

St Joseph's Catholic Infant School and Pre-School



Local Offer September 2025

Local Offer Details	We are an inclusive school that welcomes and celebrates diversity. We have children from 2 – 7 years old. We believe that every child is entitled to an education which enables them to fulfil their potential and become independent and confident learners. All staff are committed to working together with all members of the school community. We pride ourselves on having a caring, understanding team who look after all of our children. We believe that by nurturing the whole child they are able to thrive spiritually, morally, socially and academically. We offer support to parents and carers of children with SEND and access additional support from other professionals as appropriate. Termly SENCO Liaison Group meetings provide us with up to date information on policy and procedures.
Local offer Contact Name	Frances Derby
Local offer Contact Telephone	01296 484618
Local offer Contact Email	senco@stjosephsandstedwards.org
Training completed by practitioners	The Head Teacher is the Continuing Professional Development (CPD) Co-ordinator for class teachers, and the Deputy headteacher/SENDCo is the CPD Co-ordinator for teaching assistants. Both roles ensure that all staff have the skills they require to support pupils. Medical training to support pupils with medical care plans such as epilepsy, asthma and Epi-pen training is up to date in line with the needs of our current pupils. Teaching assistants across the school have attended Speech and Language webinars, training to supporting those with ASD and emotional regulation training (calming kittens) over the past academic year. SENDCo is Step On train the trainer and has held in-house training with teachers and teaching assistants. All school staff have had the following recent training: Read, Write Inc, Attachment and Trauma training, Step on Positive Behaviour Management Training

	Pre-School Training includes: Jo Stone: Early Year's Qualification Level 3 completed July 2021/ SENCo Training 2017 / Makaton Introduction, 2021 / Autism Education Trust Training, 2022/ NAS Early Bird (Autism) / Autism in the mainstream setting, 2021 / ELKLAN training 2021 / Speech Language & Communication course with Speech & Language UK, January 2022 / Nuffield Language Intervention Training completed by all practitioners 2021
How does the school know if my child will need extra help and what should families do if they think their child may have Special Education Needs and/or disabilities (SEND)?	In some cases we recognise that children will need extra/additional support from their peers and we have a number of methods to help us identify children in this instance. These include: • Talking to and liaising with parents about any concerns they may have (this may include a home visit) • Information gathered from your child's Pre-School or previous school/setting. • Information from other services who have worked with your child, for example a speech and language therapist. This information will be used to create an in-depth picture of your child. Once your child is in school we will monitor their progress and development and plan to meet their needs accordingly. If we have concerns, we may ask other professionals to give advice and support. What should I do if I think my child may have special educational needs? Talk to your child's Pre-School key worker or class teacher. Your concerns will always be taken seriously, as your views are very important to us.
How are parents involved at the setting and how can I be involved?	• Strong parent partnerships are important to St Joseph's. We welcome parents to Stay & Play sessions, celebration events, 'book looks' and seasonal celebrations such as our Nativity concerts, Easter Bonnet Parade and Sports Day. • Pupil progress meetings are held with the Head Teacher, SENDCo and class teacher to discuss strategies to support the class and individual pupils to succeed. Class teachers will assess pupils using national standards which we attend regular training on within the Local Authority. • We invite parents to discuss pupil's progress and their next steps/targets as part of Parents' Evening. Where necessary, this may include the SENDCo alongside the class teacher. In Pre-School, parents are invited to parent meetings at the end

	of each term where we share what learning is seen at home and Pre-School. We will support parents' understanding of the curriculum through Parent Information Events such as Phonics Information meeting and Year 2 SATS Assessment meeting We value day to day informal chats, communication by email and telephone calls, to ensure the wellbeing of all children.
How will practitioners in the school support a child with SEND?	Your child's needs will be met within the setting, supported by high quality teaching, including lesson planning that takes account of the needs of each child and their next steps. All teachers/key workers have responsibility for the pupils in their sessions and the progress of all children is reviewed on a regular basis. In some instances the key worker/teacher will seek further support to enable them to best meet your child's needs, and where necessary will work alongside the Special Educational Needs Co-ordinator (SENDCo). Where necessary, an individual programme of support will be used and progress monitored. Where necessary, the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
How will the curriculum for the school be matched to a child with SEND's needs?	<i>'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.'</i> SEN Code of Practice 2015 Our curriculum is designed to inspire our pupils to engage in learning across a diverse range of topics. Through these topics our teachers work hard to ensure that; - Lessons are pitched appropriately so that all children can learn and progress. - Lessons take account of the needs of the individual child and plan different tasks and materials appropriately. Tracking and assessment enables each class teacher to analyse the progress of the child. - Learning targets are shared with parents at our Parents' Evenings - Where necessary, additional provision will be made to meet the needs of your child in addition to curriculum lessons. This

How will Practitioners work with me to share information about my child's progress? What is additional for children with SEND?	may be delivered in a small group or 1:1 by a teacher or teaching assistant. This concentrated, short term support enables your child to make progress in an area they specifically need additional support. In discussion with parents, we may include accessing additional support from other professionals. The specialist teaching service, educational psychology service, Bucks Early Years' Service or equivalent may be contacted, with your permission, to gain further advice or to make a referral. Strategies and advice will be implemented as appropriate. • Strong parent partnerships are important to St Joseph's. We welcome parents to Stay & Play sessions, celebration events, 'book looks' and seasonal celebrations such as our Nativity concerts, Easter Parade and Sports Day. • Pupil progress meetings are held with the Head Teacher, SENDCo and class teacher to discuss strategies to support the class and individual pupils to succeed. Class teachers will assess pupils using national standards which we attend regularly training on within the Local Authority. • We invite parents to discuss pupil's progress and their next steps/targets as part of Parents' Evening. Where necessary, this may include the SENDCo alongside the class teacher. • We will support parents' understanding of the curriculum through Parent Information Events such as Phonics Information meeting and Year 2 SATs assessment meeting Parents of children with SEND are invited to contribute to recording systems such as Learning Plans (which contain the Assess, Plan, Do, Review (APDR) cycles). As appropriate, when professionals such as speech and language therapists visit the setting, we invite parents for joint discussion. We are available at each session to discuss any concerns regarding a child's learning and/or well-being. We support regular communication with parents. We share what children have enjoyed and taken part in at school and parents are invited to contribute to this by adding what progress they are seeing at home.
What specialist services and expertise are available at, or accessed by, the school?	Our Pre-School team is highly qualified in Early Years Education through both qualification and experience. Across the school we have experience of meeting the needs of a wide range of children with SEND. Currently we have teachers and teaching assistants who have had training in the following areas:

	• speech and language development • Attention Autism • STEP On and STEP Up training for positive behaviour management • Attachment and Trauma training • Emotional regulation (Zones of Regulation, Calming Kittens) In support of children with SEND we have liaised with a range of outside agencies, including the Buckinghamshire Early Year's Service, Portage, Health Visitors, Speech and Language Therapists, Feeding Clinic, Occupational Therapists, Educational Psychologists, Pupil Referral Unit and other settings (including EYFS settings). We access a range of online resources to support our service such as: Communication Carousel, Speech & Language UK, Autism Education Trust (AET), National Association for Special Educational Needs (NASEN) and SEND Gateway. Additionally we use advice session and access webinars from Children and Young Peoples Integrated Therapies (speech and language, physio and occupational therapy services). Staff attending termly SENCo meeting and training courses, cascade new information to the team to ensure knowledge is shared.
How accessible is the School environment (indoors and outdoors)?	We regularly review the school environment to reflect the needs of our children. To benefit all children and especially children with sensory sensitivities, we have developed low arousal areas where minimising distraction supports focused play and learning. All rooms have blinds fitted to enable us to adjust the light levels and the building has wheel chair access as well as an adult disabled toilet facility. We work with professionals and parents to access specialist equipment that may be required and to make additional adaptations where reasonable and practical. For example this might include enhancing our sensory area or purchasing specific resources. The school is on a split level site and several steps access the Key Stage 1 classrooms and the hall. The steps have child level handrails and level access is available around the outside of the building to these lower areas. • We have an accessibility plan, which is available to view. • We have developed a sensory room and areas to support children regulate their emotions

What are the transition arrangements for supporting children and families?	• Transition events take place during the summer term for all children who are joining the Foundation Stage in September. • Close liaison between SENDCo, teachers in Early Years, and dual placement settings if applicable. This may involve multi-agency meetings to support the transition. • Good transfer of all SEN information. • Previous settings contacted for information sharing. • Parent & child pre-visits to Early Years Foundation Stage class in Reception • Transition to new class facilitated by sessions during the summer term with new class teachers and environment. • Transition sessions for Year 2 pupils moving to Junior Schools during the summer term or earlier if necessary. • The new school is invited to attend any EHC plan Annual Reviews prior to transition.
What future plans does your setting have for developing its SEND provision e.g. training, facilities?	We continue to embed visual display resources across the school and Makaton to support children's understanding. We continually reflect on our practice, review staff training and make adjustments wherever possible to include all children attending our school.
Who can I contact for further information?	• Class teacher • SENDCo/Deputy Head Teacher • Head Teacher • School website (including SEN policy) If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us. St Joseph's Catholic Infant School Hazell Avenue, Aylesbury Bucks. HP21 7JF Tel: 01296 484618 Email: office.sjis@stjosephsandstedwards.org senco@stjosephsandstedwards.org Web site: www.stjosephsrcinfant.bucks.sch.uk

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This service offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email office.sjis@stjosephsandstedwards.org