

SEN Information Report

St. Joseph's RC Primary School

Date: October 2025



'God wants me to be the best me I can be'

'Jesus Is The Centre Of Our Lives.'

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The kinds of SEND we provide for:

St. Joseph's RC Primary School is a mainstream Roman Catholic primary school. Our inclusive ethos ensures that pupils with Special Educational Needs and Disabilities (SEND) are welcomed, valued and supported to participate fully in all aspects of school life. We make provision for the full range of needs outlined in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical needs. Where a pupil's needs are significant and persistent, we work with families and Lancashire County Council to explore statutory assessment and, where appropriate, an Education, Health and Care Plan (EHCP). Our admissions arrangements and Equality Policy set out our commitment to reasonable adjustments and to ensuring equal access to education, enrichment, worship and visits.

For county-wide information about services and support, please see the Lancashire Local Offer at www.lancashire.gov.uk/SEND.

Resourced Based Provision - Robins Class

Our school hosts a resourced based provision, known as Robins Class, which provides bespoke, high-quality education and support for a small number of pupils with complex Social, Emotional and Mental Health (SEMH) and Communication and Interaction (C&I) needs, including those with a diagnosis of Autism Spectrum Disorder (ASD). This provision is an integral part of our inclusive school and is designed for pupils who hold an Education, Health and Care Plan (EHCP) or are on the EHCP pathway, whose needs cannot currently be met solely within a mainstream classroom.

The provision offers a nurturing and structured environment, enabling pupils to re-engage with learning, develop emotional regulation, social communication and independence skills, and access a curriculum tailored to their developmental stage. Pupils are part of the wider school community, sharing playtimes, lunchtimes, and joining their mainstream classes for appropriate subjects or activities. The curriculum in Robins is informed by specialist guidance and evidence-based practice, incorporating SEMH development, literacy, numeracy, and life skills.

Placement in Robins Class is determined through a collaborative process involving the child, parents/carers, the SENDCo, and relevant professionals, based on clear entry criteria. Transition back into mainstream provision, or to secondary/specialist settings, is carefully planned and supported. The impact of the provision is regularly reviewed through pupil progress data, attendance, and wellbeing outcomes, demonstrating significant improvements in engagement and school attendance for pupils previously affected by Emotionally Based School Avoidance (EBSA).

Overview of the Four Areas of Need

**This outline is illustrative rather than exhaustive; individual needs may vary.*

Diagnostic Assessment and Identification of Need

The school does not have the capacity or remit to carry out or fund medical or clinical diagnostic assessments for conditions such as Autism Spectrum Disorder (ASD), ADHD, or other neurodevelopmental differences. In Lancashire, Educational Psychologists (EPs) do not provide formal diagnostic assessments as part of their service.

Where parents or carers wish to pursue a private assessment, the school's SENDCo can provide impartial information and signpost families to reputable and appropriately qualified professionals.

It is important to note that our school operates a needs-based approach. Support is provided according to each child's individual profile of strengths and needs, rather than dependent upon a formal diagnosis. This ensures that all children receive timely, appropriate, and effective support in line with the SEND Code of Practice (2015)

Communication and Interaction (C&I)

Children with needs in this area may find it difficult to communicate with others, to understand what is said to them, or to use language appropriately. This includes speech, language and communication needs and autistic spectrum conditions.

What you might notice

- Difficulty explaining what they mean or limited vocabulary.
- Trouble understanding instructions or taking things literally.
- Preference for routines and difficulty coping with change.
- Struggles with turn-taking, group play.

How school supports this need

We use visual timetables, social stories, structured routines, and direct teaching of social communication. Pupils may attend small-group or one-to-one speech and language programmes. Staff adapt their language and provide clear, simple instructions.

Useful links: [Lancashire Autism Resources and Videos](#) | [National Autistic Society](#)

Cognition and Learning (C&L)

Children may learn at a slower pace than their peers, despite high-quality teaching. They may need support with literacy, numeracy, memory, or processing. This includes moderate, severe and profound learning difficulties, and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.

What you might notice

- Difficulty keeping up with reading, writing or maths.
- Problems remembering instructions or sequencing tasks.
- Taking longer to grasp new concepts or needing frequent repetition.
- Struggles with organisation and working memory.

How school supports this need

Staff provide adaptive teaching, targeted interventions, small-group or one-to-one support, scaffolding, and practical resources. Children may also use dyslexia-friendly strategies, they may use overlays and / or reading rulers or use assistive technology.

Useful links: [British Dyslexia Association](#) | [Lancashire SEND Local Offer](#)

Social, Emotional and Mental Health (SEMH)

Children may struggle with their emotional wellbeing, relationships or mental health. This can include anxiety, depression, attachment difficulties, ADHD, or behaviour that communicates underlying distress.

What you might notice

- Signs of anxiety, withdrawal, or frequent mood swings.
- Difficulty making or keeping friends.
- Struggles coping with change or disappointment.
- Behaviour that appears challenging at home or school.

How school supports this need

We provide nurture-based support, emotional literacy groups, key-adult pastoral care, and use of Zones of Regulation. Where needed, pupils may access counselling or support from external services such as CAMHS or Lancashire Mind.

Useful links: [Lancashire Mind](#) | [MindEd for Families](#)

Sensory and/or Physical Needs (S/P)

Children may have a hearing or visual impairment, a physical disability, or a medical condition. These needs may require specialist support, adaptations, or equipment to access education fully.

What you might notice

- Difficulty with hearing or vision.
- Struggles with mobility, balance or coordination.
- Tiring quickly or ongoing medical needs.
- Reliance on aids or assistive technology.

How school supports this need

We adapt the environment where possible, provide specialist equipment, and implement individual health care plans. Staff are trained to use equipment correctly, and we liaise with physiotherapists, occupational therapists, and sensory services.

Useful links: [RNIB - Royal National Institute of Blind People](#) | [Lancashire Local Offer - Health and Medical Needs](#)

Examples of Provision by Area of Need:

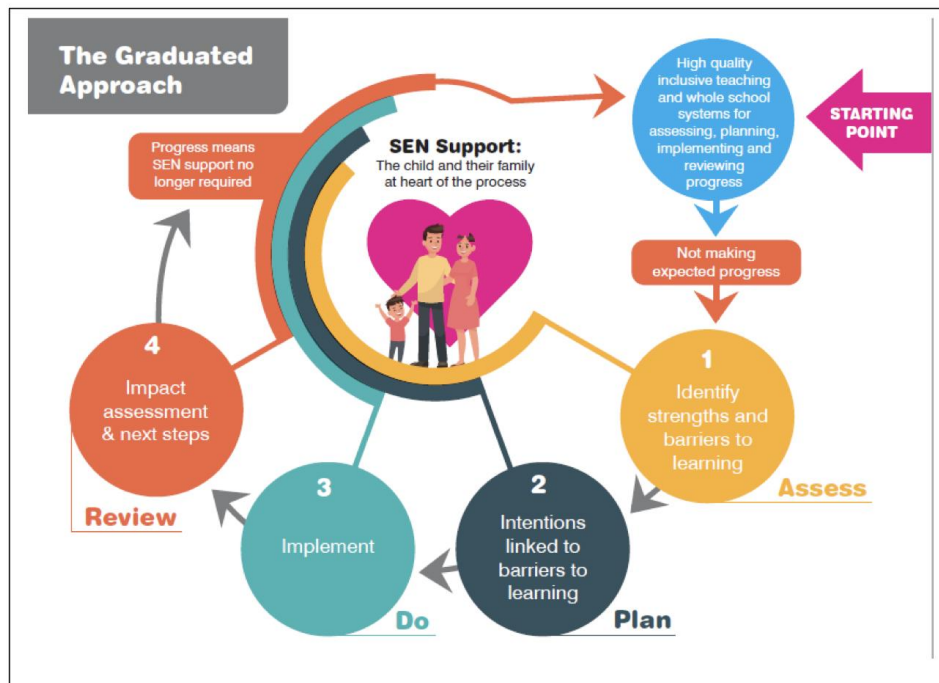
Area of Need	Our Provision in School	Help for Families (Lancashire/National)
Communication & Interaction	Visual timetables, social stories, structured routines, small-group language sessions and SALT advice embedded in class practice. Autism-friendly approaches reduce anxiety and improve communication.	Lancashire Autism resources and videos; National Autistic Society www.autism.org.uk
Cognition & Learning	Differentiated teaching, dyslexia-friendly strategies, precision teaching, reading and maths interventions and assistive technology where appropriate.	British Dyslexia Association (www.bdadyslexia.org.uk)
SEMH	Nurture approaches, regulation plans, pastoral key-adult support, liaison with CAMHS and signposting to Lancashire Mind resources and programmes.	Lancashire Mind (www.lancashiremind.org.uk) and MindEd for Families (www.minded.org.uk). https://www.lscft.nhs.uk/our-services/service-finder-z/children-and-young-peoples-psychological-services
Sensory/Physical	Sensory regulation routines, OT/physio advice in class, adapted resources, environmental adjustments and access planning via our Accessibility Plan.	Lancashire Local Offer and SEND Directory (www.lancashire.gov.uk/SEND) ; RNIB (www.rnib.org.uk)

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

We identify additional needs as early as possible through ongoing teacher assessment, observation and termly progress reviews. When a pupil's progress or wider development differs markedly from age-related expectations despite high-quality teaching and reasonable adjustments, the class teacher consults the SENCo. The SENCo coordinates further information-gathering, which may include classroom observation, work scrutiny, standardised assessments, language screening and behaviour/emotional checklists, alongside parental insight and pupil voice. Where appropriate, we seek advice from external specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and the Lancashire SEND Service. Parents who believe their child may have SEND are encouraged to speak with the class teacher, who will involve the SENCo and arrange a meeting to agree next steps.

Children's progress towards clearly defined targets and outcomes is reviewed at least termly. Reviews draw on assessment information, teacher observations, intervention entry and exit data, and the views of parents and the pupil. When progress remains limited, we may coordinate an Early Help Assessment to align multi-agency support, or we may discuss requesting an Education, Health and Care needs assessment with the local authority.

Assess-Plan-Do-Review



visit: [Lancashire APDR guidance](#).

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about—and involving them in—their education?

We explain, in age-appropriate language, when extra help is needed and why. Pupils contribute to their POPs (which have their individual targets on) by describing what they find easier or harder, what helps them to learn and what they want to achieve. During Assess-Plan-Do-Review meetings, they help shape targets and evaluate whether strategies are effective. We use visuals, guided conversation and reflection tools so that children with different communication styles can participate meaningfully. We also provide wider opportunities for representation—such as class councils, responsibilities in worship and buddy roles—so that pupils with SEND contribute to our inclusive culture.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in their child's education?

We work in genuine partnership with families. We contact parents promptly when concerns arise, describe what we have noticed and agree a plan of support. Parents attend termly review meetings and may request additional meetings with the class teacher or SENCo at any time. We share strategies in plain language, provide resources where helpful and explain how home and school can work together between reviews. For impartial advice about rights, processes and support, families can contact Lancashire SEND IAS, an independent, free and confidential service.

Lancashire SEND IAS: [Information, Advice & Support Service](#)

Quick Reference - Who to Contact and When

Concern or query	Who to contact / what will happen
Early concerns about progress or wellbeing	Speak to the class teacher; a meeting will be arranged with the SENCo as needed to agree next steps.
Ongoing SEND support (APDR review)	Termly review with class teacher and SENCo; targets and strategies updated in the POP/Profile.
Complex/long-term needs or consideration of EHCP	Multi-agency meeting coordinated via Early Help; discussion of EHC needs assessment with guidance from Lancashire.

How will the curriculum be matched to my child/young person's needs?

Identification leads directly into tailored provision. Teachers design lessons that are accessible and ambitious, incorporating scaffolding, visuals, structured talk, pre-teaching, task chunking and retrieval practice. Where needed, we supplement classroom adaptation with short, time-limited interventions matched to assessment. Adjustments and interventions are recorded in a Pupil Overview of Provision (POP), which sets out how support will help a child make progress towards specific outcomes. Class teachers retain responsibility for progress in class; teaching assistants deliver targeted support under teacher direction and SENDCo / Inclusion Team oversight.

How accessible is the school environment?

Our accessibility planning addresses physical, curriculum and communication access. The site includes step-free entry points and accessible toilet facilities. Learning spaces are organised to minimise barriers, with clear signage and calm areas where needed. We provide reasonable adjustments such as seating plans that optimise hearing and vision, visual supports, enlarged or coloured print, task organisers, writing slopes and assistive technology as appropriate. Where specialist equipment or adaptations are needed beyond what is routinely available, we work with health professionals and the local authority to secure and implement them promptly.

Lancashire Local Offer overview: www.lancashire.gov.uk/SEND

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

Support is evidence-led and proportionate to need. The SENCo, class teacher and senior leaders review assessment information and plan provision that balances in-class adaptation with targeted interventions. A provision map tracks support, cost and impact. Parents are involved in decisions about increasing, reducing or changing support and we explain how provision will be reviewed. Where a pupil requires support beyond the ordinarily available offer, we coordinate Early Help so that agencies work together; if needs remain significant and persistent, we discuss an EHC needs assessment and guide families through the process using Lancashire's parent guidance. For statutory tests, access arrangements—such as readers, scribes or additional time—are explored where these reflect a pupil's normal way of working and meet current test regulations.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

We share information regularly through meetings, written POP/Profile reviews and, where helpful, home-school communication books or email. We explain progress

relative to starting points and age-related expectations, and outline next steps in clear, measurable terms. Strategies used in class and during interventions are shared so that families can support at home. Where additional advice is recommended—such as speech and language exercises or sensory regulation routines—we provide materials and can model/ support how to use them.

What training have the staff supporting children/young people with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?

Professional development is continuous and responsive to cohort need. Staff access training in autism-inclusive practice, SEMH strategies, dyslexia-friendly teaching, speech and language support and sensory processing. The SENCo attends Lancashire SENCo cluster updates and disseminates key messages. The SENDCo also works across many schools in Lancashire and N.Yorkshire, she is also an ASD and SEMH specialist teacher. We work with a range of services including Educational Psychology, the Lancashire SEND Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nursing and CAMHS. When a child presents with a new need, we seek advice early, arrange training and make interim adjustments so that support is in place from day one. We also work alongside parents and if new identified needs come about we will do our best endeavors to implement training and support for our staff. Parent and school communication is key.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transitions are carefully planned and personalised. For pupils joining Reception, we liaise with nurseries and families, arrange visits and prepare visuals and routines that reduce uncertainty. For in-school moves, pupils visit their new classroom and staff; social stories, photo booklets and timetables are prepared where helpful. For secondary transfer, the SENCo shares up-to-date information with receiving schools, attends transition meetings and plans additional visits for pupils who need them. Where multi-agency support is in place, Team Around the Family meetings coordinate roles and timescales so strategies are consistent and family-centred.

How will my child/young person be included in activities outside the classroom, including school trips?

Inclusion extends to clubs, visits, liturgies, sports and residential opportunities. Adjustments are planned in advance—additional adults, adapted equipment, visual schedules, quiet spaces and tailored risk assessments—so that pupils with SEND participate safely and confidently. Parents and pupils are consulted about what support will be most effective and how we will communicate during activities or trips.

Supervision and support at lunchtimes, breaks and at the beginning and end of the school day align with classroom strategies and promote independence.

What support will there be for my child/young person's overall well-being?

Pastoral care underpins our approach. Staff build trusted relationships and use proactive strategies to promote regulation and resilience. Medical needs are supported through Individual Health Care Plans developed with families and health professionals; trained staff administer medication in line with clear procedures. We take a restorative approach to behaviour, regarding behaviour as communication of need, and aim to reduce exclusions through early intervention and consistent routines. Bullying, including bullying of pupils with SEND, is addressed robustly through prevention, education and swift support. Where emotional health concerns arise, we work with parents and, where appropriate, signpost or refer to services such as Lancashire Mind or ELCAS now known as **Children & Young People's Mental Health - East (CYP MH – East)** <https://www.lscft.nhs.uk/our-services/service-finder-z/children-and-young-peoples-psychological-services>

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

At pupil level, we review POP/Profile outcomes and intervention data against baselines to determine impact and next steps. At class and cohort level, the SENCo and leaders analyse progress data and provision maps to ensure support is targeted and proportionate. Pupil and parent views inform adjustments. Strategically, the SENCo reports termly to the SEND Governor and annually to governors, highlighting strengths, development priorities and training needs.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

We collaborate with Lancashire County Council services and NHS partners. Referrals are made with parental consent and recommendations are integrated into classroom practice and plans. When multiple agencies are involved, support is coordinated through the Early Help Assessment/Team Around the Family so that roles, actions and review dates are clear and family-centred.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Concerns should be raised first with the class teacher, who will involve the SENCo where appropriate. If the matter is not resolved, parents may meet with the Headteacher and, subsequently, the SEND Governor. The school's Complaints Policy sets out the formal stages and is available from the office and website. For independent information and support at any stage, families can contact Lancashire SEND IAS.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Lancashire SEND IAS: [Independent advice and support for families](#)

Where can I find information on where the local authority's local offer is published?

Our school SEND page (Local Offer information): <https://www.stjosephsbacup.co.uk/local-offer/>

Lancashire County Council's Local Offer: www.lancashire.gov.uk/SEND

This SEN Information Report is reviewed annually by the SENCo, Headteacher and Governing Body.

Next review due: October 2026.