



Special Educational Needs and Disabilities (SEND)

Information Report

Easy-to-read guide for families | 2025–2026

St Joseph's Catholic Primary School, Harrogate

💛 Our vision: “Let all that you do be done in love.”

👉 **Start here**

This short guide explains how we identify and support children with special educational needs and disabilities (SEND).

It is designed to help you find the main information quickly.

💬 **Worried about your child?**

Please speak to your child's class teacher first. You can also contact **Mrs Amy Keith, our Special Educational Needs Co-ordinator (SENCO)**.

SENCO: Mrs Amy Keith

NPQ SENCO completed July 2026; award September 2026

SEND Governor: Mrs Helena Young

School office: 01423 562650

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🔍 **At a glance**

- We welcome and include children with a wide range of needs.
- We do not wait for a diagnosis before putting suitable support in place.
- We listen to children and work in partnership with families.
- Support is reviewed regularly and changed when needed.

Reviewed: July 2026

Next review: July 2027

Academy Council ratification: October 2026

What does SEND mean?

SEND stands for **special educational needs and disabilities**.

A child may have SEND if they need support that is additional to, or different from, the support usually available to children of the same age.

Every child is different. A child may have needs in one or more of the following areas.

Communication and interaction

This may include differences in speech, language, understanding, communication or social interaction. It includes autistic children and children with speech, language and communication needs.

Cognition and learning

A child may need more time or a different approach to learn. This can include specific learning differences such as dyslexia, dyspraxia or dyscalculia.

Social, emotional and mental health

A child may need support with anxiety, attention, relationships, emotional regulation or behaviour.

Behaviour can sometimes be a sign that a child is finding something difficult.

Sensory and/or physical needs

This may include hearing, vision, sensory processing, mobility or physical needs. Some children need specialist equipment or changes to their environment.

Important:

A diagnosis does not automatically mean that a child has SEN.

Equally a child does not need a diagnosis to receive SEN Support.

How do we identify and support SEND?

Teachers continually check how children are learning, taking part and feeling in school.

We consider:

- attainment and progress;
- participation in lessons;
- communication and behaviour;
- attendance and wellbeing;
- information shared by the child and their family.

Our graduated approach

We follow a four-part process known as **assess-plan-do-review**.

1. Assess

We gather information and identify the child's strengths, needs and barriers.

2. Plan

We agree the outcomes we are working towards and the support that will be provided.

3. Do

Staff put the agreed support in place.

4. Review

We check what has helped and decide what should happen next.

We first adapt high-quality classroom teaching. If a child needs additional or different provision, we may record this in a **SEND Support Plan**.

Support Plans are normally reviewed at least once each term with the child and their family.



What is an EHCP? An Education Health and Care Plan is a legal plan for some children and young people with more complex needs.



Your views matter

We encourage parents and carers to:

- tell us what is working well and what is difficult at home or at school;
- share any reports or advice from other professionals;
- take part in reviews and help agree the next steps;
- ask us to explain any term, assessment or decision that is unclear.



Your child's voice matters too

Children are supported to share their views in a way that works for them.

This may be through:

- conversation;
- drawing;
- a questionnaire;
- visual choices;
- support from a trusted adult.



What support might my child receive?

Support is matched to each child's individual strengths and needs. It may include:

- adaptive teaching and carefully broken-down instructions;
- pre-teaching of vocabulary, mathematical skills or key concepts;
- visual resources, practical equipment and additional processing time;
- small-group or individual intervention;
- support for communication, sensory needs or emotional regulation;
- assistive technology, such as word processing, dictation, Clicker or predictive text;
- reasonable adjustments to the classroom, curriculum or assessments.



Who provides support?

The class teacher remains responsible for your child's learning.

Teachers work with teaching assistants, the SENCO and, where appropriate, outside professionals.

Our teaching assistants and higher-level teaching assistants are trained to deliver SEND provision. Recent staff development has included autism, ADHD and approaches that help adults to **relate, regulate and repair** during and after periods of dysregulation.



How do we check that support is helping?

We:

- review children's progress and participation in the classroom;
- regularly review Support Plans and interventions;
- use suitable assessment tools, including those that recognise small steps of progress;
- look at children's work;
- listen to children and families;
- check whether children can use their new skills in the classroom with increasing independence.



SEND at St Joseph's: July 2026



23 children: 12% of our 192 pupils were identified as having SEND.

Type of support	Number of children	Percentage of the whole school
SEN Support	20	10.4%
Education, Health and Care Plan (EHCP)	3	1.6%

Nationally, 19.4% of primary-aged pupils had SEN Support or an EHCP.

Our proportion was lower, but the number and complexity of needs in our school increased during the year.

Primary areas of need

Primary area of need	Number of children
Cognition and learning	10
Communication and interaction	9
Social, emotional and mental health	4
Sensory and/or physical	0

Some children have needs across more than one area. This table records only the primary area having the greatest impact on their access to learning and school life.

Support is planned around each child's full profile of strengths and needs.

Attainment: the main picture

Reading

50% of children with SEND in Years 1–6 were working at the expected standard or above.

Outcomes were particularly positive at the end of KS2, where all five children with SEND achieved the expected standard in reading.

Writing

23% of children with SEND were working at the expected standard or above.

Writing remains our most important academic priority.

Mathematics

36.4% of children with SEND were working at the expected standard or above.

Fluency, recall and the independent application of mathematical knowledge remain key areas for development.

Reading, writing and mathematics combined

14% of children with SEND achieved the expected standard in all three subjects.

 **Please read percentages carefully:** Some year groups included only a small number of children with SEND. One child can therefore change a percentage considerably. We also consider each child's starting point individual needs and progress over time.

Our priorities for 2026–2027

We will:

- strengthen high-quality, adaptive teaching across the school;
- improve writing through oral rehearsal, scaffolded planning, sentence support and carefully planned opportunities for independent writing;
- embed assistive technology where it helps a child communicate or record their learning more independently;
- strengthen mathematical fluency, recall and independent application through small-step teaching and practical resources;
- sustain progress in reading and further develop fluency, vocabulary and comprehension, particularly in KS1 and lower KS2;
- use pre-teaching to introduce essential vocabulary, mathematical skills and curriculum concepts;
- select evidence-informed interventions that respond to children's assessed needs;
- regularly review interventions to ensure that they improve learning within the classroom;
- deploy teaching assistants in ways that promote participation, confidence and independence;
- use suitable assessments, including B Squared where appropriate, to recognise small steps of progress and inform Support Plans;
- continue staff training, coaching and the sharing of effective inclusive practice;
- support the rollout of the new Religious Education curriculum across KS2, ensuring that teaching, resources and assessment are accessible and engaging for children with SEND.

 **Our main academic focus:** Writing is currently the main barrier to more children with SEND achieving the expected standard across reading writing and mathematics.

Wellbeing, belonging and change

Social and emotional development

- All children take part in PSHE, whole-school worship and assemblies.
- Trained staff provide individual or group support where needed.
- Children may use calm spaces, sensory breaks or other agreed regulation strategies.
- We aim to build confidence and independence while providing the right level of support.
- Bullying is not tolerated. Concerns are taken seriously and followed up.

There were **no suspensions or permanent exclusions** during 2025–2026.

Moving class or school

We work with families, early years settings and secondary schools to plan successful transitions.

Depending on the child's needs, support may include:

- additional visits;
- opportunities to meet key adults;
- photographs of the new environment;
- visual transition books;
- sharing successful strategies with new staff;
- additional planning with parents and carers.

Outside services

With parents' or carers' knowledge and agreement, we may seek advice from services such as:

- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- the Healthy Child Team;
- Compass Phoenix;
- Child and Adolescent Mental Health Services (CAMHS);
- North Yorkshire Council SEND services;
- other specialist teams.

Waiting times and eligibility criteria are set by each service. School will continue to support the child while advice or assessment is being sought.

Questions, concerns and useful information

If you have a question or concern

First

Speak to your child's class teacher.

Next

Contact **Mrs Amy Keith, SENCO**, if you need further help or would like to discuss your child's SEND provision.

If your concern is not resolved

Please follow the school's Complaints Policy. The Headteacher can explain the next step.

Parents and carers may also seek free, confidential and impartial information and advice from SENDIASS.

In some circumstances, families have a right of appeal to the First-tier Tribunal (SEND).

Useful information

- [St Joseph's SEND webpage](#)
- The school's SEND Policy and Complaints Policy, available through the school website

- [North Yorkshire SEND Local Offer](#)
- [North Yorkshire SENDIASS](#)



Need this in another format? Please contact the school if you would like help to understand this report a paper copy larger print or information explained in a different way.



About this guide

This easy-to-read guide summarises our full SEND Information Report.

The full report contains the detailed statutory information and is available on the school website.

Report owner: Mrs Amy Keith, SENCO

Reviewed: July 2026

Next review: July 2027