



Roman Catholic Diocese of Hexham and Newcastle



# ***St Joseph's Catholic Primary School***

## *SEND Policy*

All are welcome in St Joseph's where everyone is special, cared for and challenged to be the best they can be in our safe and happy school.

We strive to  
love justice, show mercy and  
walk wisely and humbly with God.  
We will love one another in Christ  
knowing that Jesus loves us very much.

**St. Joseph's Catholic Primary School**

*The Catholic Primary School serving the Parishes of St. Anne's, Winlaton & St. Joseph's, Blaydon*



## St Joseph's Catholic Primary School Special Educational Needs and Disabilities (SEND) Policy 2022



### Rationale

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 (September 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- 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
- Disability Equality Scheme and Accessibility Plan
- Teachers Standards 2012
- Created by the SENDCO in liaison with the SEN Governor, SLT, all staff and parents of pupils with SEND in line with the current reform.

As a Catholic school, we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to God and society. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community and place the Safeguarding of Children in all its forms at the heart of our work (see Safeguarding Policy).

We provide a broad and balanced curriculum for all children. We do however recognise that some children cannot achieve in line with age expectations or have Special Educational Needs beyond those of their peers. This can be manifested in many different ways.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning objectives and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

### Aims and Objectives

The aims of this policy are:

- to work within the guidance provided in the SEND Code of Practice, 2014
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to provide support and advice for all staff working with special educational needs children.
- To ensure pupils with SEND reach their potential

### Definition of SEN

The code of practice defines SEN as: A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) Have a significantly greater difficulty in learning than the majority of others the same age; or (b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions. A child under compulsory school age has a special educational need if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (clause 20 children and families bill)

## Roles and Responsibilities

The school SENDCO is Miss Graham who can be contacted via the school office on 0191 414 3108 or via email [info@stjb.bwacet.com](mailto:info@stjb.bwacet.com) regarding any query or concern regarding the provision of SEND. Miss Graham is a member of the Senior Leadership Team (SLT) and has gained the National Award for SEN (NASENCo Award) qualification.

The Special Educational Needs Coordinator (SENDCo) is responsible for:

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEN up to date.

The SEND link governor

The SEND link governor is Leonie Ducker. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The class/subject teacher will:

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes for pupils.
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN.
- Work closely with support staff in the planning and monitoring of interventions.
- Make accurate and productive use of assessment to inform the four-part cycle.
- Manage behaviour effectively to ensure a good and safe learning environment.

- Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice.
- Communicate effectively with parents regarding pupils' achievements and pupil's well-being.

### **SEND Staff Development**

The Senior Leadership Team reviews the training needs of staff through Professional Development reviews and pupil progress to plan appropriate CPD in relation to SEND. The SENDCo ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCo.

### **Supporting Pupils and Families**

St Joseph's Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents/Carers have access to Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). This service provides information, advice and support at any stage of a child or young person's education and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents/Carers are fully involved in the review process. Early Help (formally known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs. Class teachers and the SENDCO are available via the school office if a parent has any concerns, worries or additional information that is relevant to their child's progress, health or emotional well-being.

### **Identification, Assessment, Planning and Review Arrangements**

St Joseph's Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils, and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012) School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. In our school all children will receive quality first teaching from their class teacher, provided for all pupils, and will only be identified as SEN if they do not make adequate progress once they have had appropriate differentiation and intervention through personalised teaching.

As identified in the SEND Code of Practice 0 - 25 (2014), the four main areas of special needs are:

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

Other areas which may impact on progress and attainment but are NOT considered to be SEN are:

- Disability (See Disability Equality Scheme and Accessibility Plan)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly, pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial discussion meeting is arranged with the SENDCo.

### **Assess**

The class teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

## Plan

Parents will be formally notified, through meetings with the class teacher and SENDCo of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the pupil.

## Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher and SENDCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. They will then map out any additional provision needed to support a pupil.

## Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year (this may be as part of parent's evening appointments). The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, SENIT and, when appropriate, Social Services and Looked After Children Team.

## Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

## Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

## Inclusion

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities as well as experience levels of understanding and rates of progress that bring feelings of success and achievement.

Through appropriate curricular provision, we respect the fact that children:

- have individual educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

The Equality Act 2010 sets out key characteristics that it is unlawful to discriminate against a pupil:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

St Joseph's ensures that it meets the standards of the Act by eliminating discrimination, advancing equality and opportunity for all and by fostering good relationships with different groups of pupils.

## Disability and Accessibility

School is accessible for children and adults with disabilities, with facilities such as ramps and a disabled toilet (See Disability Equality Scheme and Accessibility Plan).

## **The Complaints Procedure**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that class teacher attempts to resolve matters, then if required the SENDCo and /or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the Trust/LA will become involved. Details can also be found in the Local Offer.

## **Policy development**

This Policy will be reviewed September 2026