

**St Joseph's Catholic Primary School, Harrogate,
A Voluntary Academy**



**Special Educational Needs and Disabilities (SEND)
Information Report**

SENCO: Mrs A Keith

Date of NPQSENCO Award: September 2026

SEN Governor: Helena Young

Vision Statement

“Let all that you do be done in love.”

**Our Mission: ‘We, with St Joseph follow the example of Jesus
by growing in gratitude, humility, courage and service.’**

‘Be grateful’

‘Be humble’

‘Be brave’

‘Be giving’

Report review date - July 2026

Person Responsible - Amy Keith

Ratified by Academy Council - October 2026

Review date - July 2027

Schools have a duty to report to parents and governors on the provision of SEND. Pupils with special educational needs have learning difficulties or disabilities which can make it more challenging for them to learn than most pupils of the same age. These children may need additional support and provision.

At St Joseph's Catholic Primary School, Harrogate we provide an inclusive environment in which children with SEND are educated alongside their peers and can participate fully in the educational experience. We actively identify any barriers to learning at the earliest opportunity to achieve the best possible outcomes for children. We are committed to high achievement for all, supporting children and their families through SEND provision and personalised learning. Our provision and interventions meet each child's individual educational and well-being needs, enabling them to access a broad and balanced curriculum.

The SEND Code of Practice lies at the heart of St Joseph's, Harrogate, SEND policy and sets out the processes and procedures that must be followed to meet the needs of children with SEND. The Code describes a graduated approach which recognises that pupils learn in different ways and have different special educational needs. At St Joseph's, pupils are recorded on the SEND register according to their broad area of need. This enables personalised support to be put into place or specialist support to be sought to help pupils overcome their difficulties. Pupils who have more complex needs may have an EHC Plan, an Educational, Health and Care Plan.

There are four broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. They may have difficulty saying what they need to, understanding what is being said to them or they may not understand or use the rules of social communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language and communication at different stages of their lives.

Children and young people with Autism Spectrum Disorder (ASD) often experience differences in social communication and interaction, which may affect how they relate to others and navigate social situations. These differences can include challenges with understanding verbal and non-verbal language, interpreting social cues, or managing reciprocal conversation.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely

to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more aspect of learning. This encompasses a range of conditions such as dyslexia, dyspraxia and dyscalculia.

Social, Emotional, and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may affect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Key Personnel:

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Amy Keith who has undergone North Yorkshire County Council Induction training in 2023 and completed an NPQ for SENCO in July 2026. Award to be given September 2026.

SEND Governor

Helena Young

Class teachers

All teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, TAs have been trained in Autism, ADHD, and have updated training in knowledge of the brain and strategies to help relate, regulate and repair during and after moments of dysregulation.

What kinds of SEND do we provide for in our school?

All children are welcomed into our school. We provide an inclusive education for pupils with a wide range of needs.

If a parent of a pupil with an Education, Health and Care Plan (EHCP) requests a place at the school, we will try to find strategies to meet their child's needs.

Number of pupils as identified on the SEND register

As of June 2026, the latest Department for Education data shows a continued national rise in the number of pupils identified with special educational needs and disabilities (SEND). Across England:

- 6.0% of pupils have an Education, Health and Care Plan (EHCP), up from 5.3% in 2025.
- 14.8% of pupils receive SEN Support, up from 14.2% in 2025.
- More than 1.8 million pupils now receive SEN provision—an annual increase of 91,400 pupils.
- In primary schools specifically, 19.4% of pupils have an EHCP or receive SEN Support, compared with 18.2% in 2025.

As of July 2026, 23 of the 192 pupils at St Joseph's are identified as having SEND. This represents **12.0% of the school population**, compared with **19.4% of primary-aged pupils nationally**. This includes:

- 20 pupils receiving SEN Support: **87.0% of the school's SEND register** and **10.4% of the whole school population**, compared with 14.8% nationally.
- Three pupils with an EHCP: **13.0% of the school's SEND register** and **1.6% of the whole school population**, compared with 6.0% nationally.

Although the proportion of pupils identified with SEND at St Joseph's remains below the national picture, the number and complexity of pupils' needs have increased. The school anticipates that demand for additional support may continue to rise in line with national trends, although the school's proportions may not mirror national figures exactly.

The school remains committed to:

- identifying pupils' needs at the earliest opportunity;
- listening to pupils and working closely with their families;
- providing an effective graduated response through the assess-plan-do-review cycle;
- working collaboratively with external professionals where appropriate; and
- continually reviewing and adapting provision to meet the needs of the school community.

National figures are based on the Department for Education's 2026 school census data, published in June 2026. School figures are accurate as of July 2026.

Changes in the SEND register over time

	July 2021	July 2022	July 2023	July 2024	July 2025	July 2026
SEN Support	15	13	12	13	14	20
EHCP	0	2	2	3	3	3
NoR	201	194	197	201	201	192
Total SEND	15	15	14	16	17	23

The number of pupils identified with SEND has increased from 17 in July 2025 to 23 in July 2026. This increase relates to pupils receiving SEN Support; the number of pupils with an EHCP has remained stable at three.

Numbers on the SEND register may change throughout the year as pupils' needs are identified, reviewed and reassessed.

SEND Register Overview 2025-2026

SEND provision	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEN Support	0	3	3	3	5	1	5	20
EHCP	1	0	1	0	0	1	0	3
Total SEND	1	3	4	3	5	2	5	23
Number in year group	19	23	30	30	29	31	30	192

Distribution of SEND across phases

	Foundation Stage	Key Stage 1	Key Stage 2	Whole school
Pupils with SEND	1	7	15	23
Percentage of SEND register	4.3%	30.4%	65.2%	100%
Pupils in phase	19	53	120	192
Percentage of phase with SEND	5.3%	13.2%	12.5%	12.0%

The majority of pupils on the SEND register are in Key Stage 2. This should be viewed in the context of Key Stage 2 comprising four year groups and the largest proportion of the school population.

Broad Area of Need Across Year Groups July 2025-2026

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Communication and Interaction	1	1	1	1	3	2	0	9

Cognition and Learning	0	2	2	2	0	0	4	10
Social, Emotional, and Mental Health (SEMH)	0	0	1	0	2	0	1	4
Sensory/Physical	0	0	0	0	0	0	0	0
Total SEND	1	3	4	3	5	2	5	23
Total in school	19	23	30	30	29	31	30	192

Cognition and Learning is the most common primary broad area of need, accounting for 43.5% of the SEND register. This is followed closely by Communication and Interaction at 39.1%. Social, Emotional and Mental Health needs account for the remaining 17.4%.

Within the Communication and Interaction group, pupils may have a diagnosis of autism or present with needs that warrant further exploration. The school responds to each pupil's presenting needs and does not wait for a formal diagnosis before putting appropriate support in place.

Some pupils have needs spanning more than one broad area or may have more than one diagnosis – for example, autism alongside ADHD. To avoid counting pupils more than once, the table records each pupil under the primary broad area having the greatest impact on their access to learning and school life. Individual provision is nevertheless planned around each pupil's full profile of strengths and needs.

Whole School Attainment of SEND 2025-2026

EYFS children achieving GLD

	GLD
% of children with SEND achieving GLD	0%

Whole school data – SEND vs non-SEND Y1-6

	Reading %				Writing %				Maths %			
	BLW	WTS	EXS+	GDS	BLW	WTS	EXS+	GDS	BLW	WTS	EXS+	GDS
SEND	18	32	50	5	36	41	23	0	18.1	45.5	36.4	9
Non-SEND	3	14	83	38	2.6	20.5	76.8	19.2	0.6	14	85.4	26

Y1 children achieving PSC

	PSC
% of children with SEND achieving PSC	66.7% (2/3)

KS1 July 2026

	Reading	Writing	Maths	RWM Combined
% of children with SEND achieving EXS or above	25%	25%	0%	0
	(1/4)	(1/4)	(0/4)	(0/4)

Y4 children achieving MTC (Multiplication Tables Check)

	MTC
% of children with SEND achieving national MTC average (2026 - 21.9 out of 25)	40% (2/5)

KS2 July 2026

	GPS	Reading	Writing	Maths	RWM Combined
% of children with SEND achieving EXS or above	60% (3/5)	100% (5/5)	20% (1/5)	40% (2/5)	0% (0/5)

Y1-Y6 Overview (22 children)

Subject	BLW	WTS	EXS+	GDS
GPS	23%	32%	45%	9%
Reading	18%	32%	50%	5%
Writing	36%	41%	23%	0%
Maths	18.1%	45.5%	36.4%	9%
RWM Combined			14%	0%

Writing remains our key whole-school priority, with a particular focus on improving outcomes for children with SEND. We will continue to develop the use of scaffolded planning, oral rehearsal, sentence-construction support and assistive technology, including dictation and predictive-text tools, to help children express their ideas and work with increasing independence.

Reading continues to be an important focus. Outcomes were particularly positive for children with SEND at the end of KS2, while attainment across the school shows that further support is needed. We will continue to develop reading fluency, vocabulary and comprehension through high-quality classroom teaching and carefully targeted interventions.

In mathematics, our focus will be on strengthening number fluency, recall and the independent application of mathematical knowledge. Individual needs will be identified through assessment and addressed through Support Plans, small-step teaching, practical resources and targeted intervention.

Across all three subjects, we will closely monitor the progress of children working towards age-related expectations, ensuring that support is matched carefully to individual strengths and needs. Writing will remain a particular focus, as this is currently the main barrier to more children with SEND achieving the combined expected standard in reading, writing and mathematics.

Fixed term and permanent exclusions

There have been no fixed term or permanent exclusions in 2025 – 2026.

How do we identify pupils with SEN and assess their needs?

Special Educational Needs (SEN) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age.

Staff are constantly reviewing pupil progress and specific needs. Where a pupil is encountering general or specific difficulties and are possibly falling behind their peers, or the gap between them and their peers is getting bigger, staff will make careful observations and detailed assessments.

In the first instance, staff will consider how best to enable the pupil to access the full curriculum or to catch up with their peers. Strategies to adapt universal provision will be made using NYCC Mainstream and other specialist guidance. Upon reviewing pupil progress, staff will identify whether a child requires extra support that needs a learning plan that includes personalised additional or different provision.

Where such needs are identified, staff will inform parents and they will be invited to discuss what additional or different support is available to help their children make progress and to help them overcome any barriers to learning. In collaboration with pupils and parents, agreed additional or different support may be recorded on a 'SEN Support Plan'. This will outline the outcomes being worked towards and strategies to be used to meet the child's special educational needs. Staff will use specialist tools, interventions and guidance to support pupils.

The SEND Support Plan is a constantly changing 'working' document in which we aim to provide, along with levels of attainment and other information, details of strategies that have been effective in bringing about success and progress for the child.

Support plans are time-limited, and the targets should be reviewed at least termly. Pupils who make good progress and no longer need the additional or different provision will no longer need to be recorded as requiring SEN Support. This will be discussed with pupils and parents at the end of support cycle review. Some children in school with more complex needs will have an Education, Health and Care Plan

Further information can be found on our school website (please click [here](#)) and in our Policy for Special Educational Needs and Disabilities. To access this, click on this link: [SEND policy](#)

What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

At St Joseph's, Harrogate, we operate an 'open door' policy in which we want to work closely with you as 'a team' to support you and your child. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss any support your child is receiving.

We value and record our early conversations with you, as this enables us to provide support as early as possible for your child.

Regular contact with parents is important for children with SEND. All parents can discuss their child's progress and targets at Parent/Teacher Consultation evening and at review meetings.

For some children, regular communication takes place via contact with the class teacher before or after school.

Pupils and parents are informed of the service provided by [SENDIASS](#).

What are the arrangements for consulting our young people with SEND and how do we involve them in their education?

St Joseph's, Harrogate has an active School Council who meet regularly to discuss topics which have come both from adults and children alike.

Child views are very important to us and are gained via:

- Questionnaires for children to complete regarding a range of topics
- Questionnaires to gain views prior to a SEND review
- Regular verbal discussion and consultation with our children.

What are the arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

- Information on the progress and attainment of individuals with SEND is rigorously monitored by the SENDCo, the Class Teachers and the Headteacher.
- His/her progress is reviewed formally every term and a formal assessment given in reading, writing and maths.
- If your child is in Reception, their progress will be monitored against the Early learning Goals and in Year 1 pupils undergo Phonic Screening.
- At the end of Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. The SENCO will ensure that reasonable adjustments are made to enable your child to access these tests. In KS1 (end of Y2) SATs are now optional. However, like many other schools, St Joseph's, Harrogate have decided to carry on administering them.

A formal test of multiplication tables takes place in the summer term of Year 4.

- Parent and pupil voice is a key element of this measurement of wider outcomes. These take place termly.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

We can offer a wide variety of Personalised Targeted Support through a graduated response. This means that support for your child will be built up over time in order to respond to your child's developing needs effectively. These interventions support the specific needs of your child.

Interventions are delivered by highly skilled teaching assistants or teachers and are carefully monitored to ensure that they help to accelerate your child's progress.

All interventions are recorded on our Whole School Provision Map, which outlines provision available in school for children with:

- Cognition and learning needs
- Communication and interaction needs
- Social, mental and emotional health
- Sensory and /or physical needs

What sort of expertise for supporting children and young people with SEND do we currently have in school?

Our provision for children with SEND is co-ordinated by our SENCO. SEND is taken very seriously with updates being implemented on a regular basis.

The School has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff access training courses run by outside agencies which are relevant to the needs of the children in their class. Staff also access whole school training on SEND issues, for example communication and dyslexia.

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions.
- Monitoring and evaluating the progress of children during Pupil Progress Meetings
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.
- TAs monitor and record the support work they conduct in their intervention folders – this evidence looks different for different groups of children as the level and type of support varies between individual children
- Book scrutiny is carried out as part of the monitoring cycle. In line with the assessment cycle, books for children with SEND in all curriculum areas are looked at. These books are looked at and scrutinised looking at differentiation of tasks, support given during sessions, level of challenge within sessions and progress being made.
- Parents are consulted during termly target meetings

The governing body evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEND.

Key Priorities 2026-2027

- Continue to strengthen high-quality, adaptive teaching so that children with SEND can access learning alongside their peers.
- Improve writing outcomes for children with SEND through oral rehearsal, scaffolded planning, explicit sentence construction and carefully structured opportunities for independent writing.
- Embed the effective use of assistive technology, including dictation, word processing and predictive-text tools, where these reduce barriers to recording.
- Strengthen mathematical fluency, recall and independent application through small-step teaching, practical resources and targeted support.
- Sustain improvements in reading while continuing to develop fluency, vocabulary and comprehension, particularly in KS1 and lower KS2.
- Use pre-teaching to introduce essential vocabulary, mathematical skills and key curriculum concepts.
- Identify and deliver carefully selected, evidence-informed interventions that respond to pupils' assessed needs.
- Ensure interventions are regularly reviewed for impact and that pupils can apply their learning independently within the classroom.
- Develop the effective deployment of teaching assistants, with a focus on promoting participation, confidence and independence.
- Use appropriate assessment tools, including B Squared where relevant, to recognise small steps of progress and inform Support Plan targets.
- Improve the proportion of children with SEND achieving the combined expected standard in reading, writing and mathematics.
- Strengthen staff knowledge and confidence through ongoing SEND 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.

How do you support children with SEND to improve their emotional and social development?

All pupils participate in PSHE lessons and circle time activities, as well as whole school assemblies.

We have members of staff who have been trained to support both individual and groups of children throughout school regarding their emotional and social needs. They listen to pupils in order to explore the reasons / triggers for any emotional and social difficulties. Although, from time to time a child may need a high level of individual support, our aim is always to help children to be more independent in lessons.

We have a zero-tolerance approach to bullying.

What are the arrangements for supporting children and young people in moving between phases of education?

We work closely with nursery settings, secondary school settings and between year groups to ensure a smooth transition for all children.

Extra visits are arranged with well-known members of staff to acclimatise the children and to get to know new members of staff.

Parents are involved in this process and can ask for extra transition if they feel it is appropriate.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

We have access to a wide range of professionals, specialist staff and outside agencies who we can contact for further support and advice.

In discussion with parents, agreement is reached about involvement of other professionals:

- Speech and Language Therapist (SALT)
- Physiotherapist
- Occupational Therapists
- Healthy child team
- Compass Phoenix
- CAMHS
- NYCC SEND team
- Early Help
- Growing Healthy 0-19 North Yorkshire

To find out more about the North Yorkshire SEND Local Offer click [here](#).

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions and Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring arrangements

This policy and information report will be reviewed by SENCO Amy Keith **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.