Executive Headteacher: Mrs Sarah Spencer
Interim Executive Head of School: Mrs Bridget Kerrigan

St Joseph's Catholic Primary School, Castleford, a Voluntary Academy
Pontefract Road, Castleford, WF10 4JB

Telephone: 01977 555780 **Email:** admin@sjc.bkcat.uk
Website: www.sjc.bkcat.co.uk

Special Educational Needs and Disability (SEND) Information Report

St Joseph's Catholic Primary School, Castleford

Academic year 2026–2027
Published: September 2026 | Review due: September 2027

This report explains how St Joseph's Catholic Primary School implements its SEND policy in practice and the support available for pupils with special educational needs and/or disabilities. It should be read alongside the Trust SEND Policy, Accessibility Plan, Admissions Policy, Equality information/objectives, Safeguarding Policy and Complaints Policy.

Officially a Feeder Primary School to St. Wilfrid's Catholic High School and Sixth Form College, Featherstone

Ofsted Good Provider

The Bishop Konstant Catholic Academy Trust is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee in England & Wales, company number 08253770 whose registered office is at St Wilfrid's Catholic High School & Sixth Form College, Cutsyke Road, Featherstone, West Yorkshire, WF7 6BD.

This Academy is a member of
The Bishop Konstant Catholic Academy Trust
Learning Communities, Inspired by Faith

1. Our approach to SEND

St Joseph's Catholic Primary School is committed to inclusive education and to ensuring that pupils with SEND are able to participate, achieve and thrive. We seek to identify needs early, remove barriers to learning and participation, make reasonable adjustments, and work in partnership with pupils, parents/carers and relevant professionals.

This report is published in accordance with section 69 of the Children and Families Act 2014, regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years, and the Equality Act 2010.

2. SEND provision

As a mainstream primary school, we make provision for pupils across the four broad areas of need described in the SEND Code of Practice. A pupil may have needs in more than one area and needs may change over time.

• Communication and interaction – for example, speech, language and communication needs and autism.

• Cognition and learning – for example, moderate learning difficulties and specific learning difficulties.

• Social, emotional and mental health – where needs create barriers to learning, relationships, regulation or participation.

• Sensory and/or physical needs – for example, visual, hearing, sensory-processing, medical or physical needs.

Provision is based on the individual pupil's assessed needs rather than solely on a diagnosis.

3. Identifying and assessing pupils with SEN

Class teachers are responsible for the progress and development of all pupils in their class. Concerns may be raised by staff, parents/carers, the pupil or an external professional. We use a range of information to identify possible SEND and barriers to learning, including:

The Bishop Konstant Catholic Academy Trust is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee in England & Wales, company number 08253770 whose registered office is at St Wilfrid's Catholic High School & Sixth Form College, Cutsyke Road, Featherstone, West Yorkshire, WF7 6BD.

• teacher observation, day-to-day assessment and pupil work;

• progress and attainment information, including comparison with the pupil's starting points;

• pupil progress meetings and discussion with the SENCO;

• information from previous educational settings /parents/carers and the pupil;

• screening or more detailed assessment where appropriate; and

• advice or assessment from health, education, social care or other specialist services.

Slow progress and attainment below expected, do not automatically mean that a pupil has SEN. Where concerns remain despite appropriate high-quality, adaptive teaching and support, the school will consider whether special educational provision is required. Parents/carers will be informed and involved when SEN is identified.

4. SENCO: name, contact details and qualification

SENCO: Ms Karen Maudslay

Contact: 01977 555 780 or kmaudslay@sjc.bkcat.uk

Mrs Maudslay is a qualified teacher and has successfully completed the National Professional Qualification for Special Educational Needs Co-ordinators (NPQ for SENCOs). The SENCO works with the Headteacher, staff, governors/trustees, parents/carers and external professionals to coordinate SEND provision and support the strategic development of SEND across the school.

5. Our graduated approach: Assess – Plan – Do – Review

Where a pupil requires SEN Support, we use the graduated approach. Support becomes increasingly personalised as understanding of the pupil's needs develops.

• Assess – gather and analyse information about strengths, needs, progress and barriers to learning.

• Plan – agree outcomes, reasonable adjustments, provision and how progress will be measured, with the pupil and parents/carers involved.

• Do – the class teacher remains responsible for the pupil and works with support staff and specialists to implement the agreed provision.

• Review – evaluate progress towards outcomes and the effectiveness of provision, and agree whether support should continue, change, increase or reduce.

SEN Support is reviewed at least termly and sooner where needs or circumstances change. Provision and outcomes are recorded through the school's SEND systems, which may include provision maps, Support Me to Learn Plans, My Support Plans and/or pupil passports.

6. Teaching, curriculum adaptation and additional support

High-quality, inclusive teaching is the first response to pupils who have or may have SEN. Teachers use adaptive teaching and reasonable adjustments to help pupils access a broad and balanced curriculum. Depending on individual need, this may include:

• careful scaffolding, modelling, chunking and repetition;

• visual supports, now-and-next approaches, visual timetables and communication aids;

• adapted resources, assistive technology and alternative methods of recording;

• sensory or movement breaks and access to lower-stimulation spaces where appropriate;

• targeted individual or small-group intervention, including support for literacy, numeracy, communication, motor skills or social-emotional development;

• personalised programmes recommended by external professionals; and

• additional adult support where this is identified as necessary and available through the pupil's provision.

The school seeks to ensure that interventions supplement, rather than unnecessarily replace, access to high-quality classroom teaching and the wider curriculum.

7. Assessing progress and evaluating the effectiveness of provision

The progress of pupils with SEND is assessed and reviewed against their starting points, agreed outcomes and relevant curriculum or developmental measures. The effectiveness of provision is evaluated through a combination of:

• termly review of individual outcomes and provision;

• teacher assessment, work scrutiny and progress information;

• pupil and parent/carer views;

• monitoring of interventions and whether skills transfer into the classroom;

• SENCO monitoring, including discussion with staff and observation where appropriate; and

• advice and review from external professionals where they are involved.

Provision is adjusted where it is not producing the intended impact. The SENCO reports on SEND provision and priorities to school leaders and governors/trustees through the school's monitoring arrangements.

8. Consulting and involving parents/carers

Parents/carers are important partners in decision-making. We aim to communicate clearly and involve families in identifying needs, planning provision and reviewing progress. This includes termly review opportunities for pupils receiving SEN Support, discussion of proposed referrals or specialist involvement, and co-production of individual plans where appropriate.

Parents/carers who have concerns should normally speak to the class teacher first. They may also contact the SENCO through the school office. Where a pupil has an EHC plan, parents/carers are involved in the statutory annual review process.

9. Consulting and involving pupils

Pupils' views are sought in ways that are appropriate to their age, development and communication needs. Pupils are supported, where appropriate, to contribute to their targets and outcomes, explain what helps them learn, and participate in reviews and transition planning. Communication may be supported through visuals, symbols, choices, observation or trusted adults when spoken language is not the most accessible method.

The Bishop Konstant Catholic Academy Trust is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee in England & Wales, company number 08253770 whose registered office is at St Wilfrid's Catholic High School & Sixth Form College, Cutsyke Road, Featherstone, West Yorkshire, WF7 6BD.

10. Inclusion in the wider life of the school

We seek to enable pupils with SEN to engage in the activities of the school alongside pupils who do not have SEN, in accordance with section 35 of the Children and Families Act 2014. We also comply with the Equality Act 2010 and consider reasonable adjustments for disabled pupils so that they are not placed at a substantial disadvantage.

Pupils with SEND are included in lessons, worship, assemblies, educational visits, enrichment activities, clubs and wider school opportunities wherever possible.

Adjustments may include changes to the activity, environment, communication, timing, equipment, supervision or staffing, informed by individual need and risk assessment.

For activities provided by an external organisation, the school will work with families and the provider as appropriate to clarify responsibilities and consider reasonable adjustments. Decisions will not be made on the basis of disability alone.

Where an activity presents significant safety or access issues, these will be considered individually and proportionately, with the pupil's needs, reasonable adjustments and relevant professional advice taken into account.

11. Emotional, mental and social development

Support is matched to individual need and may include pastoral support or other targeted social-emotional work, self-regulation strategies, sensory approaches, structured routines, social communication support and liaison with external mental-health or health services. The school's behaviour, anti-bullying and safeguarding arrangements apply to all pupils, with reasonable adjustments made where required.

We recognise that some pupils with SEND may be more vulnerable to bullying, exploitation, abuse or other safeguarding risks. Staff follow the school's safeguarding procedures and consider how a pupil's communication, cognition, sensory needs or behaviour may affect the presentation or disclosure of concerns.

12. Expertise and training of staff and access to specialist expertise

The school identifies staff-development needs through the profile of pupils, monitoring and professional advice. Training may be whole-school or targeted to particular staff and may cover areas such as autism, ADHD, speech and language, communication, literacy difficulties, sensory needs, emotional regulation, medical needs, safeguarding and inclusive/adaptive teaching.

The Bishop Konstant Catholic Academy Trust is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee in England & Wales, company number 08253770 whose registered office is at St Wilfrid's Catholic High School & Sixth Form College, Cutsyke Road, Featherstone, West Yorkshire, WF7 6BD.

Where school-based expertise is not sufficient, the SENCO seeks specialist advice in consultation with parents/carers. This may include Wakefield Inclusion and SEND Support Service (WISENDSS), Educational Psychology, Speech and Language Therapy, occupational or physiotherapy services, school nursing/health services, mental-health services, social care and other relevant professionals.

13. Equipment and facilities

Where specialist equipment, resources or facilities are required, the school considers the pupil's assessed needs and advice from relevant professionals. Equipment may be provided from school resources or secured with support from the local authority, health services or other agencies where appropriate. This can include communication aids, adapted seating or writing equipment, sensory resources, assistive technology and accessible learning materials.

Individual risk assessments, personal emergency evacuation plans (PEEPs), intimate care plans or medical plans are put in place where required.

14. Accessibility and disabled pupils

The school complies with its duties under the Equality Act 2010. Disabled pupils are not treated less favourably because of disability, and reasonable adjustments are considered to avoid substantial disadvantage.

The school's arrangements include accessible toilet facilities, step-free access to key areas and adjustments to communication and learning materials. The Accessibility Plan sets out how the school plans to improve access to the curriculum, the physical environment and information for disabled pupils.

15. Admission arrangements for disabled pupils

Admission arrangements for pupils with SEND or disabilities are governed by the school/Trust admissions arrangements and relevant statutory admissions requirements. A pupil will not be refused admission because of disability where this would be unlawful. Where a child has an EHC plan and the school is named in that plan, the statutory EHC plan process applies.

Before admission, the school works with families, previous settings, the local authority and relevant professionals, where appropriate, to identify reasonable adjustments, staffing, equipment, medical arrangements, accessibility needs and transition support.

16. Access arrangements for statutory assessments

Access arrangements for statutory assessments are provided only where permitted by the relevant current assessment guidance and where they reflect the pupil's normal way of working and individual needs. Depending on the assessment and applicable rules, arrangements may include additional time, rest breaks, readers, scribes, prompts, modified papers or other approved support.

17. Working with other agencies

The school works collaboratively with education, health, social care, local authority and voluntary-sector services where this is necessary to meet a pupil's needs or support the family. Referrals and information sharing are undertaken in accordance with applicable safeguarding, consent and information-sharing requirements.

- Wakefield Inclusion and SEND Support Service (WISENDSS);
- Educational Psychology;
- Speech and Language Therapy (SALT);
- school nursing and other health services;
- occupational therapy and physiotherapy;
- mental-health services and Early Help/social care where appropriate; and
- Wakefield Local Authority SEND services, including SENART.

18. Education, Health and Care (EHC) needs assessments and EHC plans

If, despite relevant and purposeful action through SEN Support, a pupil requires provision that may be beyond what can reasonably be provided from the school's ordinarily available resources, the school and/or parent may request an Education, Health and Care needs assessment from the local authority. The school provides relevant evidence and works with the family and local authority during the statutory process.

For pupils with an EHC plan, the school delivers the provision for which it is responsible and contributes to the statutory annual review process. Reviews consider progress towards outcomes, the continuing appropriateness of provision and any proposed changes.

19. Transition between phases and settings

Transition is planned according to individual need. This may include information-sharing, additional visits, photographs or transition books, meetings with key adults, supported visits, liaison with specialist services and a personalised transition plan.

For transfer to secondary school, the SENCO liaises with the receiving school's SENCO and ensures relevant SEND information is shared securely. For pupils with EHC plans, statutory phase-transfer arrangements and review timescales are followed. Although this is a primary school, we also seek to develop independence, communication, self-advocacy and life skills that support longer-term preparation for adulthood.

20. Complaints about SEND provision

We aim to resolve concerns through open communication. Parents/carers should normally raise a concern first with the class teacher or SENCO. If the matter remains unresolved, it may be raised with the Headteacher and then considered under the Trust Complaints Policy. Complaints about matters that have separate statutory routes, such as certain EHC plan decisions, are dealt with through the relevant local authority, mediation or tribunal procedures.

21. Independent information, advice and support

Wakefield SENDIASS provides free, impartial information, advice and support to children and young people with SEND and their parents/carers.

- Telephone: 01924 965588

- Email: wakefieldsendiass@family-action.org.uk

- Website: www.sendiass.org

22. Wakefield SEND Local Offer

Wakefield Council's SEND Local Offer provides information about education, health, social care, activities and support for children and young people aged 0–25 with SEND and their families.

Local Offer: wakefield.mylocaloffer.org

The Bishop Konstant Catholic Academy Trust is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee in England & Wales, company number 08253770 whose registered office is at St Wilfrid's Catholic High School & Sixth Form College, Cutsyke Road, Featherstone, West Yorkshire, WF7 6BD.

23. Related school and Trust information

This report should be read alongside the current versions of the following documents, available through the school/Trust website or school office as applicable:

- SEND Policy;
- Accessibility Plan;
- Admissions Policy/arrangements;
- Equality information and objectives;
- Safeguarding and Child Protection Policy;
- Behaviour/relationships and Anti-Bullying policies;
- Supporting Pupils with Medical Conditions arrangements; and
- Trust Complaints Policy.

24. Monitoring, publication and review

The school publishes this SEND Information Report on its website. It is reviewed at least annually and any significant changes to the information are updated as soon as reasonably practicable during the year. The school welcomes feedback from pupils and parents/carers when reviewing SEND provision and this report.

Date published/updated: September 2026

Next scheduled review: September 2027

The Bishop Konstant Catholic Academy Trust is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee in England & Wales, company number 08253770 whose registered office is at St Wilfrid's Catholic High School & Sixth Form College, Cutsyke Road, Featherstone, West Yorkshire, WF7 6BD.