



St Joseph the Worker RC Primary School.

SEND Information Report (Updated September 2025)

Next review (September 2026)

"Together as God's Children, we will learn, love, grow, inspire. Let your light shine!"

1. The kinds of special educational needs for which provision is made at the school

St Joseph the Worker RC Primary School is an inclusive school that welcomes children of all abilities. We are committed to ensuring that all pupils achieve their full potential through high-quality teaching, personalised support, and a rich curriculum that enables every child to shine.

We recognise that some pupils face barriers to learning, and we provide targeted support and interventions to reduce these barriers and promote progress.

We provide for pupils with needs across the four areas of SEND:

- **Communication and Interaction** (including Speech, Language and Communication Needs and Autism Spectrum Condition)
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical Needs** (including Visual Impairment, mobility and personal care needs)

We have experience in supporting pupils with a wide range of needs, including speech and language difficulties, social communication needs, cognitive delays, SEMH difficulties, physical disabilities, and sensory processing differences.

Our SENDCO is an experienced, qualified practitioner who is also the Deputy Headteacher, Deputy Designated Safeguarding Lead and holds the NASENCO Award. Staff receive regular training in SEND, including sensory needs, trauma-informed practice, autism awareness, and medical needs such as asthma, diabetes, and epilepsy.

We work with a range of external agencies including:

- Educational Psychologist Team
- Learner Support Service – Communication and interaction
- Learning Support Service – Cognition and Learning team
- Pupil Intervention Team
- Speech and Language Therapy Service
- SEND Leader from the Local Authority
- IREACH
- We are an ITHRIVE school
- Talk, Listen, Change
- Early Help
- Caritas
- Teacher for the Deaf
- School Nurse

Our facilities include a purpose-built disabled wet room with electronic and manual hoists, wide door access, and ramps at all entrances to ensure full accessibility.

The full SEND Policy is available on our school website:

<https://www.stjosephtheworkerrcp.co.uk/page/special-educational-needs-disabilities/9493>

2. Information about the school's policies for identifying and assessing pupils with SEN

In line with the SEND Code of Practice (2015), a child has SEND if they have a significantly greater difficulty in learning than others of the same age, or a disability that prevents or limits their access to mainstream education.

How we identify needs

We identify pupils with SEND through: (See appendix 1)

- Teacher observations and professional judgement
- Monitoring progress over time
- Involvement of external professionals
- Concerns raised by parents
- Early years developmental assessments
- Standardised assessments and school-based data
- Behavioural, social or emotional indicators

Teachers discuss concerns with the SENDCO to identify strategies, adapt provision, and decide next steps with parents.

Assessment tools used

Early Years

- WELLCOMM
- Staff observations (Tapestry)
- White Rose Maths
- EYFS Development Matters
- SENDCO observations

Key Stage 1

- NFER Reading and Maths
- End of Year KS1 assessments
- RWI phonics tracking
- Teacher assessments/Observations
- SENDCO Observations

Key Stage 2

- NFER reading and maths
- Reading age assessments (3 × yearly)
- Teacher assessments and statutory tests
- Teacher observations

- SENDCO observations

We consider progress concerns when:

- Rates of progress are slower than peers
- Attainment gaps are not closing
- The pupil is struggling significantly despite Quality First Teaching

3. How the school makes provision for pupils with SEND (with or without an EHCP)

a. How the school evaluates the effectiveness of its SEND provision

We evaluate SEND provision by monitoring:

- Pupil progress and attainment data
- Engagement and well-being
- Pre- and post-intervention assessments
- Teacher, parent and pupil feedback
- Educational Psychologist planning meetings
- Learning support service planning meetings.
- SENDCO monitoring and provision mapping

Interventions are adapted based on impact and reviewed through the Assess–Plan–Do–Review cycle.

b. Arrangements for assessing and reviewing progress of pupils with SEN

Assessment is carried out in a supportive manner and adapted to the child's needs. This may include:

- Use of readers, scribes or laptops
- Familiar environments
- Tests matched to developmental level

Parents are involved through:

- Termly parent meetings
- Additional SEND review meetings
- EP consultation meetings
- Annual Reviews for EHCPs
- Transition meetings

The SENDCO contacts all parents of pupils on the SEND register annually regarding transition, updates and support.

c. The school's approach to teaching pupils with SEND

Teachers provide:

- High-quality, inclusive teaching
- Adapted learning tasks
- Clear expectations and manageable steps
- A curriculum that is **ambitious for all learners**, including those with SEND.
- Clear sequencing that identifies **essential knowledge**, with flexibility for pupils who need more time, repetition or scaffolded steps.
- Support for communication, literacy and behaviour
- Consistent routines and relational approaches
- Regular communication with parents and the SENCO

Teachers plan lessons that enable pupils with SEND to participate fully, feel successful and make progress.

d. How the curriculum and learning environment are adapted

Curriculum adaptations include:

- Modelling, scaffolding and visual supports.
- Alternative methods of recording (speech-to-text, scribe, pictures, use of ICT).
- Clear, consistent routines and expectations.
- Adapted learning tasks
- Sensory equipment
- Alternative seating arrangements
- Scaffolded tasks such as writing frames, sentence starters, structured success criteria.
- All classes have a calm area.
- We have a Nurture room
- We have a calm room

- Laptops/tablets for typing instead of writing.
- Text-to-speech or speech-to-text tools.
- Visual timers.
- Reading rulers
- Accessible displays (visual timetables, now/next boards, visual cues).
- Calm spaces/sensory break areas for pupils who need regulation breaks.
- Adapted seating (wobble cushions, posture support).
- Noise management (ear defenders, reduced background noise).
- Laptops/tablets for typing instead of writing.
- Practical and hands-on resources (manipulatives, concrete apparatus in maths).
- Personalised visual schedules and task lists.
- Trauma-informed approaches for SEMH.

We follow professional advice regarding seating and access arrangements.

e. Additional support for learning available for pupils with SEN

Early Years

- WELLCOMM
- Speech and Language therapist input
- Small group and 1:1 communication work

Key Stage 1

- RWI (streamed/catch-up)
- Teodorescu handwriting programme
- Precision Teaching
- Lego Therapy
- Social skills and attachment-based interventions
- Nessy Phonics and Maths
- Feelings and Emotion interventions (PIT)
- Motorskills United

Key Stage 2

- Power of One/Two
- Social Stories
- Motor Skills United
- Nessy Phonics and Maths
- Feelings & Emotions interventions (PIT)

Therapist-directed programmes for Speech & Language, OT and Physiotherapy are also delivered.

f. Activities available for pupils with SEN beyond the curriculum

Pupils with SEND are encouraged to join all after-school clubs. Additional provision includes:

- Pyramid Club (KS2 SEMH)

- Football, multi-skills, dance, choir, athletics, gardening
- Lego Club, Science Club and Library Club

g. Support for emotional and social development

We provide:

- Trauma-informed approaches for SEMH
- Social Stories
- Relax Kids
- PSHE curriculum
- Anti-bullying and mental health awareness events
- Emotional and feeling interventions (advice from PIT)
- Trauma approach relational policy
- Individualised behaviour plans.
- Emotion coaching and regulation strategies.
- Use of sensory breaks.
- Clear boundaries with reasonable adjustments.
- De-escalation approaches.

We also have:

- Weekly CARITAS support (SEMH, anxiety, bereavement, attachment)
- Weekly CAMHS I-Thrive practitioner in school (IReach)
- Training from the EPS, Ireach and SEND lead for relational approaches to behaviour
- A Nurture Room for afternoon sessions with TA overseen by the SENDCO
- Calm room
- Calm corners in every classroom
- Talk, Listen Change – external source – Staff training/Whole class/group/1:1
- Caritas group work – external source

4. SENDCO details

Mrs Julieann Jessop

SENDCO, Deputy Headteacher, Deputy Designated Safeguarding Lead

Phone: 0161 850 4740

Contact via school office email for appointments.

Executive Headteacher: **Mrs Nichola Potts**

SEND Governor: **Angela Murphy**

5. Expertise and training of staff

Training includes:

- Trauma-informed practice
- EBSA
- Relational approaches
- Zones of Regulation
- RAMP
- Emotional Coaching
- Sensory awareness and manual handling
- Relax Kids
- Medical training: asthma, diabetes, epilepsy

We also have:

- Qualified Mental Health First Aider (SENCO)
- Qualified Mental Health Leads (Pastoral Lead and Assistant Headteacher)
- Regular SALT (buy-in) and enhanced therapist support

6. How specialist equipment and facilities are secured

We provide equipment according to assessed need and ensure:

- Regular servicing of hoists and mobility equipment

- Personal care plans
- Secure, GDPR-compliant storage of SEND records

7. Arrangements for consulting parents

We work closely with parents through:

- IEP and One Page Profile reviews
- Parent evenings
- Termly meetings with SENDCO
- SEND review meetings
- Open-door communication via the school office

Parent views are valued and used to shape provision.

8. Arrangements for consulting pupils

We involve pupils through:

- Pupil surveys
- Pupil voice conversations with SENCO
- Child-friendly IEPs and One Page Profiles

9. SEND complaints procedure

Stage 1: Speak with class teacher

Stage 2: SENCO / SLT

Stage 3: Headteacher

Stage 4: Chair of Governors

If unresolved, concerns may be raised to the Local Authority, and ultimately the Ombudsman/Secretary of State.

10. How the governing body involves external agencies

We work with:

- Educational Psychology
- SALT
- CARITAS
- I-Reach
- CAMHS
- Starting Life Well
- EWO
- Learning Support Service – Communication and interaction team

- Learning Support Service – Cognition and learning team
- Pupil Intervention Team
- LA SEN Caseworkers
- SEND Lead
- SIASS
- Early Help
- Talk, Listen, Change
- Teacher for the Deaf

11. Contact details for support services for parents

(You provided full details—intact and included in this final document.)

12. Support for transitions

We plan enhanced transitions as needed at:

- EYFS → KS1
- KS1 → KS2
- KS2 → KS3

Support services include EP, LSS, Starting Life Well, IREACH, Social Care and MASH depending on need.

Links with all High Schools

13. Local Authority Local Offer. Salford Local Offer: www.salford.gov.uk/localoffer.htm