

# St Joseph's Catholic Primary School

## Special Educational Needs and Disability (SEND) Policy



*'We Live, Learn and Grow in the light of Christ'*

Next Review Date	Changes Made	By Whom	Date Shared
January 2028	New SENDCo named	Charlotte Chapman Local Governing Committee	February 2026

## **Rationale**

This policy should be read alongside the school's SEND Information Report, which is updated annually and published on the school website in accordance with the SEND Regulations (2014).

The school's SEND Information Report forms part of the Local Authority Local Offer, which provides information for parents and carers about services available for children and young people with SEND.

At St Joseph's we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education. Many children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. Every teacher is a teacher of every child or young person, including those with SEND. We define a child with SEND as one who has significantly greater need for help than their peers in a particular aspect of the curriculum, or in their general learning. We believe parents have an important role and they should be involved as much as possible in their child's education and inclusion.

This policy reflects the working practices of St Joseph's RC Primary School for identifying, assessing and making provision for children with special educational needs (SEND) following the guidelines in the updated SEND Code of Practice (2015). This policy is intended to ensure that each child reaches their potential in an inclusive and supportive environment which promotes equal opportunities. The school recognises that some pupils with SEND may be more vulnerable to safeguarding risks; staff remain vigilant and follow the school's safeguarding procedures at all times.

## **Aims**

At St Joseph's Catholic Primary School we aim to:

- Welcome children with a wide range of SEND
- Ensure that children with SEND have full access to the curriculum
- Identify individual needs and plan to meet them
- Arrange the necessary additional support
- Take the views of the young person into account
- Regularly review the effectiveness of the support provided
- Work in close partnership with parents and carers
- Forge productive partnerships with specialist support agencies

## **Broad Purpose**

Our policy is in line with the Department for Education current Code of Practice.

We ensure access for all children to a broad and balanced curriculum and aim to be fully inclusive. We identify and assess problems as early as possible in order to remove barriers to learning and raise expectations and achievement pupils with SEND. Children are entered on a SEND register. We undertake assessments to identify needs and set targets.

Progress is reviewed regularly in consultation with all parties concerned. We keep clear and thorough records. Our SENDCo oversees works with individuals and small groups of identified children, in order review and assess progress and ongoing needs.

## **SENDCo**

The SENDCo, Mrs. Guy, is responsible for co-ordinating the day-to-day provision for children with Special Educational Needs or Disabilities.

## **SENDCo Responsibilities**

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND using the graduated approach
- Liaising with and advising colleagues on their responsibilities under the SEND code of practice, implementing the graduated approach and provision map.
- Maintains the school SEND register.
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with other schools and external agencies
- Works in partnership with parents, outside agencies, the local authority and other schools as appropriate
- Co-ordinating and developing school-based strategies for identification and review
- Monitoring the progress of children on the SEND register
- Sources appropriate resources to support children with SEND
- Works with the Headteacher and Governors to fulfil the Equality Act

## **The role of the Governing Body**

The governing body is committed to ensuring that all pupils with SEND receive appropriate, high-quality provision that enables them to achieve their full potential. Governors work in partnership with the Executive Headteacher and SENDCo to monitor the effectiveness of SEND provision, ensure statutory duties are met and that appropriate resources are allocated to support pupils' needs. They maintain oversight of the school's SEND policy and practice,

ensuring that all staff understand their responsibilities in providing an inclusive education for every child.

The nominated SEND Governor is Vinny Turner, who meets with the SENDCo and school leaders to review provision, monitor impact and provide strategic support and challenge. Pupils with SEND are admitted to the school in line with the school's agreed admissions policy.

### **Educational Inclusion**

The school meets its duties under the Equality Act 2010, including making reasonable adjustments for pupils with disabilities.

At St Joseph's, we are committed to creating a fully inclusive environment where all children feel valued, respected and able to participate as equal members of the school community. Pupils with SEND participate in all aspects of school life and are supported to access a broad, balanced and ambitious curriculum with their peers. Through careful planning and high-quality teaching, staff adapt learning to meet individual needs and remove barriers to participation and achievement.

Teachers respond to pupils' diverse needs by providing appropriate support for communication, language and literacy, using multi-sensory and flexible approaches to teaching, and ensuring all pupils can participate meaningfully in learning and wider school activities. We support children to develop independence, confidence and self-regulation, recognising the importance of emotional wellbeing alongside academic progress. Our inclusive approach ensures that every child is supported to thrive, achieve their potential and experience a strong sense of belonging within our school community.

### **Identification and Assessment**

The school follows the graduated approach of Assess–Plan–Do–Review as outlined in the SEND Code of Practice (2015).

Provision for pupils with SEND is considered across the four broad areas of need identified in the SEND Code of Practice (2015): communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

Early identification is vital. All pupils receive Quality First Teaching and appropriate adaptations to the curriculum to support access to learning. Where needed, additional individual or group interventions are provided and carefully monitored to ensure impact on progress. Class teachers and the SENDCo assess and review progress regularly, using formative and summative assessment in line with school practice and the SEND Code of Practice. Where a pupil continues to make limited progress despite targeted support, the class teacher will consult with the SENDCo and parents/carers. Following review of evidence and, where appropriate, observation, a pupil may be placed on the SEND register with the agreement of all parties.

## **Planning and Review**

All pupils are entitled to a broad and balanced curriculum that is appropriately adapted to enable them to experience success and make progress. Teachers use a range of strategies, clear learning objectives and ongoing assessment to meet individual needs and inform next steps in learning.

Pupils identified with SEND have an individual support plan outlining specific, individual targets and strategies to support their progress. These are reviewed and updated regularly in consultation with staff, parents and, where appropriate, the pupil. Progress towards targets is monitored closely and provision is adapted accordingly: pupils may be removed from the SEND register or considered for an Education, Health and Care Plan (EHCP) where further support is required. Annual reviews are held for all pupils with an EHCP, involving parents, school staff and external professionals, with outcomes shared with the Local Authority

## **Monitoring and Evaluating**

The SENDCo and Senior Leadership Team work closely with staff to review SEND provision and ensure that appropriate support plans and interventions are in place for pupils on the SEND register. Provision and pupil progress are reviewed regularly to ensure that support is effective and responsive to need.

Progress is monitored through a range of evidence including teacher assessment and observation, performance against National Curriculum expectations and standardised assessment tools. Progress may be demonstrated in a variety of ways including but not exclusive to: closing or preventing gaps in attainment, matching or improving previous rates of progress, improved access to the curriculum, and developments in independence, social skills, behaviour and emotional wellbeing.

## **Transition Arrangements**

Effective transition arrangements are in place upon entry and exit of the school to ensure continuity of support for pupils with SEND at all stages of their education. The school works closely with feeder nurseries and previous settings to gather and share relevant information prior to admission so that appropriate provision can be established from the outset. When pupils transfer from other schools, the SENDCo works with parents and previous settings to ensure that all relevant SEND information is received.

As pupils move between year groups and on to new schools, SEND records are shared promptly and meetings are held where appropriate to support a smooth transition. Additional information is shared with receiving secondary schools for vulnerable pupils and those with SEND to ensure continuity of provision and support.

## **Partnership with Parents and Carers**

St Joseph's recognise parents and carers as the first and most important educators of their children and value the positive partnership between home and school. Parents' views are actively sought and they are kept fully informed about their child's progress, provision and any planned changes to support. Opportunities are provided regularly for parents and carers to discuss progress, share views and contribute to decision-making, and they are informed of any involvement from external agencies.

Annual reviews are held for all pupils with an Education, Health and Care Plan (EHCP), with parents and relevant professionals invited to contribute, ensuring a collaborative approach to supporting each child's needs and progress.

## **SEND Training**

The school is committed to providing ongoing SEND training. The SENDCo identifies needs and arranges training to support staff in meeting the needs of all pupils.

## **Allocation of Resources**

The SENDCo and Executive Headteacher are responsible for the effective management of SEND funding and resources to ensure that provision is appropriate and responsive to pupils' needs. Funding delegated by the Local Authority to support pupils with SEND is used to provide targeted support across the school, while any additional funding specified within an Education, Health and Care Plan (EHCP) is allocated and used in line with the provision outlined in each plan. The Executive Headteacher reports to the governing body on how SEND funding is deployed and its impact on pupil outcomes.

Resources may include additional Teaching Assistant support, targeted intervention programmes, specialist equipment and curriculum adaptations. SEND provision is reviewed regularly to ensure that resources are used effectively and continue to meet the needs of pupils with SEND.

## **Practice of deployment of staff**

Teaching Assistants are deployed flexibly across the school to support high-quality teaching, promote independence and ensure pupils with SEND can access the curriculum effectively. Their deployment is planned and reviewed by the Senior Leadership Team and SENDCo in line with the SEND Code of Practice (2015) and in response to identified needs.

Teaching Assistants may provide:

Whole-class support, working alongside the teacher to support high-quality inclusive teaching, scaffold learning, adapt resources and enable access for a wide range of needs within the classroom.

Targeted in-class support, where additional adult input is required to facilitate access to learning, develop independence and support engagement for pupils with identified SEND. This support is provided flexibly and in line with assessed need.

Targeted intervention delivery, including structured small-group or individual programmes designed to meet identified needs and support progress towards individual targets, including those identified within support plans or Education, Health and Care Plans (EHCPs).

Provision for pupils with an EHCP is delivered in accordance with the outcomes and provision specified within the plan. Support is organised to promote independence, inclusion and effective use of available resources, and is reviewed regularly to ensure it remains appropriate and impactful.

### **Complaints Procedure**

If parents or carers have concerns about SEND provision for their child, they should initially discuss these with the class teacher. If the matter is not resolved, it should be referred to the SENDCo and/or Executive Headteacher. Should concerns remain, parents/carers may contact the governing body's nominated representative for SEND, Vinny Turner, followed by the Chair of Governors if necessary. If the issue is still unresolved, the complaint may be referred to the Local Authority and, where appropriate, the Secretary of State, in line with the school's complaints procedure.

### **Related Policies**

This policy should be read in conjunction with the following school and Trust policies:

- Accessibility Policy
- Equality and Diversity Policy
- BBCET Complaints Policy

### **Policy Review**

Date of Review: January 2026

Next Review: January 2028