

**Special Educational Needs (SEN) Information Report
2025 – 2026**

Adopted by



This report is reviewed and updated annually by the Special Educational Needs and Disabilities Lead for the Trust, Dan McEvelly. It is approved annually by the Trust and adapted and implemented by all schools within the Trust.

This document provides information about how the school identifies and supports children with Special Educational Needs and Disabilities (SEND)

This report has been written in conjunction with SEND Code of Practice 2015 and the Children and Family Act 2014.

Reviewed: September 2025

Ratified: September 2025

Next Review: September 2026

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1. Who is responsible for SEND at our School?

Trust CEO Mr. G. Roberts	Trust SEND Lead Mr. D. McEvilly	Heads of School Mrs. L. Bury	School SENCo Mrs. L. Gifford	Class/Form Teacher	School SEND Governor/Trust SEND Trustee
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<p>Day to day management of all aspects of the Trust, including the provision made for children with SEND.</p> <p>Working with the Trustees and Trust SEND Lead to ensure all schools complies with both the Children and Families Act (2014) and the Equality Act (2010) with regard to reasonable adjustments.</p>	<p>Update the Trust's SEN Policy, SEN Information Report annually.</p> <p>Supporting the schools SENDCo's in monitoring SEND provision in their settings.</p> <p>Keep up to date with current legislation and pass this on to relevant staff.</p> <p>Ensure all schools comply with relevant legislation (the SEND Code of Practice) and are aligned to Worcestershire's graduated response.</p> <p>Report information on the effectiveness of SEND provision to the Trustees.</p>	<p>Day to day management of all aspects of the school, including the provision made for children with SEND.</p> <p>Working with the school governors and SENDCo to ensure the school complies with both the Children and Families Act (2014) and the Equality Act (2010) with regard to reasonable adjustments and access arrangements.</p>	<p>Overseeing the day to day implementation of the Trust's SEN policy.</p> <p>Coordinating provision, support and monitoring children with SEND.</p> <p>Working in partnership with parents of children with SEND.</p> <p>Working in partnership with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.</p>	<p>Adapting the curriculum to respond to the strengths and needs of all children including those with SEND.</p> <p>Monitoring the progress of all children including those with SEND and identifying any additional support required.</p> <p>Contributing to assessments or referrals to outside agencies either through conversations with the SENDCo and other professionals or through completing assessment forms, questionnaires etc.</p>	<p>Ensure the Trust's SEN Policy, SEN Information Report and each school's Accessibility Plan are reviewed and updated annually.</p> <p>Monitor the effectiveness of the deployment of the school's delegated SEND budget.</p> <p>Working with the CEO and heads of school to ensure the school complies relevant legislation – the SEND Code of Practice and Worcestershire Graduated Response.</p>
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2. Where can I find information on our School's SEND policy and named contacts?

The School's SEND policy is updated by the Trust's SEND Lead every 12 months in line with the government's policy. This policy can be found on the school's website. - [LINK](#)

Below are the key contacts within school and their email addresses should you have any concerns about SEND provision.

School SEND Governor	Sarah Mulette	Date of policy:	September 2026	Review date	September 2027
Trust SEND Lead	Mr. Daniel McEvilly BA(hons), MA, MDG - dmcevilly@spiretrust.co.uk				
School SENDCo	Ms. L.Giffod lgifford@emmausmac.com				



3. What kinds of SEND are provided for at our School?

The SEN Code of Practice (2015) identifies four main categories of need: **Communication and Interaction**, **Cognition and Learning**, **Social, Emotional and Mental Health** and **Sensory and/or Physical**. Our School supports children with a wide range of needs.

Sometimes children may have needs that fall into more than one category below. For example, a child with autism may also experience difficulties with anxiety and would therefore have needs in Communication and Interaction and Social, Emotional and Mental Health. Below are just some examples of difficulties that fall under these categories.

Communication and Interaction

Difficulties in communicating with others
Difficulties with social interactions
Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication
Children with Autism are likely to have difficulty with social interaction
Flexibility of thought
Forming meaningful relationships

Cognition and Learning

Learning at a slower pace than their peers
Moderate Learning Difficulties (MLD)
Severe Learning Difficulties (SLD)
Profound and Multiple Difficulties (PMLD)
Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

May demonstrate challenging, disruptive or disturbing behaviour
Emotional wellbeing and mental health including:
Anxiety or depression, Selfharming and Eating disorders
Attachment disorder
Attention Defecit
Hyperactivity Disorder (ADHD) or Attention Defecit Disorder (ADD)
Developmental trauma
Nurodevelopmental difficulties

Sensory and/or Physical

Disability that prevents a child from accessing the educational facilities
Vision Impairment (VI)
Hearing Impairment (HI)
Multi-sensory Impairment (MSI)
Physical Disability (PD)

4. How does our School identify and assess children with SEND?

The Code of Practice (2015) section 6.15 states that

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.”

The Equality Act 2010 definition of a disability is:

“A person has a disability for the purposes of this act if (s) he has a physical or mental impairment which has a substantial and longterm adverse effect on his ability to carry out normal day-to-day activities.” Section 1 (1) DDA 1995 The early identification of pupils with SEND is a priority for us as a School.

Identification of SEND

Children are identified as having SEND through a variety of ways, often a combination, which may include:

- Liaison with previous schools or pre-school settings
- Performance significantly below age-related expectations (or equivalent measures such as percentile rankings)
- Concerns raised by parents or carers
- Concerns raised by teaching staff
- Liaison with external agencies, including:
 - Educational Psychologists
 - Speech and Language Therapists
 - Occupational Therapists
 - Learning Support Teachers
 - Complex Communication Needs Team
 - School Nurse
- Use of assessment tools such as:
 - Standardised tests
 - Dyslexia Pathway
 - Dyspraxia Motorway
 - Strengths and Difficulties Questionnaire

We also work closely with the **Early Years Inclusion Team** to support early identification and ensure smooth transitions into school. Their input is invaluable in helping us understand developmental needs and plan appropriate support from the outset.

Responding to concerns - If there are concerns about a child at our school, including those who are looked after by the local authority, teachers will discuss these with the SENDCo to identify specific difficulties. For looked-after children, this process also includes the designated teacher responsible for their support.

Teachers may be advised to make adaptations to:

- The learning environment
- Lesson planning
- Resources

These changes aim to remove barriers to learning. In many cases, **Quality First Teaching (QFT)** is sufficient for children to make good progress.

Assess, Plan, Do, Review Cycle

Where **QFT** adaptations do not lead to expected progress, the school follows the **Assess, Plan, Do, Review** model:

1. **Assess** the child's needs
2. **Plan** appropriate interventions or provisions
3. **Do** implement the planned actions
4. **Review** the impact and adjust as needed



This is a **cyclical model** that ensures ongoing monitoring and responsiveness to a child's needs.

Provision Mapping

Teachers use **Provision Map** software to record and monitor interventions, learning plans, and progress for children with SEND. This tool helps ensure that support is well-targeted, reviewed regularly, and aligned with the Assess–Plan–Do–Review cycle. It also supports transparency and collaboration between staff, parents, and external professionals.

Requesting an Integrated Needs Assessment - Where, despite relevant and purposeful action, a child does not make expected progress, the school may request an **Integrated Needs Assessment** from the local authority. This aligns with **Worcestershire's Graduated Response Policy**.

If the child meets Worcestershire's criteria for assessment, this is the first step toward securing an **Education, Health and Care Plan (EHCP)**.

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any More information is available from IPSEA <https://www.ipsea.org.uk/ehc-needs-assessments>

Parents can request EHC assessment at time if they feel their child needs a full assessment of their needs.



- Worcestershire SEND Services: [LINK](#)
- Worcestershire EHCP Information [LINK](#)

5. How does our School consult parents of children with SEND and children with SEND and involve them in their education?

Parents

At our school, we deeply value the contribution parents make to their child's education. Parents are experts when it comes to their children, and we always listen to any concerns they may have.

- The **class/form teacher** is the first point of contact, as they work with the child daily. Teachers are available for brief, informal discussions at the end of the school day, or appointments can be made for more in-depth conversations.
- Throughout the year, parents are invited to **parents' evenings** and receive **progress reports** at set points.
- For children on the **SEND Register**, parents are offered **termly meetings** with the class/form tutor to review the child's current learning plan and help co-design the next one.
- Where a child has an **EHCP**, the **SENDCo** may also attend these meetings.
- All children on the SEND Register have a **One Page Profile**, which is shared with the child, parents, and relevant staff. These profiles outline how the child can be supported effectively and how they can help themselves. They are updated termly during learning plan reviews.

Children

We aim to include the child's voice wherever possible when planning provision to meet their needs.

- Children receive regular **verbal and written feedback** and have daily conversations with staff about their learning.
- We encourage parents to bring their child to **parents' evening appointments**, so successes and targets can be shared together.
- **One Page Profiles** are created by the class/form tutor, and where appropriate, the child contributes to the content. They can express what helps them learn best, and this is shared with all staff who work with them.
- Our **School Parliament/Council** includes representatives from every class. We ensure it reflects the diversity of our school community and actively encourage children with SEND to stand for election and be voted in by their peers.



6. What does our School do to prepare children with SEND for transition to their next school?

Our school takes a proactive and supportive approach to ensure that children with SEND experience a smooth and successful transition to their next educational setting.

Autumn Term

- The **High/Secondary School application system** opens online (paper forms are also available).
- Parents must apply for a place at their chosen school by **31st October**.
- Local high schools hold **open day/evening events** for prospective families.
- Our school offers support to parents throughout this process, including guidance on applications and choosing appropriate settings.

Spring Term

- Parents are informed of **school allocations** on **1st March**.
- The **SENDCo meets with the SENDCo** of the receiving school to discuss children on the SEND Register.
- Plans for **additional visits and support** are made for the summer term, tailored to individual needs.

Summer Term

- **Transition visits** are arranged for all Year 6 children.
- **Additional visits** are organised for children with SEND, where offered by the receiving school.
- **Transition events for parents** (e.g. open evenings, meetings) are promoted and supported.
- The SENDCo provides the new school with **SEND files and documentation** for each child on the SEND Register, on an agreed date with the receiving school's SENDCo.

Use of Provision Map

Teachers use **Provision Map** to record and monitor interventions, learning plans, and transition support. This ensures continuity of provision and allows the receiving school to understand each child's needs and strategies that have been effective.



7. What approach does our School take to teaching children with SEND?

At St Joseph's, our teachers are skilled in adapting teaching and learning to meet the diverse range of needs within the classroom. Lesson planning is responsive to individual pupils' needs, ensuring that all children can access the curriculum and experience both success and challenge.

Adaptations are made in a variety of ways, including differentiated tasks, adjusted pace, and the use of visual and sensory supports. Where available, additional adults are deployed effectively to support individuals and groups, with a long-term aim of promoting independence. Staff work flexibly across groups to avoid over-reliance on adult support, and this is monitored through book scrutinise, learning walks, lesson visits, pupil and parent voice.

We use **Quality First Teaching (QFT)** strategies to ensure inclusive access to learning. These include, but are not limited to:

- Differentiated lesson planning (by level, outcome, pitch, pace, and support)
- Clear learning objectives and success criteria
- Visual timetables and supports
- Learning partners and mixed attainment grouping
- Dyslexia-friendly practices (e.g. word banks, differentiated homework)
- Access to ICT and online learning
- Structured routines and reward systems
- Pre- and post-teaching of key concepts
- Quiet areas and sensory equipment (e.g. wobble cushions, fiddle toys)
- Adjusted lesson pace and repetition/reinforcement
- Targeted catch-up interventions and small group teaching
- Facilities to support personal care, dietary, toileting, medication, and mobility needs

In addition to QFT, we offer a range of **targeted support**:

- **Speech and Language Therapy (SALT)** input for identified pupils
- **Nurture groups** to support emotional regulation and social development
- **Handwriting and fine motor interventions**
- **Precision teaching** for specific learning targets
- **Morning and afternoon decompression sessions** to support calm transitions into and out of the school day

- **The Base** – a smaller class setting offering targeted EHCP support
- **Timetabled interventions** tailored to individual needs

We maintain **ongoing communication with families**, sharing strategies and updates via platforms such as Seesaw to help parents support learning at home. Teachers liaise regularly with the SENDCo to ensure provision is responsive and coordinated.

Whole School Responsibility

At St Joseph's, we believe that supporting children with SEND is a shared responsibility. While the SENDCo plays a key role in coordinating provision and liaising with external agencies, the day-to-day support and success of each child relies on a wholeschool approach. Class teachers, teaching assistants, senior leaders, and support staff all contribute to creating an inclusive environment where every child can thrive. This collaborative ethos ensures that children with SEND are known, understood, and supported by the wider school community, not just by one individual.



8. What expertise and training do the staff have to support children with SEND?

All staff working at our School have receive regular training in school during staff meetings, 'twilights', 5 x Teacher Education Days (TED) across the year, online courses and through external providers. Training is carefully planned to address areas of expertise that require development students' needs and to ensure ongoing updates to training previously covered. Training can be delivered by a variety of different people such as:

School/trust staff, Speech and Language Therapists, Chadsgrove Specialist Teachers, Educational Psychologists and other outside professional agencies. Our School is also part of the Worcestershire and Chadsgrove SENDCo Network and all the SENDCo's attend regular meetings and conferences with colleagues from across the county to share good practice and to keep up to date with developments within SEND.



The following SEND training and qualifications have been undertaken by the staff at our School. Each school does also have access to the expertise at other schools within the Trust:

Trust SEND Lead: Mr. Daniel McEvilly

- National Award in Special Educational Needs Co-ordination (NASENCO)
- PGCert: Specific Learning Difficulties (SpLD) – Dyslexia
- PGCert: Specific Learning Difficulties (SpLD) – Dyscalculia
- Assessment Practising Certificate (APC)
- MA in Education with a focus on Dyslexia Friendly Practice
- Specialist interests: Girls with Autism, Emotional Based School Avoidance
- Target 2 Safeguarding
- Regular contributor to the Chadsgrove Network Conference

School SENDCo: L. Gifford

- BA (Hons)
- Currently undertaking:
 - National Award in Special Educational Needs Co-ordination (NASENCO) ◦
 - PGCert: Specific Learning Difficulties (SpLD) – Dyslexia

Whole staff or individual training

- **Trauma-Informed Practice** – Supporting pupils affected by trauma through safe and nurturing approaches
- **LEGO Therapy** – Developing social communication and problem-solving skills
- **Speech and Language Support** – Enhancing communication and language development
- **ELSA (Emotional Literacy Support Assistant)** – Supporting emotional literacy and wellbeing
- **Precision Teaching** – Targeted interventions for specific learning gaps
- **Team Teaching** – Collaborative teaching to support inclusion
- **Autism Spectrum Disorder (ASD) Strategies** – Structured support for pupils with autism
- **ADHD Support and Executive Functioning** – Strategies for attention and self-regulation
- **Positive Behaviour Support (PBS)** – Proactive behaviour management
- **Mental Health First Aid** – Recognising and responding to mental health needs
- **Attachment Theory and Interventions** – Supporting pupils with attachment difficulties
- **Sensory Integration and Processing Strategies** – Meeting sensory needs for regulation and focus • **British Sign Language (BSL)**
– Supporting communication for non-verbal pupils.
- **Dyslexia and Literacy Interventions** – Specialist literacy support
- **Numeracy Interventions** – Closing gaps in mathematical understanding
- **Social Skills Development** – Building peer interaction and social confidence
- **De-escalation and Crisis Intervention** – Managing challenging behaviour safely
- **Restorative Practice** – Conflict resolution and relationship building



9. What does our School do to ensure children with SEND can access all activities?



At St Joseph's, we are committed to ensuring that all children, including those with SEND, can access the full range of school activities, both within and beyond the classroom. Our staff are experienced in making appropriate adaptations to the curriculum, resources, and environments to enable full participation.

When planning lessons and activities, teachers consider the needs of all learners. **Quality First Teaching** (see Section 6) ensures that individual needs are addressed through differentiated tasks, additional adult support, and tailored resources. This inclusive approach allows children with SEND to engage meaningfully in learning and enrichment opportunities.

For **off-site activities**, careful planning is undertaken to ensure accessibility. This includes:

- Considering physical, sensory, and emotional needs
- Adjusting activities or environments where necessary
- Planning adult-to-child ratios to ensure adequate supervision and support
- Completing thorough risk assessments, led by the class teacher and reviewed with senior leaders and the SENDCo where appropriate

We believe that inclusion is a **whole-school responsibility**. Supporting children with SEND to access all aspects of school life is not the role of one individual, it is a shared commitment across all staff. Teachers, teaching assistants, support staff, and leaders work collaboratively to ensure that every child is included, supported, and able to thrive.

**"Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it cannot succeed."
Albert Einstein.**



10. What support is there for improving emotional and social development?

"Children learn best when they feel safe, valued, and understood."

At St Joseph's, we recognise that emotional wellbeing is essential for learning and personal growth. As a **Catholic school**, our approach is rooted in compassion, dignity, and respect for every child. We take a **whole-school approach** to supporting emotional and social development, ensuring that all staff contribute to creating a nurturing and inclusive environment.

Our provision is informed by **trauma-aware and relationship-based practices**, including **Thrive** and **Trauma Informed Schools**, and is supported by our Catholic values. Staff are skilled in recognising emotional needs early, and we have **Youth Mental Health First Aiders** and **ELSA-trained staff** available to provide targeted support.

Children are encouraged to speak with trusted adults, and we offer **key adult check-ins** to ensure pupils feel heard and supported throughout the school day. **Nurture and pastoral groups** provide safe spaces for children to build relationships, develop social skills, and regulate emotions.

We work closely with a range of **external agencies** to provide specialist support, including:

- WEST – Wellbeing and Emotional Support Teams in Schools
- CAMHS – Child and Adolescent Mental Health Service
- Speech and Language Therapy Team
- Educational Psychology Team
- Complex Communication Needs Team
- Physical Disabilities Outreach Team
- Learning Support Team

Where appropriate, referrals to CAMHS or other services are made in consultation with families. We also work with local charities to offer therapeutic support for children who have experienced trauma or bereavement.



The Trust takes all reports of bullying seriously and responds appropriately. For further details, please refer to the school's **Anti-Bullying Policy**.

11.How does our School involve others in meeting the needs of children with SEND and their families?

At St Joseph's, we recognise that meeting the needs of children with SEND is a collaborative process. We work in partnership with families, staff, and a wide range of external professionals to ensure that every child receives the support they need to thrive. In some cases, professionals from education, health, or social care may already be involved with a child. Where this is not the case, and it is felt appropriate by both the school and the family, the SENDCo may initiate referrals to external agencies. All involvement is carried out with parental consent and following ongoing discussions with those concerned.

The SENDCo coordinates referrals, supports further assessment, and works with colleagues to plan and monitor provision. However, the class teacher remains responsible for the child's day-to-day learning and for delivering an individualised programme tailored to their needs. Parents are kept informed throughout the process and are encouraged to speak first with the class teacher if they have concerns about their child's development.

We have developed strong working relationships with a wide range of external agencies, including but not limited to:

- Speech and Language Therapy Team
- Educational Psychology Team
- Child and Adolescent Mental Health Service (CAMHS)
- Learning Support Team
- Complex Communication Needs Team
- Physical Disabilities Outreach Team
- Visual and Hearing Impairment Specialists
- Occupational Therapy Services
- WEST – Wellbeing and Emotional Support Teams in Schools
- Early Help and Targeted Family Support Workers
- School Nurse Team
- Early Years Inclusion Team
- Fort Royal Special School Outreach Team
- Chadsgrove Outreach Services
- Independent Behaviour Consultants



Recommendations from these professionals are used to inform the child's **Learning Plan** and **One Page Profile**, ensuring that provision is responsive and personalised.

12.What should I do if I have a complaint about the provision for children with SEND?

At our School, we are proud of our provision for children with SEND. All staff share a commitment to ensuring every child's needs are met and strive for excellence in the provision for all children that we work with. If a parent feels that the provision that their child receives falls short of our very high expectations, this should be raised with the class teacher in the first instance. Should the matter remain unresolved, parents are able to make an appointment with the SENDCo via the school office either for a telephone call or a face to face meeting. In addition, any concerns can also be raised with the Head of school or senior leadership team. In the unlikely event that a parent feels that the matter is not resolved in a satisfactory way they should follow their school's policy for complaints which can be found on the school website or a paper copy can be requested from the school office.



13.Where can Worcestershire's Local Offer be found?



Worcestershire's Graduated Response Document Can be found here:

14. Further information:

<https://www.worcestershire.gov.uk/graduatedresponse>

Sometimes parents may wish to access information independently and find websites a useful source of information.

Whilst our school does not recommend or endorse any sites or the views expressed within them, the following links may prove useful:

<https://www.hacw.nhs.uk/childrensslit/> - The website for Worcestershire Speech and Language service.

www.ipsea.org.uk – A useful site for free, legally based Special Education advice <http://www.hwsendiass.co.uk/> -

SEND Information, Advice and Support service offering impartial and neutral advice.

www.autism.org.uk – The National Autistic Society website, the main UK charity for supporting people with ASD and their families

<https://attentionautism.co.uk> – For more information on Attention Autism and how you can support your child to develop

attention and turn-taking skills www.widgit.com/resources - Symbolled resources for different topics and areas of life, including

resources for fire safety and about visiting the doctors/dentists

www.autismuk.com – Lots of information on ASD

<https://www.autismwestmidlands.org.uk/> – Lots of information on ASD and where to get local advice and support [www.downs-](http://www.downs-syndrome.org.uk)

[syndrome.org.uk](http://www.downs-syndrome.org.uk) – Advice and support, including booklets to help with independent toileting, sleeping and managing behaviour

www.autismspeaks.org – A comprehensive site, with a useful resource library [https://www.hacw.nhs.uk/services/service/umbrella-](https://www.hacw.nhs.uk/services/service/umbrella-service-125/)

[service-125/](https://www.hacw.nhs.uk/services/service/umbrella-service-125/) - Umbrella Neurodevelopment pathway <https://www.bdadyslexia.org.uk/> - Lots of information about how to support

learners with Dyslexia.

15. Glossary / Abbreviations:

The SEND process can be full of acronyms which can make understanding it even more difficult. Here is a set of the most common acronyms:



Acronyms	Full name	Acronym	Full name
ADHD	Attention deficit hyperactivity disorder	LO	Local Offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulties
CP	Cerebral palsy	OCD	Obsessive compulsive disorder
CAMHS	Child and Adolescent Mental Health Service	OT	Occupational Therapist
CCN	Complex Communication Needs	PDA	Pathological demand avoidance
CF	Cystic fibrosis	PMLD	Profound and multiple learning disability
EHCP	Education, Health and Care Plan	PT	Physiotherapists
EP	Educational psychologist	PRU	Pupil Referral Units
EWO	Education Welfare Officer	SALT	Speech and Language Therapists
EYFS	Early years foundation stage	SEND	Special educational needs and Disabilities
HI	Hearing impairment	SEMH	Social, Emotional, Mental Health
LA	Local authority	SENDCo	Special Educational Needs and Disabilities Co-ordinator
LST	Learning Support Team	VI	Visual impairment