

Special Educational Needs and Disabilities (SEND) Information Report

The Cathedral School of St Peter and St John RC Primary

'Growing together within God's loving family, we support, challenge and inspire each other to become the best that we can be'



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Date: Nov 2025

Next review due by: Nov 2026

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SEND Information Report



Dear Parents and Carers,

The purpose of this Information Report is to explain how SEND support works in our school. All our pupils are entitled to a broad, balanced and relevant curriculum. As a Catholic school, inspired by the Gospel, we are committed to meeting the individual needs of all our children and to valuing what each and every child brings to the curriculum. Our aim at The Cathedral School of St Peter and St John RC Primary is for every child to fulfil their unique, God given potential.

Our mission statement reflects this:

'Growing together within God's loving family, we support, challenge and inspire each other to become the best that we can be'

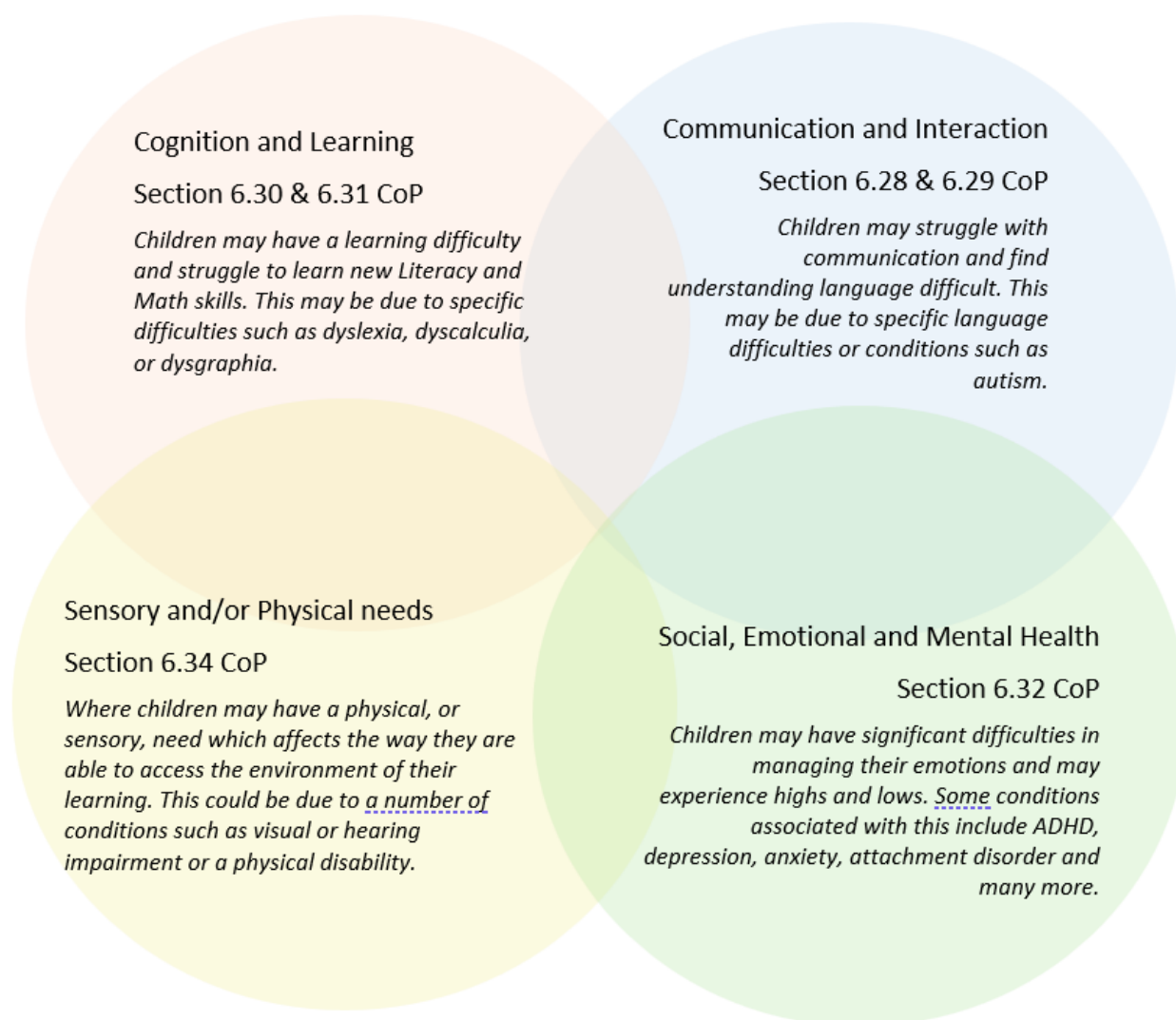


Please Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

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1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At The Cathedral School of St Peter and St John RC Primary, all members of staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to meet a wide range of pupil needs.

Our Special Educational Needs Co-ordinators, or SENCOs

Our SENCO is Mrs Julie Hamer

Mrs Hamer is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2018.

The Deputy SENCO is Miss Paige Allen. Miss Allen is a qualified teacher who is currently studying for the NPQ Senco qualification




Class Teachers

All teachers in our school are teachers of pupils with Special Educational Needs.

Teachers are constantly increasing their knowledge of SEN and attend various internal and external courses each year to support and develop their classroom practice. All of our teachers also receive regular in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN. We buy into Salford LA's Education Psychology Service who also provide training to staff in school. This includes Emotion Coaching Training and Precision Teaching.

We recognise the importance of working closely with the Speech and Language Therapy Service (SALT) as a large number of children in our school with SEN have Speech, Language and Communication Needs (SLCN) as their primary need. Staff regularly attend training provided

During the past year, teachers have accessed the following SALT training:

-  Elklan Level 3 Training (1 TA)
-  Colourful Semantics
-  The 4 Stages of Communication

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- ✚ Autism Awareness Training
- ✚ Attention and Listening Skills in EYFS

Teaching assistants (TAs)

We have a team of TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to support our SEN provision.

Some of our teaching assistants are trained to deliver interventions such as Elklan, NELI, Little Wandle Interventions (Phonics), First Class @ Number and Precision Teaching.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- ✚ Referrals to Salford's Neurodevelopment Pathway
- ✚ Salford's Learning Support Service (LSS)
- ✚ Speech and Language Therapy (S<)
- ✚ Occupational Therapy (OT)
- ✚ Education Psychology Service (EPS)

3. What should I do if I think my child has SEND?

Stage 1	If you think your child might have SEND, raise your concern with school so that we are aware.
Stage 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

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	We will make a note of what's been discussed and add this to your child's record.
Stage 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out as part of our 'Ordinarily Available Inclusive Provision'. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Stage 4	If we decide that your child needs further SEND support, we will notify you and your child will be added to the school's SEND register. Your child will receive additional support and this will be reviewed using our Individual Learning Plan (ILP). This plan follows the 'assess, plan, do, review' model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.

The progress of all pupils is closely monitored. Staff are continually assessing and evaluating the impact of their teaching on all pupils.

Teachers have termly meetings with the Senior Leadership Team and each child's progress is discussed. If a child is not making the expected progress, provision will be further adapted and interventions may be implemented. Progress will continue to be monitored. If difficulties still exist, it may be beneficial to involve outside agencies to carry out further assessments to identify the strengths and weaknesses of the child and help us tailor our provision appropriately.

Any adaptations to our 'Ordinarily Available Inclusive Provision' that are implemented to support your child will form the basis of the pupil's 'Individual Learning Plan' (ILP) which will be created to document detailed targets. This will be evaluated at the end of each term by the child, the teacher and the parent. Parents will be invited in to discuss their child's ILP with the class teacher and SENCO.

Pupils who have significant difficulties and complex needs may require an Education, Care Health Plan (ECHP). This is a statutory document which sets out objectives, strategies, resources and

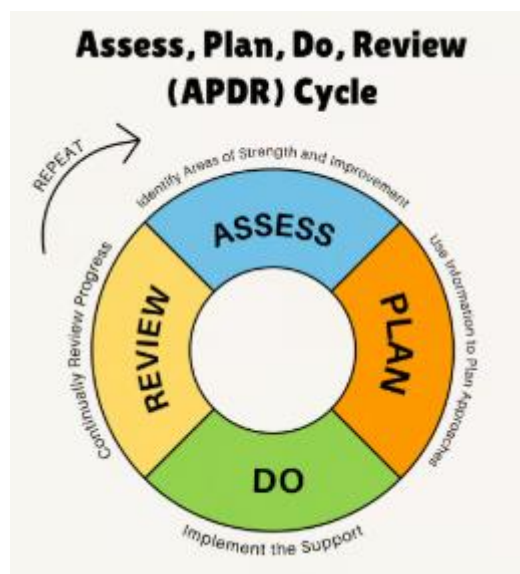
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provision required for the child to make progress. There may be extra funding available to assist with this. The Senco will support you through this process as part of the graduated approach.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will carry out assessments to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

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Do	<p>We will put our plan into practice.</p> <p>The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.</p>
Review	<p>We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.</p>





For some pupils, our usual method of assessment is not appropriate as it does not allow us to assess and celebrate the progress that a child with SEN has made. Therefore, we may choose to use PIVATS 5 to assess and record your child's progress. PIVATS 5 provides staff with a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment. For more information, please see the link below.

[PIVATS 5 - Lancashire Professional Development Service](#)

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's teacher, supported by the SENCO and Headteacher will

-  Set clear outcomes for your child's progress
-  Review progress towards those outcomes
-  Discuss the support we will put in place to help your child make that progress
-  Identify what we will do, what we will ask you to do, and what we will ask your child to do.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

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We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact Mrs Hamer by phone 0161 8344150 or by using the school email address... thecathedralsch@st-peter-st-john.salford.sch.uk

7. How will my child be involved in decisions made about their education?



We will always try to gain a child's view on their aspirations, goals and the support they want. This allows each child to highlight their personal narrative. For some children, especially those with communication difficulties we will find an appropriate way of gaining their thoughts and feelings. This may include pictures, drawings or visual aids.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

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We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by our Ordinarily Available Inclusive Provision.

These adaptations may include:

- ✚ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ✚ Adapting our resources - We use Wigit Software to support us with this
- ✚ Using recommended aids, such as laptops, coloured overlays, visual timetables, task plans, standing desks etc.
- ✚ Scaffolding lesson materials – Using Colourful Semantics software and Wigit Symbols
- ✚ Using staff to provide extra support to pupils within the classroom

We may also provide the following interventions:

S&L - Well Comm

S&L – NELI Programme

S&L - ELKLAN

S&L - Colourful Semantics Programme

Little Wandle Phonics Catch Up

First Class @ Number

Precision Teaching

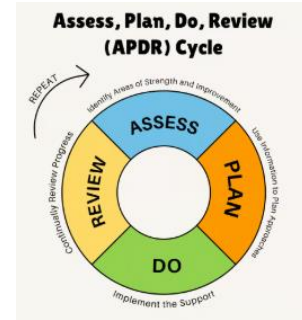
BRP – Boosting Reading Potential

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

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- ✚ Reviewing their progress towards their goals each term
- ✚ Reviewing the impact of interventions each half term
- ✚ Using pupil questionnaires
- ✚ Monitoring by the Class Teacher/SLT/SENCO
- ✚ Tracking progress through PIVATS 5.
- ✚ Holding an annual review (if they have an education, health and care plan EHCP).



10. How will the school ensure my child has appropriate resources?

In order to support your child's needs, we may need to provide additional resources such as:

- ✚ Additional resources to support learning
- ✚ Adaptations to in-class support
- ✚ Further training for our staff
- ✚ External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We pride ourselves on offering inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. We rotate the times of interventions so that pupils are not missing access to lessons that offer the broad and balanced curriculum they enjoy.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

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All pupils are encouraged to go on educational visits, including our residential visit to Robinwood. Any risk assessments that are needed are conducted in consultation with parents.

All pupils are encouraged to take part in sports day, school plays, special workshops etc...

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school support pupils with disabilities?



Under the Equality Act 2010, disability is defined as having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The Equality Act 2010 requires schools to:

1. Avoid discrimination
2. Make reasonable adjustments
3. Provide auxiliary aids where needed
4. Promote equality of access to education

We do this by making adjustments and adapting provision as appropriate. These may include risk assessments, access plans and health care plans.

We work closely with other agencies such as Salford Learning Support Service (LSS) which has a Hearing and Visual Impairment team and NHS services such as Speech and Language and Occupational Therapy so that the support we offer is appropriate and effective.

Our accessibility plan [accessibility-plan-2024-25.docx](#) provides more information on how we support pupils with disabilities.

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- ✚ Whole-School Approaches - positive behaviour policy and consistent routines and expectations
- ✚ Classroom-Level Support - emotion check-ins, predictable visual timetables, flexible seating or movement breaks
- ✚ Pastoral & Therapeutic Provision - Mrs Bolton (HLTA/ Pastoral Lead) leads on this provision
- ✚ Family & Multi-Agency Support – referrals to Early Help and the Neurodevelopment Pathway
- ✚ Supporting Parents Workshops provided by The EP Service

14. What support is in place for looked-after and previously looked-after children with SEND?



Our Designated Teacher for Looked After Children is the Headteacher, Mrs Hanley.

Mrs Hanley works with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

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Between years

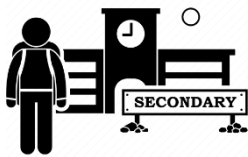
To help pupils with SEND be prepared for a new school year we:

- ✚ Ask both the current teacher and the next year's teacher to meet and discuss the child's ILP or EHCP in order to plan an effective transition.
- ✚ Schedule visits to classes or lessons with the incoming teacher towards the end of the summer term.

Between nurseries and schools

If your child is joining us from another nursery or school, we will undertake a home visit to introduce ourselves to you and your child and to find out more information about your child. This will help us to support their transition into our school.

When your child is moving on from our school, we will share relevant information with the new setting.



We liaise with the SENCOs of the local high schools and we will arrange a meeting to discuss the needs of all the pupils who are receiving SEND support.

If your child has an EHCP we will hold an early review in Year 5 in order to establish what provision you would like for your child in Key Stage 3.

Pupils will be prepared for the transition by having the opportunity to visit their prospective high school on special 'transition days'. Our 'feeder' high school – All Hallows RC High School provide transition visits that start in Year 4.

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Salford's Local offer. Salford LA publishes information about the local offer on their website:






[Local Offer | mycity Directory](#)

Further information and support can be accessed via Salford Information Advice and Support Services (SIASS) who offer information, advice and support to children, young people and parents about special educational needs and disability. This includes matters relating to health and social care. They have a role in ensuring your views are heard, understood and respected.

Call 0161 778 0343/0349 or email siass@salford.gov.uk.

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National charities that offer information and support to families of pupils with SEND are:

-  [IPSEA](#)
-  [SEND family support](#)
-  [NSPCC](#)
-  [Family Action](#)
-  [Special Needs Jungle](#)

17. What should I do if I have a complaint about my child's SEND support?

At The Cathedral School of St Peter and St John, we work hard to build and maintain positive relationships with parents and carers so that we can work together to support your child. Should you feel that this is not the case and have a complaint, please follow the process detailed below:

Stage 1	The complaint is discussed and dealt with by the class teacher.
If the matter remains unresolved	
Stage 2	The complaint is dealt with by the SENCO
Stage 3	The Head Teacher
If the matter is still not resolved please contact in writing	
Stage 4	The Chair of Governors Ms.P Howe via the main school office.





In the unlikely event that the matter is still not resolved, you can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State. Complaints about SEND provision in our school should be made

In the unlikely event that you are not satisfied with the school's response, you can escalate the complaint by contacting Salford Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

















-  Admission
-  Exclusion
-  Provision of education and associated services
-  Making reasonable adjustments, including the provision of auxiliary aids and services.

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Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please click on the link for more information.

[Mediation and disagreement resolution services•Salford City Council](#)

18. Glossary

-  **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
-  **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
-  **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
-  **CAMHS** – child and adolescent mental health services
-  **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
-  **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
-  **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
-  **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
-  **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
-  **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
-  **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
-  **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
-  **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
-  **SENCO** – the special educational needs co-ordinator
-  **SEN** – special educational needs
-  **SEND** – special educational needs and disabilities

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-  **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
-  **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
-  **SEND support** – special educational provision which meets the needs of pupils with SEND
-  **Transition** – when a pupil moves between years, phases, schools or institutions or life stages