



St Joseph's Catholic Primary School

SEND Information Report

Document Control	
Name of Policy	SEND Information Report
Date approved and adopted	September 2025
Date to be reviewed	September 2026

If it is beneficial for one child, then it is beneficial for all children.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website www.stjosephstrafford.co.uk

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCOs are Mrs V. Thompson and Mrs S. Timmins. Mrs Thompson teaches in Key Stage 2 and Mrs Timmins teaches in Key Stage 1; both teachers have significant experience in primary education and have an excellent understanding of the curriculum and how to adapt teaching and learning to meet the needs of all children.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND. Staff have received training in developing their understanding of Quality First Teaching, Autistic Spectrum Disorder and Dyslexia.

Teaching assistants (TAs)

We have a team of 14 TAs, including 4 level 4 TAs who are trained to deliver SEND provision.

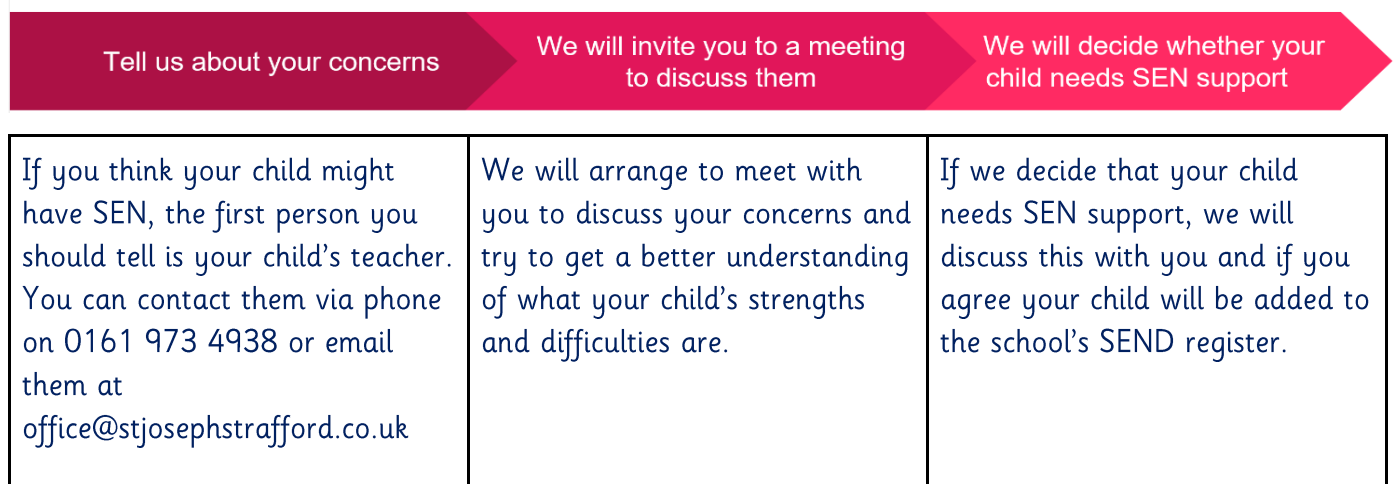
Teaching assistants are trained to deliver interventions such as Lego Therapy, ELS Phonics, Relaxed Kids, Happy Secrets, Catch Up Maths and Sensory Circuits.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- ADHD Pathway (formally known as TCAS (Trafford Combined ADHD Service))
- Trafford Social Communication pathway (Autism Pathway) (formally known as TASC (Trafford Autism and Social Communication Pathway))

3. What should I do if I think my child has SEN?



<p>They will pass the message on to our SENCO, Mrs Thompson who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly via phone on 0161 973 4938 or email her at Vicky.thompson@stjosephstrafford.co.uk</p>	<p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed using an initial concern form and add this to your child's record.</p>	
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4. How will the school know if my child needs SEN support?

At St. Joseph's, we strive to achieve effective, inclusive classrooms where the children receive high quality teaching every day. This includes every class teacher having the highest expectations for every child, basing their teaching on what the child already knows and looking for ways to move their learning on, providing different strategies of teaching and learning so that all children succeed. Class teachers assess each child daily. These assessments allow the class teacher to plan next steps for each child so that they make expected progress across all subjects.

If a teacher becomes concerned that a child is not making expected progress or are having difficulties within the classroom, through their daily observations or the tracking of data, they will address these concerns with Mrs Thompson or Mrs Timmins, whose role it is to oversee all children who may have special educational needs. As this point, Mrs Thompson or Mrs Timmins will look at current provision provided for your child within the classroom and may try to address your child's difficulties through further adaptations within each lesson. Usually, this process takes approximately six weeks to give these adaptations time to have impact.

Depending on the progress made, it may be decided between parents, the SENDCo and the class teacher to identify your child as needing SEND support. Mrs Thompson and the class teacher, together with yourselves and your child, will plan how best to support your child in the coming weeks. A further date will be set to discuss the progress made by your child through this planned support. The SENDCo may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

If it is decided that your child does need SEND support, their name will be added to the school's SEND register, and a SEND support plan (APDR) will be created for them. This will then be reviewed, updated and shared with you by your child's class teacher on a termly basis.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review** (APDR). Below is the process that will be followed for your child each term.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer

As a part of your child's APDR, we will set outcomes that we want to see them achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you on a termly basis to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1:1 work, adapting the teaching style or content of the lesson, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teaching assistants will support pupils in small groups or on a 1:1 basis when appropriate.

We may also provide some of the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Lego therapy Social stories
	Speech and language difficulties	WELLCOMM Colourful Semantics Narrative Therapy Black Sheep Intervention
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	IDL Maths and English ELS Phonics Coloured overlays Sloping board Clicker 8
	Moderate learning difficulties	IDL Maths and English ELS Phonics Coloured overlays Sloping board Clicker 8
	Severe learning difficulties	Specialist Interventions
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Sensory Circuits intervention

	Mental Health and Well being SEMH	Relaxed Kids Happy Secrets
Sensory and/or physical	Hearing impairment	Hearing Aid Microphones SALT Therapists
	Visual impairment	Access to enlarged text Personal laptop
	Multi-sensory impairment	Sensory Circuits Specialist Interventions
	Physical impairment	Sensory Circuits Physiotherapy programmes

These interventions are part of our contribution to Trafford’s local offer. More information about Trafford’s Local Offer can be found here- www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page

Pupil Passports

Additional support or intervention in place for a child – whether they are considered to have SEND or not – will sometimes be recorded on a Pupil Passport. This is a one-page document that gives the specific information for an individual child and is in place to ensure that any support or intervention is continuous. These are reviewed on a termly basis alongside any potential APDR document.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps and pupil progress meetings to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority and apply for an education health and care plan (EHCP).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops – edit as appropriate

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school support pupils with disabilities?

We are committed to ensuring that our school is as fully inclusive and supportive of children with disabilities as possible, please see our accessibility policy on the school website to find out more- www.stjosephstrafford.co.uk/parent-information/send.

This policy supports full participation of children with disabilities in the curriculum through appropriate adaptations, it focuses on improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we offer. It also focuses on how we improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of pupil leadership groups
- Pupils with SEND are also encouraged to be part of after-school and sports clubs to promote teamwork/building friendships
- We provide extra pastoral support and listen to the views of pupils with SEND
- We run a nurture clubs for pupils who need extra support with social or emotional development

- We have a 'zero tolerance' approach to bullying.

14. What are the admission arrangements for pupils with SEND?

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure to all other pupils. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children. Please see our admissions policy under 'statutory policies' for more information.

NOTES 1. An EHC Plan (previously a Statement of Special Educational Needs) is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child. An Education, Health and Care Plan is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between year groups

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a consultation meeting with the SENDCO where the pupil's SEN needs and provision are discussed
- Schedule several lessons with the incoming teacher towards the end of the summer term
- Provide pupils with a one-page profile about their new teacher
- Provide pupils with a timetable of what to expect in their new class and also an overview of the curriculum.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving from Primary to Secondary

The SENCO of the secondary school will complete transition meetings with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Access to an enhanced transition through extra visits to their new school

16. What support is in place for looked-after and previously looked-after children with SEND?

Mr. D. Arthur is our designated teacher for looked after children and she will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENDCO or Headteacher in the first instance following the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Trafford's Local Offer www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page

Our local special educational needs and disabilities information advice and support services (SENDIASS) Their website is www.sendiass.trafford.gov.uk

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEND support** – special educational provision which meets the needs of pupils with SEN