

ST JOSEPH'S RC PRIMARY SCHOOL, RAMSBOTTOM

Special Educational Needs and Disability (SEND) Information Report



“The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person.”

What kinds of SEN does St Joseph's provide for?

A child is considered to have a special educational need when provision is made, or is needed to be made, that is different from, or additional to, the provision made available to all pupils.

In line with the Equalities Act 2010, St Joseph's provides support for pupils within the 4 areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical.

Disabled access is available to maintain the dignity of all pupils.

St Joseph's is committed to providing an inclusive education for all pupils. Children with SEND are admitted in line with the school's Admissions Policy and the Equality Act 2010 and are not treated less favourably because of their SEND or disability.

Policies available on our website:

- SEN
- Admissions
- Anti-Bullying
- Dyslexia policy
- Complaints Procedure
- Accessibility plan

Who to contact

- Our SEN Co-ordinator is Mrs Emma Bolton, contactable through school: 01706 283645, stjosephs@bury.gov.uk
- Mrs Bolton holds the National Award for SEN Coordination (NASENCO)
- Our SEND Governor is Mrs Alison Mitchell, contactable through stjosephs@bury.gov.uk

How does the school know if a child needs extra support?

- Liaison with nursery schools/previous schools;
- Teachers assess our children regularly, both periodically using testing and every day through classroom routines.
- Early identification of SEND concerns through scrutiny of data analysis ensures level of support is deployed appropriately to meet the needs of the children.
- Termly pupil progress meetings with staff to discuss attainment and progress of all children and identify the support required.
- Information is passed from parents via our "Open Door" Policy.
- The SEN Governor regularly liaises with the SEN Co-ordinator.

How are parents involved?

- School has an open door policy
- When intervention programmes will benefit individual children, parents are always involved in this process.
- Parents' Evenings.
- SEN Parents Voice Group – Parents are invited to meetings and a coffee morning held throughout the year.
- Parents are invited to SEN meetings for their children which are at least annual.
- Bury Local Authority can be contacted to assist in enquiries – there is a "Local Offer" from Bury.
- Termly reports and a written annual report at the end of the year.
- Parent Questionnaires
- Home/school diaries are used with some individuals to keep links with home strong
- Parents are invited to whole school events such as class assemblies, collective worships.

How are the children involved?

- Pupil views are sought through pupil questionnaires at the end of the school year and before their EHCP review.
- EHCP reviews are child centered with children's views being placed at the centre of all meetings.
- Children are invited to the EHCP review, if appropriate.
- Termly targets are shared with the children on an individual basis.
- Children's views are gathered in the formulation of Education, Health and Care Plans and in their reviews.

How will St Joseph's support a child who has SEN?

- St Joseph's is an inclusive school. Children with SEND are mainly taught in mainstream classes through quality first teaching, with support as needed. Teaching in small groups or individually for pupils with SEND is also used, based on individual needs.
- Teachers plan and differentiate to meet the needs of the abilities of all children.

- A variety of teaching styles are employed by staff, including Kagan Structures, which caters for different styles of learning.
- The curriculum is adapted to allow all access to learning.
- Alternative methods of recording are offered where appropriate.
- Where appropriate, access arrangements are considered for statutory assessments and tests in accordance with national guidance.
- We assess their needs through observation and rigorous formal assessment.
- Children will be supported according to need which may be through one to one support or working in smaller groups.
- From September 2026, pupils may also access our Learning Centre when appropriate. The Learning Centre provides a supportive environment for pupils who may be finding the classroom overwhelming, require a quieter space for learning, benefit from small-group teaching, need support with emotional regulation, or require more personalised learning opportunities. The aim is to help pupils successfully access learning and develop the skills and confidence needed to participate fully in school life.
- We encourage dialogue with parents and listen to the views of the child.
- We work closely with outside agencies to support the child and implement suggested programmes.
- We ensure appropriate resources are in place (such as visual timetables).
- When appropriate, staff attend appointments with children, for example: speech therapy.
- We regularly monitor the progress of children.
- We ensure successful transition between classes, across key stages and with high schools.
- We ensure staff are appropriately trained.
- We adapt the environment to support the needs of the child. Where pupils have medical needs, Individual Healthcare Plans are developed in partnership with parents and health professionals. Staff receive training where required to ensure pupils can safely access learning and school activities.
- All educational visits are risk assessed and ensure they are fully inclusive to all pupils.

What should I do if I think my child may have SEN and/or a disability?

- The class teacher is the first point of contact with regard to parental concerns. They will share information given with the SENCO. They will meet with you to gain a better understanding of your child's strengths and difficulties and agree next steps. If you are still concerned you may directly contact school for an appointment with Mrs Bolton (SENDCo) or Mrs Graves (Head teacher)

How will St Joseph's and parents know how a child is progressing?

At St Joseph's, we believe that your child's education should be a partnership between parents and teachers. Communication channels are kept open, particularly for pupils with SEND.

Progress is monitored through a combination of strategies:

- Ongoing classroom assessment and observation, including day-to-day teacher monitoring.
- Notice–Check–Try: When a need is first identified, teachers notice the concern, check by gathering evidence and observing the pupil, and try strategies or adjustments in class. This helps determine whether further support is needed.
- Assess–Plan–Do–Review (APDR) cycles, which track progress, adapt provision, and set new outcomes.
- APDR cycles are reviewed termly. Parents are involved throughout the process through Parents' Evenings, SEN meetings, annual reviews (where applicable), and additional meetings as required.
- Decisions about whether a pupil requires SEND Support, remains on the SEND register, or is removed from the register are made collaboratively between the class teacher, SENDCo, parents and, where appropriate, the pupil. These decisions are based on progress made, current levels of need and the impact of support provided.

- Termly Pupil Progress Meetings, where all pupils' progress is discussed, including those on the SEN register.
- Annual review of EHCP outcomes, where progress is measured against statutory targets.
- Review of external agency targets, e.g., speech and language therapy plans, with updates shared with parents.
- Communication with parents, including annual reports, SEN meetings, Parents' Evening, and informal discussions throughout the year.
- Reporting to governors on the progress and attainment of children with SEND, ensuring oversight of SEND provision and impact.
- The combination of early identification (Notice–Check–Try), targeted intervention (APDR), and regular review ensures that pupils receive timely support and that parents are fully informed of their child's progress.

How do we evaluate the effectiveness of SEND provision?

At St Joseph's, we regularly review the effectiveness of our SEND provision to ensure that pupils receive the support they need to achieve positive outcomes.

- Progress and attainment data for pupils with SEND is analysed termly.
- The impact of interventions is reviewed regularly to ensure they are meeting pupils' needs.
- Provision maps are monitored and adapted where necessary.
- Parent and pupil feedback is gathered through meetings, reviews and questionnaires.
- The SENDCo and SEND Governor meet termly to review provision and outcomes for pupils with SEND.
- The SEND Information Report is reviewed annually to ensure it remains accurate and reflects current practice.

What should I do if I have a concern about how my child is progressing?

- If you have a concern about your child's progress then please contact your child's class teacher. The class teacher will then pass on any concerns to the SENDco or another member of the SLT.

How do we decide what resources we can give to a child/young person with special educational needs?

- The school's SEND budget is used to fund additional adult support in class, at playtimes and so that intervention, enrichment and mentoring programmes can take place; to buy any specialist support, and/or resources which are necessary to ensure access to the curriculum; to cover the cost of training in order to build staff skills.
- Resources are allocated in line with each child's needs, as identified by the teaching assistant, the class teacher or the SENDCo.
- The SENDCo liaises with the Head Teacher and the rest of the SLT in order to ensure that the SEND budget is spent appropriately to support children with additional needs

How are SEN developments kept up with?

- The SENDCo attends termly meetings
- Staff training is provided throughout the school year.
- Staff have had training in these areas:
- Autistic Spectrum Disorder, Trauma, Speech and Language Communications Needs, Safeguarding, Numicon, English, Dyslexia Friendly Strategies, Precision Teaching, Medical – defibrillator and asthma.

- The Additional Needs Team provide training for us.
- We share good practice with other schools.
- Additional training is provided where necessary.

Which interventions does St Joseph's offer?

English:

- Firm Foundations
- Better Reading
- Toe to Toe
- Phonics - Read Write Inc
- Write Dance
- Dough Disco
- IDL
- Welcomm speech and language resources.

Maths:

- Firm Foundations
- Numicon
- First Class at Number
- Closing the Gap
- IDL Maths
- Power of 2

Other, including physical, social and emotional:

- Jump Ahead
- Lego Therapy
- Concentration Programme
- Time to Talk
- Talk About
- Rainbows
- Nurture group
- Art for Expression
- Drama Therapy
- Feelings groups
- Group support with the MHST (Mental Health Support Teams) worker.

What support is in place for improving emotional and social development?

At St Joseph's, we recognise that some pupils may experience social, emotional and mental health (SEMH) difficulties. Where concerns about a pupil's mental health are identified, support may be provided through school-based interventions, referral to the Mental Health Support Team (MHST), consultation with health professionals, or involvement from external agencies where appropriate.

- SEMH Lead is in place (Emma Bolton) within school to lead SEMH strategies and training within school
- All children including children with SEND are encouraged to be involved of the wider life of the school.
- All classes follow a structured PSHE curriculum including RSE (Relationships, Sex and Education) and 'My Happy Mind' to support this development.
- The Rainbows Programme is accessible to all pupils.
- Referrals can be made to the MHST when required.
- School promotes various themed weeks, such as Anti-Bullying week and Children's Mental Health Week.

- The Learning Centre provides a calm and supportive environment for pupils who may require additional support with emotional regulation, wellbeing or engagement with learning.
- All staff share a pastoral role in supporting and listening to pupils.
- All classes have worry dolls/worry boxes.
- Mindfulness is done within every class.
- Extra-curricular activities such as yoga and Lego club are accessible.
- Lunchtime and playtime support through planned activities and groups.

How does the school involve other bodies?

- SEN Outreach Team: Support and guidance for pupils with SEND, including advice on strategies, interventions, and provision planning. Referrals are made when specialist input is needed.
- School Nursing Team: Works 1:1 with pupils on health, wellbeing, and care plans.
- Speech and Language Therapy (SALT): Referrals are made to provide specialist assessment, therapy programmes, and advice to school staff.
- Multi-Agency Safeguarding Hub (MASH): Referral pathway for safeguarding concerns, ensuring pupils' safety and welfare.
- Team Around the Family (TAF) Meetings: Collaborative meetings with parents, school staff, and external professionals to review and plan support.

How are governors involved and what are their responsibilities?

- The SENCo and SEN governor meet termly to discuss matters of importance relating to many different aspects of the school and are involved in the writing of policies.
- Our SEND governor is Alison Mitchell.
- The governors are made fully aware of the confidentiality policy held in school and adhere to this in their role.

How will St Joseph's make sure my child is included in activities?

- At St Joseph's, we make sure there are no barriers to pupils with SEND enjoying the range of activities, extra curricula clubs and trips.
- All children at St Joseph's are welcome to participate in extra-curricular activities and appropriate provision is always made to ensure that they are fully included.
- School trips, including residential trips are available to all our pupils.
- All pupils are encouraged to take part in Sports Day and we actively encourage all children to represent the school in a range of sporting events

How accessible is the school environment?

St Joseph's is committed to ensuring that disabled pupils can access all aspects of school life. The Accessibility Plan, available on the school's website, sets out how the school will improve access to the curriculum, physical environment and written information for disabled pupils over time.

- Relevant steps will be taken to prevent disabled pupils from being treated less favourably than other pupils.
- There are four steps at the front of the building to access the main entrance/office. Access to the hall and Reception/Year 1 classrooms can be gained by alternative routes from outside and include no steps.
- There are steps from the KS2 playground leading into school by Year 2 and Year 1.

- The Accessibility Plan sets out how the school will improve access to the curriculum, physical environment and written information for disabled pupils over time. Access to the Year 5 classroom can be gained by coming through the gates at the front of the school.
- The school has an accessible toilet for pupils and visitors with disabilities.
- If advice is needed, school will seek advice from physiotherapists and occupational therapists.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.

[Accessibility plan](#)

How does St Joseph's support the transition of a child with SEN?

Transition to/within EYFS

1. There is liaison with the previous academic providers and home.
2. Opportunities for children to meet new teachers and their new peers on "Moving Up Sessions".
3. New intake children are invited into school for sessions before starting in September. Pupils with SEND may have a longer period of introduction depending on their level of need.
4. Parent's New Intake Meeting.
5. Pupil Conferences between teachers to pass up information.

Transition to/within Key Stages

1. Opportunities for children to meet new teachers and their new peers on "Moving Up Morning".
2. Pupil Conferences between teachers to pass up information.
3. More opportunities for children to meet their new teacher, for e.g. sending messages.
4. Opportunity to provide a "Social Story" to help individuals with transition if needed.
5. Transition booklets are created for some pupils to help their transition.

Transition to High School

1. Consideration within the Year 5 annual review for children with EHCPs about forthcoming transition.
2. Primary SENCO meeting with the high school SENCO.
3. High school SENCO meets with Year 6 teacher and the child.
4. Children visit the high school before they leave Year 6, and for some children, an "Enhanced Transition" is put in place in addition to this.
5. Transition meetings with the high schools to discuss attendance and behaviour; assessments and friendships are held with the Head of Year 7.
6. Senco's of the feeder high school are invited to the Year 6 annual reviews.
7. Pupil / SEN information is passed onto the high school.
8. Outside agencies such as the SEMH outreach team aid in their transition.

Who can I contact further?

Your child's class teacher is the best person to talk to regarding any concerns or questions you may have. Teachers are available at the end of the day for brief chats, however, meetings can be arranged if you would like more time to discuss your concerns privately. If necessary, they would direct you to the school's SENCo, Mrs Bolton, who would be able to provide more detailed information for you. The Head teacher, Mrs Graves, can be contacted via the school office and a meeting can be arranged.

What do I do if I have a complaint?

- We have an open door policy so any issues and concerns can be discussed and hopefully resolved.
- Records of meetings are kept and dated.
- Schools complaints policy is accessible to parents.
- LA support and guidance required as and when needed.

- If concerns cannot be resolved through discussion with the class teacher or SENDCo, parents may follow the school's formal complaints procedure. Information can also be sought from Bury SENDIASS.

What are the arrangements for supporting children who are looked after by the local authority?

- PEP meetings attended and pupil's voice included to set targets.
- Looked after children reviews attended by relevant school staff.
- Close monitoring of pupil progress in pupil progress meetings.

Where can I find information about Local Authority provision for children and young people with SEN?

Parent Forum is available to provide support and is based at Phoenix House, 100 Brierley St, Bury, BL9 9HN – Tel: 0161 762 1444

SEN Team - Knowsley Place, Duke Street, Bury BL9 0EJ 0161 253 5969 senteam@bury.gov.uk

Children's Disability Service, Knowsley Place, Duke Street, Bury, BL9 0EJ 0161 253 6076

Advice and information from Bury LA about the "Local Offer".

[Bury SEND Local Offer - Bury Council](#)

[Link to Bury SENDIASS website for information](#)

Updated September 2026