

SEND Annual Report September 2026

*for the academic year 2025-2026

Name of Special Educational Needs Coordinator (SENCO)	Miss L Buckle	Name of SEN Link Governor	Mr A Kashim
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SEN Status	No. of pupils	% of SEN pupils with this status	% of pupils with this status
Education, health and care plan (EHCP)	13	13.98%	5.58%
SEN Support	60	64.52%	25.75%
SEN Support (monitoring)	40	43.01%	17.17%

SEN Need	No. of pupils	% of SEN Pupils with this Need	% of Pupils with this Need
Autistic Spectrum Disorder	3	2.34%	1.29%
Attachment disorder	0	0	0
Attention Deficit (ADHD)	3	2.34%	1.29%
Memory difficulties	4	3.13%	1.72%
Other difficulty/disability	63	32.47%	28.63%
Selective mutism	2	1.56%	0.86%
Social, Emotional & Mental Health	40	31.25%	17.17%
Specific Learning Difficulty	24	18.75%	10.3%
Speech, Language and Communication Needs	55	42.97%	23.61%

Identification of SEND

Under the SEND Policy pupils are identified by one of three assessment routes, all of which are part of the overall approach to monitoring the progress of all pupils:

a) All pupils are monitored at a termly progress meeting and, where they are identified as not making progress in spite of good *Quality First Teaching*, they are discussed with the Senior Leadership Team and SEND Coordinator, and a plan of action is agreed. An initial Cause for Concern' form is completed by the class teacher as per the school/Trust SEND Handbook.

b) Class teachers are continually aware of pupils' learning. If they observe that a pupil, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the child and their peers.

c) Parents sometimes ask school staff to look more closely at a pupil's learning. We take all parental requests seriously and investigate all of them. Frequently, the concern may be addressed by *Quality First Teaching* or some parental support. Otherwise, the pupil is placed on the *SEND Register*.

Although the school may identify a pupil's special educational needs and disability, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD, or some other disability. In certain circumstances the school/SENDCo may make a direct referral to CAMHS or TSOSS.

Working with Parents / Children

We aim to have good and informative relationships with all our parents. If a pupil is experiencing difficulties, parents will be informed either at parents' meetings in the Autumn and Spring terms, or during informal meetings to discuss the pupil's progress. It should not come as a surprise to a parent to learn that their child is being identified as having a special educational need or disability.

Once a pupil has been identified as having a special educational need or disability, the Class Teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND register
- discuss assessments that have been completed
- agree a plan and provision for the next term.
- complete Monitoring/SEND Support Plan
- where appropriate signpost for Early Help (complete MARS Referral)

This is part of the graduated approach cycle of *Assess, Plan, Do, Review*, which is required in the Code of Practice. Depending on their age and interest, a pupil may be invited to attend all or part of the meeting. Thereafter, parents and pupils are invited to a meeting at least once a term to review progress made, set targets and agree provision for the next term. In the Summer Term, there is an annual review of the pupil's progress so that appropriate measures can be taken to prepare them for *transition* either between Year Groups in school or transfer to secondary school. During academic year 2025-2026, reviews took place three times a year – more frequently in cases requiring specialist support and intervention.

Working with External Agencies

If the support we provide fails to result in suitable progress for the SEND pupil, we will request observation and assessment from a range of professionals (after obtaining parental consent).

During academic year 2025-2026 referrals have been made to:

- ✓ Speech and Language Therapy (SALT)
- ✓ Early Intervention (Tameside Early Help Team)
- ✓ Tameside MAAT service
- ✓ School Health Nursing Team
- ✓ CAMHS
- ✓ Educational Psychology
- ✓ Paediatrician
- ✓ Occupational Therapy
- ✓ Tameside Specialist Outreach Support Service (TSOSS)
- ✓ Alternative Provision- Life Changing Education (LCE)

All advice/recommendations received have been written into individual children's Monitoring/ SEND Support Plans. The impact of this support is discussed as part of the termly review cycle.

Achievement of pupils with SEND (2025-2026 – KS2 outcomes)

Reading

SEND PUPILS OUT OF 12 MADE AT LEAST EXPECTED PROGRESS – 100%

4 SEND PUPILS OUT OF 12 MADE BETTER THAN EXPECTED PROGRESS – 33%

7 OUT OF 12 SEND PUPILS MET THE STANDARD IN READING - 58%

Writing

X SEND PUPILS OUT OF XX MADE AT LEAST EXPECTED PROGRESS – X%

X SEND PUPILS OUT OF XX MADE BETTER THAN EXPECTED PROGRESS – X%

X OUT OF XX SEND PUPILS MET THE STANDARD IN READING - X%

Maths

X SEND PUPILS OUT OF XX MADE AT LEAST EXPECTED PROGRESS IN MATHS – X%

X SEND PUPILS OUT OF 11 MADE BETTER THAN EXPECTED PROGRESS MATHS – X%

X OUT OF XX SEND PUPILS MET THE STANDARD IN MATHS - X%

SEND Funding

High Needs Top Up - £48,572.05

It should be noted though, that school spend considerably more than this allocation supporting children with additional needs as school only receive 'top-up' funding for children with EHCPs. The remainder needs to be taken from the school's general GAG allocation. This is becoming more of an issue as the number of children requiring EHCPs in school is increasing.

The vast proportion of the funding received is spent on staffing to support pupils with SEND, either via in-class support (to ensure full inclusion) or in the form of 1:1 and small group interventions.

Of the 60 pupils identified as needing SEND Support, 40 pupils are also in receipt of Pupil Premium / Ever 6 Please see the Pupil Premium Strategy document on the school website for more information how this funding has been allocated.

Staff Training

Staff have received the following training during academic year 2025-2026 to help them to support SEND pupils;

- RWInc training and development
- Digital Platforms to support SEND learners
- Trauma and Attachment training
- Completing and reviewing Monitoring and SEND Support Plans
- Teaching & Learning – Meeting the needs of pupils with SEND
- Dyslexia Friendly Classrooms

All training received has been implemented into practice and is positively impacting on pupil progress. Planned training for academic year 2026-2027 will focus on strategies to support children with ASD, ADHD, Trauma Informed Practice and understanding of Attachment issues (via our involvement with the Education Psychologist and MASH).

SEND Policy

The SEND policy was last updated in August 2026 – no major changes made. This was ratified by governors before being published on the school website.

Concerns

Over the past academic year, we have seen an increase in the number of parents requesting additional support at home to help manage their child's behaviour. Families have also sought greater assistance from school in identifying potential additional needs and navigating the process of pursuing formal diagnoses. These processes have become increasingly challenging in the period

following the pandemic, due to ongoing pressures on the NHS and associated services, particularly as Tameside Children's Social Care remains in Special Measures.

In response, the School Leadership Team and Pastoral Lead have continued to support families through the Early Help Assessment process, ensuring that those with the greatest levels of need receive coordinated and holistic support.

We have also seen an increase in parents expressing concerns that their child may require an Education, Health and Care Plan (EHCP). External agencies are similarly advising some families to consider requesting an EHCP, particularly as part of the preparation for children's transition to high school. Given these emerging trends and the continued pressures on local services, we anticipate that both the level and complexity of need among our families will continue to increase over the coming year.

Additional Points to Note

The local authority was inspected by Ofsted in relation to its SEND provision and was found to have significant areas of weakness. These weaknesses have had a considerable impact on the support available to pupils at Canon Johnson, particularly those requiring an Education, Health and Care Plan (EHCP). The key areas identified by Ofsted included:

- endemic weaknesses in the quality and, in the context of the pandemic, the timeliness of EHC plans, resulting in poor outcomes for children and young people with SEND across education, health and care;
- high levels of dissatisfaction among parents and carers with the area's SEND provision;
- a local offer that was not sufficiently well publicised or providing parents and carers with the information they require;
- the placement of some children and young people in unsuitable educational provision;
- unreasonably long waiting times, resulting in increased needs for children and young people and their families;
- insufficient contribution from social care professionals to the EHC plan process;
- limited oversight of the quality of SEND provision across education settings;
- inconsistent application of a graduated approach across different settings, resulting in weaknesses in meeting children and young people's needs;
- poor transition arrangements across all stages of education; and
- a lack of strategic direction in supporting children and young people to prepare effectively for adulthood.

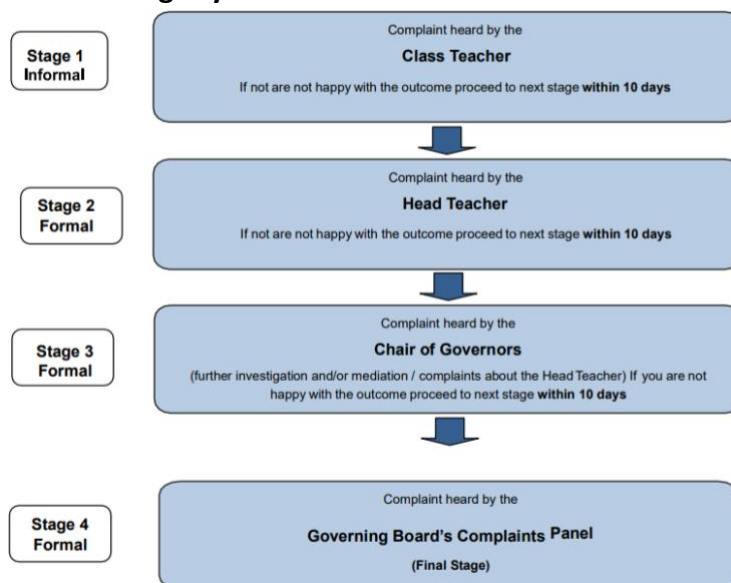
As of the Autumn Term 2026, two applications for EHC needs assessments are currently pending with the local authority. A further four applications are anticipated during the Autumn Term. If all six assessments result in an EHCP being issued, this would increase the number of pupils at Canon Johnson with an EHCP to 16.

The ongoing weaknesses within local authority SEND provision, combined with increasing levels of need and extended waiting times, continue to place significant additional demands on the school. This reinforces the importance of robust early identification, effective graduated support, strong

evidence gathering and close partnership working with families and external agencies to ensure that pupils' needs are identified and addressed as effectively as possible

Complaints Procedure

The following diagram details the stages you should follow in the event of a complaint:



For any complaints regarding SEND provision, please follow the FA1 complaints procedure, <https://www.forwardasone.uk/policies/>