St. Joseph's

Catholic Primary School

SEND Policy

Last Reviewed Date – September 2026

St Joseph's Catholic Primary School
Special Educational Needs and Disabilities Policy

This SEND policy is written to comply with the 2014 children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All of our school policies are interlinked and should be read and informed by all other policies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SENDCo at St Joseph's is Miss Fiddler. At St Joseph's we believe that every teacher is a teacher of children with special educational needs.

St. Joseph's family

Learn together

With love and faith in

Jesus, To become the

people

God calls us to be.

This policy reflects the school's values and philosophy in relation to the identification and teaching and learning of pupils with Special Educational Needs. It sets out a framework within which staff can operate and gives guidance on how the Special Educational Needs Code of Practice (2014) may be applied, enabling pupils with special educational needs (SEN) to reach their full potential and be fully included in school life.

Definition of SEND

The 2014 Code of Practice says that:
A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.

Aim

To ensure that we provide a fully inclusive and valuable education for all pupils regardless of age, ability, gender or ethnicity.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To raise aspirations and ensure high expectations for all pupils.
- To ensure that every child experiences success in their learning and reaches their full potential.
- To enable all children to participate in lessons fully and effectively to their own ability through adaptive teaching.
- To involve children in decision making and in the development of their learning.
- To value and encourage the contribution of all children and families to the life of the school.
- To support parents in their journey of education with their child.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

Identification of SEND

The 2014 Code of Practice refers to four categories when describing children who may have SEND:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health Issues
- Sensory and / or Physical Needs

- All staff are involved in the identification process which considers the needs of the whole child and have outlined ordinarily available provision for all children.
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at St Joseph's and how it will be managed.
- Individual children's needs are regularly discussed and monitored throughout their time at St Joseph's.
- Children are assessed regularly in lessons and through termly assessments.
- Parents are welcomed and invited to discuss any concerns about their child's progress.
- At St Joseph's we work closely with external specialist agencies e.g. Occupational Therapists, Educational Psychologists and Health Visitors and their assessments and recommendations form an important part of our identification process.

A graduated approach to SEND support

Quality first teaching, adapted for individual learners, is the first step in responding to children and young people who have or may have SEND. High expectations will be set by teachers for every learner whatever their prior attainment. At St Joseph's, we have non-negotiables for meeting the needs of children with SEND:

- Lessons are well-planned to meet the needs of all children in the classroom, anticipating any potential barriers or misconceptions.
- The teacher has a holistic awareness of strengths, needs and barriers for children with SEND.
- Consistent visual aids are used in all classrooms, i.e. visual timetables.
- There is explicit instruction from the teacher to enable all pupils to access the learning appropriately and successfully.
- Prior learning is reviewed at the beginning of every lesson in every subject across school to support long-term memory and retrieval.
- High quality, structured and targeted intervention compliments quality first teaching.

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

At St Joseph's we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book monitoring and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers are

supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. 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 child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, St Joseph's takes action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. St Joseph's takes seriously any concerns raised by a parent. Assessments are looked at and, in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light

of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, SENDCo and the Senior Leadership Team
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

Managing SEND Support

At St Joseph's children with SEND are assessed continuously. This is done through a variety of assessments including PIPs, PIVATS etc. These assessments then inform planning and targets for children with SEND in the form of individual SEN Individual Education Plans (IEPs). SMART targets are set by the teacher, with support from the SENDCo, every term and cover areas of need as necessary and appropriate for each pupil. These targets are consistently and regularly reviewed, with new targets being set every term. IEPs are designed to be a working document for teachers to reflect on the provision and achievements of children with SEND. IEPs will be shared with parents through regular meetings and conversations to discuss progress made by the child.

It is the duty of the class teacher to keep SEND records up to date. The SENDCo has a strategic lead over SEND within school. If a child has a statement / EHCP the SENDCo will organise and chair annual reviews for that child. The plan is reviewed and pupil progress meetings help as part of this process. The SENDCo at St Joseph's has regular meetings with SLT, as part of SLT.

Provision for children with additional needs is informed by:

- pupil progress meetings
- other professionals' advice and severity of need
- SEN notional budget

The SENDCo informs Governors through a termly Governor's report. Mrs. Johnson is the named governor for SEN. Raise online data analysis is completed once a year and the SEF updated based upon this.

Parents, families and children are involved in this process from admission into school through the school's SEND information report. They are involved throughout the child's school life:

- Attending parents evening
- Open door policy
- Annual reviews
- Parent questionnaires/ parent view
- Child friendly support plans
- School council
- Pupil questionnaires etc.

If a child with SEND support isn't making the expected progress through the additional to and different from that they receive, school will seek advice from other outside agencies. School use the services of:

- Educational Psychology
- Specialist Support Teachers
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy, Outreach Services

If a child has followed the graduated approach and been following advice from outside agencies and is still not making the expected progress, we would refer the child for an Education, Health and Care plan (EHC plan). This process will involve the child, parents, family and staff from school.

If a child does not require the additional support that they did previously, due to the progress they have made, parents will be informed by the class teacher and children will be removed from those plans. However, these children will still be monitored closely to ensure they continue to make the expected progress.

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted, some may require further staffing to ensure all children are included with appropriate care and support, this includes any children with physical / medical needs.

At St Joseph's school, we have created inclusive classrooms that enable all children, including those with SEND, to feel welcomed, safe and important. Each of our inclusive classrooms have a dedicated space where children can take 'brain breaks' or time out to regulate and ensure they are ready for learning. We also have a separate space in school, known as The Den, which is also used for pastoral support and an extra space for sensory regulation. St Joseph's have a pastoral lead in school who works with children (individually and in small groups) on emotional regulation. This ensures that SEND children have the support and nurture from professionals that they need to build their self-esteem, make progress and achieve their full potential.

Behaviour

This year, a new behaviour policy has been introduced at St Joseph's (see behaviour policy for more detail) that is designed to be inclusive and ensure that children follow our three golden rules: be responsible, be respectful and be safe. We recognise that behaviour is a form of communication and that pupils with SEND may need bespoke, predictable and compassionate approaches to meet our high expectations for conduct. Our behaviour policy for pupils with SEND makes reasonable adjustments and sits within the school's Catholic mission of love, forgiveness and restorative practice: staff use individual behaviour plans and risk assessments where needed, apply a graduated response (including precision teaching, adapted instruction and targeted TA deployment), and teach the school behaviour curriculum explicitly so pupils understand routines and expectations. Staff receive training so strategies are implemented consistently; pastoral and safeguarding needs are considered alongside disciplinary responses; parents, external specialists and the pupil are involved in planning and review; and sanctions are only used alongside targeted support and clear reintegration steps to ensure equity of opportunity and sustained progress.

Pupils and Families

Partnership with parents and carers of children with SEND are kept fully informed of the provision that is being made for their children. They receive a copy of their child's Individual Education Plan each term (or half term) and are invited to review progress towards the targets. Children are also informed of their targets and their strengths and difficulties are discussed with them. If a child is unable to express what they find difficult or is unable to discuss the things that they like, other methods of communication are used such as pictures, photographs, learning walks and drawings. The pupil voice is very important to us. Class teachers and the SENDCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties whilst ensuring that they also discuss the strengths of the child or what he or she likes to do in school. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The Local Authority has created what they call a 'Local Offer'. This highlights to parents and carers how the authority will support pupils and families. Each school was then asked to create their own 'offer' to children and families. This School Information Report and the Local Offer from the authority can be found by following the links below.

http://www.stjosephswithnell.co.uk/sen/

Transition from class to class can be a very anxious time for any child and even more so for a child with additional needs. The school plan in time for transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children are able to spend time with their new teacher and teaching

assistants as well as discovering what their new classroom environment has to offer. Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed and support can be put into place where necessary.

If a child is required to leave the setting for whatever reason or when they leave primary education at Year 6, information is passed onto the next setting via the Head teacher and SENDCo.
Please see "The Equality Scheme" policy for Accessibility Plan.

Please see "Administration of Medicines and Emergency Medical Procedures" policy for Medical Conditions. For admission arrangements, support can be received from the school bursar, Mrs Wilsdon.

Supporting Pupils at School with Medical Conditions

- See school policy on 'Supporting Children with Medical Conditions'
- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The staff at St Joseph's work closely together to plan and deliver support for children who have medical conditions. We value the input given by parents and carers in supporting children effectively.
- If your child has a medical condition, please speak to Mrs Cunliffe who will complete a health care plan with you to support your child. Medicines can be given in school when essential for a child's health.

Monitoring and Evaluation of SEND

Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

- Ongoing teacher and TA observations in daily classroom practice
- Differentiated planning and resources
- Ongoing evidence of work shows progress towards learning and behaviour objectives
- Evidence of progress to be reviewed at termly Pupil Progress meetings
- IEPs (to be updated termly/ half termly)
- Daily monitoring of behaviour incidents
- Informal discussion with the child about their progress.
- Discussion with parent/carer about their child's progress e.g. parent evenings, informal conversations.
- Discussion with relevant outside agencies about progress/needs.
- Termly Planning and Review Meetings to discuss individual children and school needs
- SEND report for Governors
- Termly SEND update for SEND Governor
- Analysis of SEND data and reporting to staff and Governors

For monitoring and evaluation purposes we have adopted a graduated response approach:

- Assess
- Plan
- Do
- Review

The above approach promotes an active process of continual monitoring and evaluation, in order to improve provision and progress for all children.

Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.
- The school's SENDCo regularly attends the Local Authority's cluster meetings in order to keep up to date with local and national initiatives in SEND.

Roles and Responsibilities

The SEND Governor

Mrs Johnson is the current Governor with responsibility for SEND at St Joseph's Primary School. She has regular contact with the SENDCO and the head teacher of the school to keep up-to-date with, and monitor the school's SEND provision, making sure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The governors ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The SEND governor will have regular contact with the SENDCO and headteacher and will be responsible for monitoring and assessing the SEND provision. The headteacher and SENDCO will make an annual report regarding SEND to the full governing body.

The role of the Headteacher within SEND

It is the responsibility of the headteacher to work with the SENDCO, governors, staff and all stakeholders to ensure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The role of SENDCO

The current SENDCO of St Joseph's Primary is Miss Fiddler. It is the responsibility of the SENDCO to oversee the day-to-day operation of the schools SEND policy. The SENDCO maintains the SEND register and coordinates provision for children on the register. The SENDCO works with the head and governors to ensure the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning difficulties
- supporting class teachers in devising strategies, drawing up SEN Support Plans.
- setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- writing and reviewing EHCP advice

Role of the Class Teacher

Teachers are accountable for the progress and development of all of the pupils in their class. Teachers adapt the curriculum in order to meet the needs of the children with SEND. They measure and monitor the ongoing progress for pupils with SEND- focusing on outcomes with high expectations for all. They will liaise with the SENDCO in order to ensure provision for children with SEND.

Providing high quality teaching for all children:

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

Role of Teaching Assistants

The teacher and teaching assistant (TA) represent a team, working collaboratively to support children on an individual, group or whole class basis. A teaching assistant works under the direction of a teacher, the teacher having ultimate responsibility for the children's learning.

Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

Teaching assistants must:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

Children's responsibilities

Children must accept and tolerate difference and diversity in other children. They must understand and be sensitive towards the feelings of others and make responsible choices in relation to behaviour and learning.

All Children should be involved in making decisions about their education, were possible and appropriate and the school should listen to the views of the child.

For children with SEND, we aim to involve the child in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Parents/ Carers' responsibilities

We will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parents of children with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Be informed by the school of their child's placement within the SEN framework.
- Have the opportunity to make their views known about how their child's education.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides.
- Provide staff with up-to-date information regarding their child's needs or medical condition.

Designated members of staff

At St Joseph's we have members of staff who are responsible for key areas within school;

- Safeguarding- Mrs Cunliffe/Miss Fiddler
- Looked after children- Mrs Cunliffe/Miss Fiddler
- Pupil Premium - Mrs Cunliffe/Miss Fiddler
- Medical needs- Mrs Cunliffe/Miss Fiddler