



OLSJ
OUR LADY + ST JOSEPH
CATHOLIC PRIMARY SCHOOL

SEND INFORMATION REPORT

OUR LADY & ST JOSEPH CATHOLIC

PRIMARY SCHOOL

Published: January 2026

Review date: January 2027

Welcome

At Our Lady & St Joseph Catholic Primary School, we believe that every child is a unique and valued creation of God, deserving of love, support and the opportunity to reach their full potential. Guided by our mission statement, "With Christ at our centre we love, listen and learn," we are committed to creating an inclusive and nurturing environment where all children feel safe, valued and empowered to achieve their God-given potential. We recognise that every child learns differently and may require different levels of support throughout their educational journey. Through high-quality teaching, strong partnerships with families and a graduated approach to support, we strive to ensure that every pupil can flourish academically, socially, emotionally and spiritually. This SEND Information Report explains how we identify, support and review the needs of pupils with Special Educational Needs and Disabilities (SEND) and how we work in partnership with pupils, families and external professionals.

Our Vision for Inclusion

Our approach to inclusion is rooted in our Catholic faith and our belief that every child deserves dignity, belonging and the opportunity to achieve.

Dignity	Every child is known, valued and respected as a unique child of God.
Belonging	Every child has a place within our school family and is supported to participate fully in school life.

Achievement	Every child is given the opportunity, support and challenge needed to reach their full potential.
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Types of SEND We Support

We support pupils across the four broad areas of need identified within the SEND Code of Practice (2015):

Communication and Interaction	Including speech, language and communication needs and autism.
Cognition and Learning	Including specific learning difficulties, literacy and numeracy difficulties and moderate learning needs.
Social, Emotional and Mental Health (SEMH)	Including emotional regulation, wellbeing, anxiety, social difficulties and attention needs.
Sensory and/or Physical Needs	Including hearing impairment, visual impairment, physical disabilities and sensory processing differences.

Many pupils may experience strengths and needs across more than one area.

Further information can be found on the school's website under: [The Four Areas of Need](#)

Our Inclusion Team

The Inclusion Team works collaboratively to ensure that pupils receive the support they need to succeed.

Amy Charles	Assistant Headteacher, Inclusion Lead and Designated Safeguarding Lead Amy provides strategic leadership for SEND, inclusion, safeguarding and vulnerable learners across the school.
Terri Rowe	Pastoral and Wellbeing Lead Terri supports pupil wellbeing, attendance, emotional health and family engagement.
Natalie Kelly	SENDCO (EYFS and Key Stage 1) Natalie supports the identification, assessment and provision for pupils with SEND in the Early Years Foundation Stage and Key Stage 1.
Keziah Laws	SENDCO (Key Stage 2) Keziah supports the identification, assessment and provision for pupils with SEND in Key Stage 2.

The wider Inclusion Team includes specialist staff who provide support in communication and interaction, speech and language, literacy, social, emotional and mental health, sensory regulation and pastoral support.

Further information can be found on the school's website under: [Meet the Inclusion Team](#)

Identifying SEND

We recognise the importance of early identification.

Concerns may be raised by:

- Parents and carers
- Class teachers
- Support staff
- Previous educational settings
- Health professionals
- External agencies
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The school uses a graduated process to identify and assess needs. This may include observations, assessments, discussions with parents and pupils, progress data and specialist advice.

Where concerns are identified, staff complete a SEND Concern Form and discuss next steps with the Inclusion Team.

The Graduated Approach

The school follows the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice.

Assess	We gather information about strengths, needs and barriers to learning.
Plan	Outcomes, strategies and support are agreed with parents, pupils and staff.
Do	Support is delivered through high-quality teaching, interventions and reasonable adjustments.
Review	Progress is reviewed and next steps are agreed.

Individual Education Plans are recorded using Edukey and reviewed termly. Parents are invited to contribute to reviews and pupil voice is gathered to help inform future planning. The Inclusion Team contributes to the monitoring and review of SEND provision through observations, assessments, intervention reviews and termly feedback. This information helps inform SEND Support Plans and EHCP outcomes.

Working in Partnership with Families

We believe that successful outcomes are achieved when schools, families and pupils work together.

Parents and carers are involved through:

- Parent consultation meetings
- SEND review meetings

- Annual Reviews
- Meetings with external professionals
- Contributions to SEND Support Plans

Pupil voice is gathered regularly to ensure that children's views, aspirations and experiences help shape future provision.

Education, Health and Care Plans (EHCPs)

Where a pupil has an EHCP, the school works closely with families and external professionals to deliver the provision outlined within the plan.

Annual Reviews are held to evaluate progress, review outcomes and consider future support.

Working with External Agencies

The school works collaboratively with a range of specialist services where appropriate, including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Phoenix Outreach Service
- School Nursing Service
- Specialist SEND Services

Further information can be found on the school's website under: [The Graduated Approach to SEND Support](#)

Measuring the Impact of Provision

Provision is monitored through:

- Teacher assessment
- Progress data
- Observations
- Intervention reviews
- Parent feedback
- Pupil voice
- SEND Support Plan reviews
- EHCP outcomes

Support is reviewed termly to ensure that provision remains effective and responsive.

Accessibility and Inclusion

We are committed to ensuring that all pupils can access and participate fully in school life. We make reasonable adjustments where necessary and work closely with families and professionals to remove barriers to learning and participation.

Further information can be found within our Accessibility Plan.

Supporting Mental Health and Wellbeing

We recognise the importance of emotional wellbeing and provide a range of pastoral, social and emotional support to help pupils feel safe, valued and ready to learn.

Transition

We provide carefully planned support when pupils:

- Start school
- Move between year groups
- Transfer to secondary school

Additional transition arrangements may be provided where appropriate.

Concerns and Complaints

We encourage parents and carers to raise concerns as early as possible.

In most cases concerns can be resolved through discussion with:

1. The Class Teacher
2. The SENDCO
3. The Phase Lead
4. The Inclusion Lead
5. The Headteacher

If concerns remain unresolved, parents may follow the school's Complaints Procedure available on the school website.

Further Information

Tower Hamlets SEND Local Offer <https://www.localoffertowerhamlets.co.uk>

SENDIASS Independent information, advice and support for families of children and young people with SEND. <https://www.towerhamletsandcitysendiass.com/>

Further information can be found on the school's website under: [SEN Support for Families](#)

Contact Us

For further information about SEND provision at Our Lady & St Joseph Catholic Primary School, please contact the Inclusion Team through the school office or by emailing inclusion@olsj.co.uk

Together, we are committed to ensuring that every child is known, valued and supported to achieve their God-given potential.