (SENDCO)**

**Chair of Governors signature:**

*To inspire the minds of all generations through education, with fearless faith.  
As a united community we demonstrate our Lasallian values of faith, service, and respect.*

**Mission Statement**

## Mission Statement

St. Joseph's College is first and foremost a Catholic and Lasallian College. We commit ourselves as a community to develop the whole person. We provide an education that will enable students to grow into rounded, confident, happy adults ready to take their place in modern society and to become independent and responsible learners.

At St Joseph's College, we aim to support all our students. Our Learning Support Department focuses on students with Special Educational Needs & Disabilities (SEND). We want to ensure that our students achieve the best possible results, working in collaboration with the whole school community. Our aim is to support every aspect of our students - physically, emotionally, and academically - to ensure that barriers that impede learning and development are identified and strategies put in place to move them towards self-sustained learning and positive, fulfilled future. Our ethos is based on our 'Five Respects'. These are:

- Respect for Faith
- Respect for Learning
- Respect for Others
- Respect for Community & College
- Respect for Self

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## Frequently asked questions

### How are children and young people with SEND identified, assessed, and monitored?

We support the principle that pupils' needs should be identified and met as early as possible. The SENDCo works closely with members of the Senior Leadership Team, teaching staff and members of the student support team using whole school assessment data as a potential early identification indicator.

In addition to tracking individual pupil progress over time, we use a range of data and means to identify possible indicators of SEND, such as screening materials and tools; information from other services; liaison with the previous educational settings; liaison with external agencies; and concerns raised by pupils, parents / carers and school staff. Young people and parents / carers are involved in identifying needs, providing information on their strengths and difficulties. They are also involved in decisions about the support the young person receives in school. Support and reasonable adjustments are monitored and reviewed to assess their impact and effectiveness. Where students require Access Arrangements to support them during exams, they are assessed by a Level 7 qualified Exam Access Arrangements Assessor at the start of their exam course (for example, at the end of Year 9 or early in Year 12).

All children with identified SEND are added to the SEND register - a confidential register which allows teaching staff to share important information about how best to support your child's needs. In addition, children on the SEND register are given the option to complete a Pupil Passport. This is an individual, personalised plan which provides an overview of their strengths, interests, and difficulties in your child's own words. This is shared confidentially with their teachers and learning support staff to personalise support your child. Pupil Passports are reviewed with the child on a termly basis to ensure they provide an up-to-date reflection of your child's needs and support required.

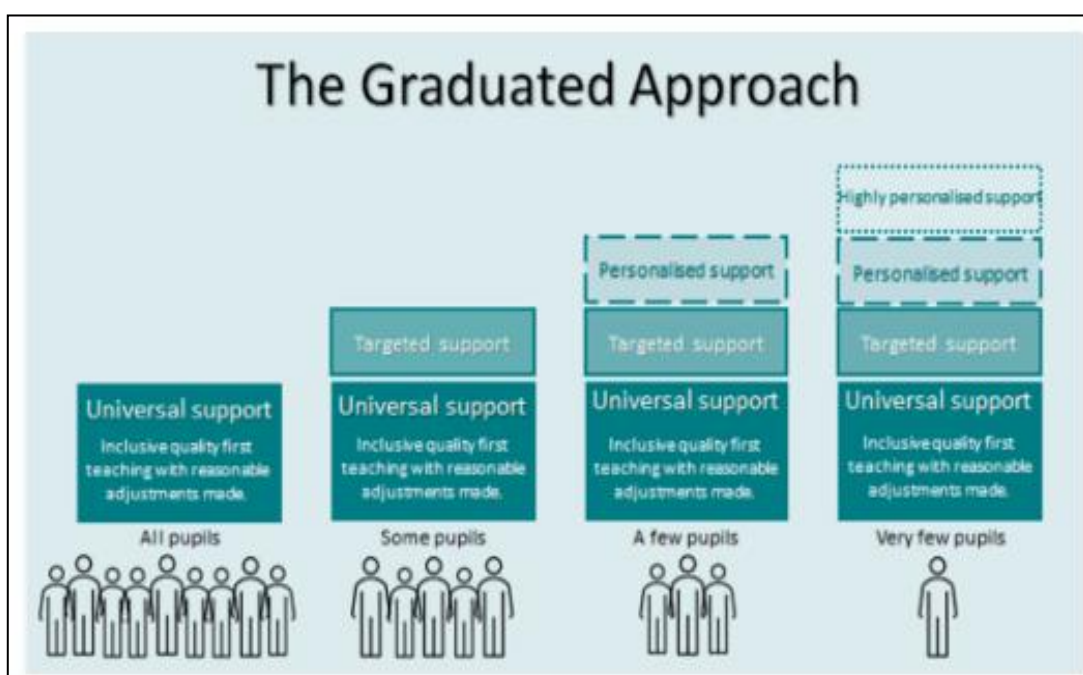
Where necessary, the college or you can request that the Local Authority carry out a statutory assessment of your child's needs. A 'Panel of Professionals' will use information about your child, including from you, to decide whether they think your child's needs seem complex enough to need a statutory assessment. If they decide a statutory assessment is needed, they will ask you and all professionals involved with your child to provide further information outlining your child's needs. The Panel of Professionals will decide if your child's needs are severe, complex, and lifelong. If they decide this is the case, you will be involved with the professionals in writing an Education and Health Care Plan (EHCP). The EHCP will outline the amount of funding the school will receive from the Local Authority to support your child. It will also outline what provision and strategies should be used to help achieve Long-Term and Short-Term Outcomes for your child.

### What are the different types of support available for children and young people with SEND in St Joseph's College?

St Joseph's College uses a **graduated approach** to SEND, providing a continuum of support for students to enable them to make progress. This is based on providing:

1. Inclusive Quality First Teaching for all, in the first instance
2. Additional interventions to enable them to work at age-related expectations or above
3. Additional highly personalised interventions, where necessary.

This is informed by a cycle of Assess, Plan, Do and Review, to monitor and evaluate the impact of the provision.



All students receive teacher input through inclusive high-quality teaching. This is demonstrated by:

- The teacher having high expectations of all the students in their class.
- The teaching being based on your child's prior knowledge of what they can do and understand.

Identifying gaps in your child's learning and putting in place extra support to help them make the best possible progress.

- Using different approaches to teaching and learning so that your child is fully engaged in lessons.
- Specific strategies to support your child's learning, under the guidance of the SENDCo or external professional.

Your child might receive additional targeted intervention delivered in the classroom, in a small group or one-to-one, delivered by staff with appropriate qualifications and experience. This may include:

- Pupil Passport
- Access to a keyworker
- Access to the Student Support hub
- Homework support
- Subject intervention by subject teachers
- Speech and language intervention
- Social communications support
- Literacy intervention
- Numeracy intervention
- Handwriting intervention
- Touch-typing intervention
- Support with memory techniques
- Support to develop study skills
- Laptop access
- Access to and support with assistive technology
- Peer mentoring
- Social and emotional support
- Mentoring from external agencies
- Counselling
- Adapted curriculum.

## **Who are the other people providing services to children and young people with SEND at St Joseph's College?**

We utilise the Croydon Local Authority's Local Offer to help meet the needs of SEND pupils. We work with external specialists, who assess and provide support to our students. This includes identifying SEND and planning provision for those with identified needs. Specialist services we work with include:

- Exam Access Arrangements Assessor
- Speech and Language Therapy Service
- STEPs – Specialist Teachers and Educational Psychology Service
- Croydon Outreach Inclusion
- Children and Adolescent Mental Health Service
- Community Paediatric Team
- Sensory Service, for children with visual or hearing needs
- School Nursing Team
- Parent Partnership Service
- Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS).

You will be asked to give your permission for the college to refer your child to a specialist professional. This will help you and the college to understand your child's needs better and, therefore, be able to support them more effectively in college.

In addition, we work closely with Croydon Local Authority (LA) to provide appropriate provision for children and young people with SEND. This includes our allocated SEND Advisor (who provides support and advice relating to students on SEND Support) and SEND Case Workers (who provide support and advice relating to children and young people with an EHCP).

## **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by their subject teachers. Their progress and attainment are assessed through formal assessments three times a year, spread across the academic year. This is complemented by ongoing monitoring of your child's progress and attainment.

Interventions are monitored and evaluated to assess their impact on your child's progress.

Pupil Passports (individual, personal plans) are reviewed with the child on a termly basis to ensure they provide an up to date reflection of your child's needs and support required and to monitor progress.

Regular 'book looks', and lesson observations are carried out by members of the Senior Leadership Team and Middle Leadership Team to ensure the needs of all students are met and that the quality of teaching and learning is high and consistent across year groups.

The progress of children and young people with an EHCP is formally reviewed at an Annual Review with the involvement of parents / carers and a representative from the Local Authority. This provides an opportunity to monitor progress towards their long-term outcomes in their EHCP. Parent / carer meetings provide an opportunity to discuss your child's progress; while regular communication with your child's Key Worker, where relevant, provides an additional opportunity to discuss your child's progress.

### **How do we work with parents / carers?**

We work in partnership with parents / carers to meet the needs of our children and young people. By working in partnership, we can share information about how your child is progressing and any difficulties they are experiencing in school and at home, to help to support your child's progress and development.

The class teacher is available to discuss your child's progress or any concerns you may have in relation to specific subjects. Your child's form tutor or keyworker are available to discuss any wider concerns you may have in the first instance. In addition, the SENDCo and Head of Year are available to speak or meet with you to discuss your child's progress or any ongoing concerns you may have.

The student support team hold termly forums for parents and carers of students with special educational needs and disabilities. The aim of the forums is to share practice, provide useful information and to provide opportunities for parents / carers to get together to share experiences and ideas. The forums take the format of short presentations followed by a chance to meet members of the team, network and ask any questions you may have. Please note the forums are for adults only, not students.

In addition, there are termly parent / carer meetings days, during which you can book an appointment to meet with a member of the student support team and discuss support for your child.

To help us to support your child, we expect our parents / carers to keep us updated on the needs of their children and young people.

### **How are children and young people with SEND supported at transition points?**

When students join us, either transferring from another secondary school or directly from primary school, an admission form is completed with the parents / carers to alert the college to any already known needs or concerns.

As soon as we know a child with SEND will be attending our college, we start finding out more about them so we can plan for their needs and ensure they settle into our college happily. Children and young people with SEND can make an initial visit to the college, which allows them to familiarise themselves with the college prior to starting. Where necessary, a transition plan is drafted, in discussion with the child and their parents / carers, their current / previous educational setting and any specialist professionals involved in supporting the child. This is to ensure a collaborative approach and thorough understanding of the provision to support the child to have the best possible start at St Joseph's College.

Where possible, the SENDCo will attend a transition Annual Review for EHCP holders while the child is still in Year 6. This helps to facilitate their transition from primary school. We strongly advise

students with EHCPs and their parents / carers, along with the SENDCo at their primary school, to visit the school and secondary SENDCo prior to naming the school.

When children and young people move between Key Stages, they will be provided with additional support to help them with this transition, where appropriate. This includes additional support from the Careers Advisor to support them to make decisions about their education, including selecting GCSE / BTEC courses, post-16 education and further education.

### **What support is available for improving the social and emotional wellbeing of children and young people with SEND?**

We recognise that some children and young people have additional social and emotional needs to be developed and nurtured. These needs can manifest themselves in many ways, including challenging behaviour, anxiety, withdrawing, isolation. It is important we work with these students and support them in developing their social and emotional wellbeing. Every member of staff has responsibility for the pastoral care of every child.

Social and emotional wellbeing is supported through a range of activities, including:

- Personal, social, health and economic education (PSHE) sessions are delivered weekly during registration, along with assemblies focused on specific PSHE topics.
- Enrichment activities.
- Mentoring and social skills groups.
- Circle of Friends (groups to support friendship building) and intentional friendship building.
- Lego therapy.
- Support from the Emotional Literacy Support Assistant.
- Support from one of the Pastoral Managers.
- Our Heads of Year, Form Tutors and Pastoral Leads have responsibility for overseeing the pastoral support provided to our students.
- Our Welfare Support team can provide additional support where needed.

### **How are the school's resources allocated to children and young people with Special Educational Needs?**

A national SEND budget is allocated to individual schools each year in line with the SEND Code of Practice. This can be used to provide additional support or resources to meet individual needs. The level and nature of support will depend on individual needs of the child. Decisions about allocation of resources is based on consultation with teachers, the SENDCo and the Senior Leadership Team in the best interests of the child.

Where students with Education, Health, and Care Plan (EHCPs) are provided with top-up funding to help to meet their needs, this funding is allocated in line with the provision and strategies outlined in their EHCP carers can then take up the matter with the Chair of Governors.

## **How is the governing board involved and what are their responsibilities?**

The SENDCo reports to the local governing board to inform them about the progress of the students with SEND; this report does not refer to individual students and confidentiality is always maintained.

The SEN governor liaises with the SENDCo; they also report to the local governing board together to keep all parties informed.

## **What is the school's complaints procedure?**

Where an issue arises, parents / carers should, in the first instance, make an appointment to speak with their child's subject teacher, Head of Department, Head of Year, Pastoral Lead, Form Tutor and/or SENDCo to resolve any concerns.

If a parent / carer believes their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents / carers should follow the Complaint's Policy. A copy of the Complaints Policy is available on the college website or on request from the college.

## **Further Information/ Useful links**

### **What is the Local Authority Offer?**

The Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEN aged 0-25 years. The LA refers to this as the 'Local Offer'. Information about Croydon LA's Local Offer is available at:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

### **Further links:**

Croydon CAMHS -	<a href="http://www.slam.nhs.uk">http://www.slam.nhs.uk</a>
Speech and Language Team -	<a href="http://www.croydonhealthservices.nhs.uk">http://www.croydonhealthservices.nhs.uk</a>
Peripatetic Visual Impairment Services -	<a href="mailto:sensory.impairment@croydon.gov.uk">sensory.impairment@croydon.gov.uk</a>
Croydon Locality Early Help -	<a href="mailto:earlyhelp@croydon.gov.uk">earlyhelp@croydon.gov.uk</a>
Parents In Partnership -	<a href="http://www.pipcroydon.com/">http://www.pipcroydon.com/</a>
SENDIAS (SEND support for parents & carers) -	<a href="mailto:parentssupportherts@familylives.org.uk">parentssupportherts@familylives.org.uk</a>
Contact a Family -	<a href="http://www.cafamily.org.uk/advice-and-support/">http://www.cafamily.org.uk/advice-and-support/</a>

## **Monitoring & Reviewing**

Next review date: Autumn 1<sup>st</sup> Term - 2026