St. Joseph's R.C. Primary School

Special Educational Needs and Disabilities (SEND) and Inclusion Policy

September 2026

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Special Educational Needs Policy and Information

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Legislation and Guidance

This policy has been developed in accordance with current legislation, statutory guidance and national requirements relating to Special Educational Needs and Disabilities (SEND). It should be read alongside the school's SEND Information Report and other relevant school policies.

The school's SEND provision is underpinned by the following legislation and guidance:

- **Children and Families Act 2014 – Part 3,** which sets out the statutory framework for supporting children and young people with SEND and places duties on schools and other education providers.
- **Special Educational Needs and Disabilities Code of Practice: 0-25 years,** which provides statutory guidance on duties, policies and procedures relating to children and young people with SEND.
- Equality Act 2010 including the duty to make reasonable adjustments for disabled pupils and the requirement that schools do not discriminate against pupils with disabilities.
- **Special Educational Needs and Disability Regulations 2014** which set out requirements for the information schools must publish regarding their arrangements for identifying and supporting pupils with SEND.
- **School Admissions Code** where relevant to admissions arrangements for pupils with SEND and disabilities**.**
- Keeping Children Safe in Education, where relevant to safeguarding children and young people with SEND, who may be particularly vulnerable to certain safeguarding risks.
- **Working Together to Safeguard Children** where relevant to multi-agency working and safeguarding responsibilities.
- **The National Curriculum** including the requirement for schools to provide a broad and balanced curriculum that is accessible to all pupils**.**
- **SEND reform: putting children and young people first**. the Government's current SEND reform programme and consultation.

The school also has regard to relevant guidance and requirements issued by the Department for Education (DfE), the local authority and other appropriate statutory bodies.
SEND Reform

St Joseph's is aware of the Government's ongoing programme of SEND reform and the proposed changes to the SEND system. We will continue to monitor developments and review our SEND policy, provision and procedures as reforms are introduced and become statutory. Where changes to legislation, statutory guidance or national requirements come into effect, the school will update its policies and practice accordingly.

Ethos

At St. Joseph's Catholic Primary School, we recognise that every child is unique and has their own individual strengths, needs and ways of learning. Not all differences in learning or development mean that a child has Special Educational Needs and/or Disabilities (SEND).
It is the responsibility of all staff to understand and respond to individual needs through high-quality teaching, appropriate adaptations and support. Where a child has SEND, all staff who work with them have a responsibility to understand their needs and provide appropriate support to help them access learning and participate fully in school life.

Our SEND provision recognises the four broad areas of need:

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

We recognise that children may have needs across more than one area and that their needs may change over time. Our approach is therefore based on understanding each child as an individual and regularly reviewing the support they receive.
Our Catholic ethos ensures that all children are valued as unique and precious individuals, each with their own strengths, talents and contribution to make. We aim to create a welcoming and inclusive community where every child feels valued, respected and able to flourish.
This ethos is at the heart of St. Joseph's Catholic Primary School and is reflected in our policies, practice and relationships across the whole school community.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them.
A child or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

For children and young people aged two or over, special educational provision is educational or training provision that is additional to or different from that generally made for other children or young people of the same age.

SEND may affect a child or young person's learning, communication and interaction, cognition and learning, social, emotional and mental health, sensory or physical development, or a combination of these areas.

A child does not have SEND simply because they are working below age-related expectations or making slower progress than their peers. Where a child is experiencing difficulties, the school will consider the individual circumstances and seek to understand any barriers to learning. Appropriate support and adaptations will be provided where needed, whether the child is identified as having SEND.

The school recognises that SEND is individual to each child. Identification will therefore consider the child's strengths, needs, progress, development and the barriers that may be affecting their ability to access and participate in education.

Our approach is guided by the Special Educational Needs and Disability Code of Practice: 0 to 25 years, together with relevant legislation and current national and local guidance.

The school will keep its SEND policy and practice under review as national SEND reforms are introduced.

Aims of the SEND and Inclusion Policy

The aims of our SEND and Inclusion policy and practice at St. Joseph's Catholic Primary School are to:

- **Promote an inclusive school** where every child is valued, respected and supported to take part fully in school life.
- **Provide access to a high-quality curriculum** through good teaching, appropriate adaptations, reasonable adjustments and additional support where needed.
- **Identify needs early** and put appropriate support in place as soon as possible.
- **Understand each child as an individual**, recognising their strengths, interests, views and areas of need.
- **Support every child to make progress** from their individual starting point and achieve the best possible outcomes.
- **Use the Assess, Plan, Do and Review approach** to plan, provide and review SEND support.
- **Plan and monitor provision carefully**, making sure that staffing, resources and interventions are used effectively and are having a positive impact.
- **Provide purposeful interventions** that meet identified needs and are regularly

reviewed to check their effectiveness.

- **Develop staff knowledge and skills** through appropriate training and professional development so that staff are confident in supporting children with SEND.
- **Listen to and involve children**, taking account of their views, wishes and feelings when planning and reviewing their support.
- **Work closely with parents and carers**, recognising the important role they play in supporting their child's learning and wellbeing.
- **Work with other professionals and agencies** where appropriate to ensure children and families receive the right support.
- **Promote positive mental health, emotional wellbeing, self-esteem and positive relationships** for all children.
- **Develop children's independence, confidence and resilience**, preparing them for their next steps and for life in all its fullness.
- **Keep our SEND provision under review**, ensuring that our practice reflects current legislation, guidance and developments in SEND.

As a Catholic school, we believe that every child is a unique and precious child of God. We are committed to ensuring that every child is supported to flourish, fulfil their potential and live life in all its fullness.

Admission and Inclusion

At St. Joseph's Catholic Primary School, we are committed to providing an inclusive education in which every child is valued, respected and supported to achieve their potential. We recognise that every child is unique and, as a Catholic school, we believe that every child is a precious child of God, created with dignity, worth and individual strengths.
We are committed to identifying and responding to the individual needs of all children, including children with Special Educational Needs and Disabilities (SEND) and other vulnerable learners. We believe that all teachers are teachers of children with SEND and that supporting pupils with additional needs is the responsibility of the whole school community.
Our approach to SEND is based on inclusion, early identification, high-quality teaching and appropriate support. We aim to remove barriers to learning and ensure that all pupils can participate fully in the academic, social and wider life of the school.

- **Inclusive teaching:** Teachers provide high-quality, inclusive teaching and adapt their approaches, resources, learning environments and activities to meet the diverse needs of pupils. Appropriate scaffolding, differentiation, practical resources, visual support and other reasonable adjustments are used to enable all pupils to access the curriculum.
- **Individual needs and strengths:** We recognise that pupils learn in different ways and at different rates. We focus on individual progress, strengths, interests and aspirations as important indicators of success, alongside attainment.
- **Early identification and intervention:** We aim to identify additional needs at the earliest opportunity. Where a pupil is experiencing difficulties, we work with the child, parents/carers and relevant staff to understand their needs and put appropriate support in place. Support is reviewed regularly to ensure that it is having a positive impact.
- **Underachievement:** We recognise that a pupil may be underachieving for a range of reasons and that underachievement does not necessarily indicate a Special Educational Need. Where a pupil is not making expected progress, we seek to identify and address the barriers affecting their learning through appropriate classroom strategies, adaptations and targeted intervention.

- **Special Educational Needs:** Where a pupil has identified or emerging SEND, we use a graduated approach of **Assess, Plan, Do and Review** to understand their needs, plan appropriate provision, monitor progress and adapt support where necessary.
- **EAL:** English as an Additional Language (EAL) is not a Special Educational Need. However, we recognise that pupils learning English may require additional support to access learning and demonstrate their knowledge and understanding. Appropriate language support, adaptations and targeted provision are provided where required.
- **Closing gaps:** We aim to reduce barriers to learning and support pupils to make strong progress from their individual starting points. We do not define success solely by comparison with other pupils but recognise the importance of enabling every child to make meaningful progress and develop their knowledge, skills, confidence and independence.
- **Working in partnership:** We value the contribution of parents/carers and pupils and seek to work collaboratively with them when identifying needs, planning support and reviewing progress. Where appropriate, we also work with external professionals and specialist services to ensure that pupils receive the right support at the right time.
- **Whole-school responsibility:** All members of staff have a role in promoting inclusion and supporting pupils with SEND. The SENCO works alongside teachers, support staff, school leaders, parents/carers and external professionals to ensure that provision is appropriate, effective and responsive to individual needs.

Our aim is to ensure that every child feels a sense of belonging, can participate fully in school life and is supported to develop academically, socially, emotionally and spiritually.

Identification of SEND and Additional Needs

At St. Joseph's Catholic Primary School, we aim to identify children's needs as early as possible so that appropriate support can be put in place.
A child may be identified as having SEND when they have a learning difficulty or disability that requires special educational provision. We recognise that children may have additional needs for a range of reasons and that not every child who is experiencing difficulties will have SEND.

Children's needs may be identified through:

- Ongoing assessment and observation by class teachers and support staff.
- Monitoring progress and attainment.
- Concerns raised by parents or carers.
- The views of the child.
- Information shared by previous schools, nurseries or other settings.
- Concerns about communication, learning, behaviour, emotional wellbeing, physical development or sensory needs.
- Information or advice from external professionals.
- Reviewing the impact of classroom adaptations and interventions.

Teachers will use their knowledge of the child and information from assessment to identify any barriers to learning and consider what support may be needed.
Where a child is not making expected progress, the class teacher will first review the quality of teaching, adaptations and support already in place. Further assessment or targeted support may then be considered.

The SENDCO will be involved where a child has more significant or ongoing needs, or where additional advice or support may be required.
Identifying SEND

We recognise that difficulties with learning or progress do not automatically mean that a child has SEND. We will consider the whole child and look at their strengths, needs and

circumstances when identifying SEND.
We will also consider whether difficulties may be related to factors such as attendance, changes in circumstances, gaps in learning, English as an Additional Language (EAL) or other factors.
Where appropriate, we will seek advice from parents, carers, the child and relevant professionals to help us understand their needs.

Early Identification
Early identification allows us to respond quickly and put appropriate support in place. Support may begin through Quality First Teaching and inclusive classroom practice before a child is identified as having SEND.
Where additional support is required, we will use the Assess, Plan, Do and Review approach to monitor the child's progress and evaluate the effectiveness of the support provided.

Our approach – High-quality Teaching

At St. Joseph's Catholic Primary School, high-quality teaching is the first step in supporting pupils with SEND. Teachers adapt their teaching, resources and the learning environment to meet individual needs and remove barriers to learning.
We provide a broad and balanced curriculum that all pupils can access. We want every child to make good progress from their individual starting point and reach their potential.
Children with SEND are taught by their class teacher and may also receive support from teaching assistants and other adults when needed. Class teachers remain responsible for the learning and progress of all pupils and ensure that support is planned and monitored carefully.

Additional Adult Support
When allocating additional teaching assistant support, we focus on outcomes rather than hours of adult support. Support is provided where it is needed to help pupils access learning, develop independence and achieve their individual outcomes.
We use a Fade and Shade approach where appropriate, gradually reducing adult support as pupils develop confidence, skills and independence. We aim to avoid over-reliance on adult support and encourage pupils to become increasingly independent learners.

Targeted Interventions
The school has a range of targeted interventions and support available, which are detailed within our provision overview. When considering an intervention, we look carefully at the individual child's strengths, needs and barriers to learning so that support can be appropriately matched.
Interventions may be delivered individually or in small groups and should have a clear purpose, intended outcome and timeframe. They are designed to complement, rather than replace, high-quality classroom teaching.
Where appropriate, interventions are delivered in planned blocks, usually over a period of 6–8 weeks. At the end of each block, progress and the impact of the intervention are reviewed.
Assess, Plan, Do and Review

SEND support is managed through the **Assess, Plan, Do and Review** cycle:

- **Assess:** We identify the child's strengths, needs and barriers to learning using assessment, observation and information from the child, parents/carers and relevant professionals.
- **Plan:** We agree appropriate outcomes, adaptations, interventions and support.
- **Do:** The planned provision is put into place and monitored by the class teacher and other staff involved.
- **Review:** We evaluate the impact of the support and consider the child's progress and

next steps.

Following a review, a decision may be made to:

- Continue the current intervention or support.
- Adapt the intervention or approach.
- Introduce a different intervention.
- Provide a period of consolidation within the classroom.
- Reduce or gradually withdraw support where appropriate.
- Seek further advice or specialist support if required.

The Senior Leadership team and the SENCO monitors the overall effectiveness of SEND provision and interventions, identifying what is working well and where changes may be needed. Information from reviews is used to inform future provision and ensure that support remains appropriate to the child's needs.

Our overall aim is to provide the right support at the right time, enabling pupils with SEND to make progress, develop their independence and participate fully in school life.

Waves of Intervention

At St. Joseph's Catholic Primary School, we recognise that children have different needs and may require different levels of support at different times. Our approach is designed to ensure that support is provided as early as possible and is matched to the needs of the individual child.

We use a **Waves of Intervention** model to help us identify the level of support a child may need. The waves are not intended to be a fixed pathway. Children may move between different levels of support depending on their progress and changing needs.

All support is monitored through our **Assess, Plan, Do and Review** approach.

Wave 1 – Quality First Teaching and Inclusive Practice

For all children

All children receive high-quality, inclusive teaching that recognises and responds to individual differences.

This may include:

- Differentiated and adapted teaching and learning
- Scaffolding and modelling
- Visual supports and practical resources
- Flexible grouping and seating
- Adapted resources and recording methods
- Additional processing time
- Clear instructions and routines
- Appropriate use of technology
- Reasonable adjustments to remove barriers to learning

Teachers regularly assess pupils' learning and use this information to adapt teaching and provide additional support where needed.

Wave 2 – Targeted Support

For children who need additional support for a particular area of need

Where a child is not making expected progress despite appropriate classroom support, targeted intervention may be provided.

This may include:

- Small-group interventions
- Short-term individual support

- Targeted phonics, reading, writing or mathematics support
- Speech, language and communication activities
- Social skills or emotional wellbeing support
- Specific programmes or interventions
- Additional practice and overlearning
- Support from teaching assistants or other trained staff

Interventions should have a clear purpose and intended outcome. Progress is monitored and interventions are reviewed regularly to ensure they are having a positive impact.

Wave 3 – Specialist and Individualised Support
For children with more complex or persistent needs
Where a child's needs continue despite high-quality teaching and targeted intervention, more individualised support may be required.
This may include:

- Individualised programmes of support
- More specialist interventions
- Advice and support from external professionals
- Specialist assessments
- Support from services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy or other appropriate agencies
- Highly adapted teaching, resources or learning environments
- Consideration of an Education, Health and Care (EHC) needs assessment where appropriate

Support at this level will be planned in partnership with the child, parents/carers, school staff and relevant professionals.

Education, Health and Care Plans (EHCPs)

Some pupils with SEND may have an **Education, Health and Care Plan (EHCP)**. An EHCP describes a child's special educational needs and the support they need to make progress and achieve their outcomes.
At St. Joseph's Catholic Primary School, we will:

- Ensure that the provision outlined in an EHCP is understood and put in place.
- Work with parents, carers, pupils and professionals to understand and meet the child's needs.
- Ensure that staff working with the pupil are aware of the support and adaptations required.
- Monitor the pupil's progress and the impact of the support provided.
- Keep appropriate records of the provision and support in place.
- Involve the pupil and their parents or carers in reviewing their provision and progress.
- Work with the Local Authority and other professionals involved with the child.
- Contribute to the **annual review** of the EHCP and provide information about the child's progress, needs and provision.
- Review and adapt provision where the child's needs change, in discussion with parents, the pupil and relevant professionals.
- Support effective transition when a pupil moves between classes, schools or settings.

Requesting an EHC Needs Assessment

Where a pupil has significant and/or complex needs and continues to require a high level of support despite appropriate provision through the school's Assess, Plan, Do and Review approach, the school may consider requesting an EHC needs assessment from the Local Authority.

Any request will be supported by clear evidence of the child's needs, the support that has been provided, the impact of that support and the child's progress. Parents and young people can also request an EHC needs assessment directly.
The school will work in partnership with the child, parents or carers and the Local Authority throughout the assessment process.

Inclusion of Pupils with English as an Additional Language (EAL)

Definition
A pupil is described as having English as an Additional Language (EAL) when they are exposed to or use a language other than English at home or in their wider life.
Having EAL does not mean that a pupil has Special Educational Needs and/or Disabilities (SEND). Pupils who are learning English may have a range of language skills and levels of English proficiency. We recognise the benefits that speaking more than one language can bring to a child's learning, identity and development.
Where a pupil has both EAL and SEND, we will consider their needs carefully and ensure that language acquisition is not confused with a special educational need.

Ethos
At St. Joseph's Catholic Primary School, we value and celebrate the linguistic, cultural and religious diversity within our school community.
We have high expectations for all pupils, regardless of their ethnic, cultural or linguistic background. We aim to create an inclusive environment where all pupils feel valued, respected and able to participate fully in school life.
We recognise the strengths and experiences that pupils who speak more than one language bring to our school. We seek to reflect and celebrate this diversity through our curriculum, school environment, resources and partnerships with families.

Provision
Pupils with EAL have full access to the curriculum and to the wider life of the school.
Teachers will use appropriate strategies and adaptations to support pupils in developing their understanding and use of English. This may include:

- Visual resources and practical activities
- Modelling and repetition
- Pre-teaching key vocabulary
- Opportunities for speaking and listening
- Scaffolding and sentence structures
- Clear and simplified instructions where appropriate
- Additional time to process and respond
- Carefully planned opportunities to work with peers
- Appropriate use of technology and translation resources
-

Support will normally be provided through **Wave 1 – Quality First Teaching and Inclusive Practice**. Where appropriate, targeted **Wave 2** support may be provided to develop specific areas of language or learning.
Pupils' progress will be monitored to ensure that appropriate support is provided and that EAL is not incorrectly identified as a SEND need.

Partnership with Parents and Carers

We recognise that some parents and carers who are learning English may need additional support to communicate with school.

We aim to ensure that EAL families are fully included in the life of the school. Where appropriate, we will use interpreting or translation services to support communication and provide important school information in an accessible format.
We value the knowledge and experience that families bring and recognise the important role they play in supporting their child's learning and development.

Inclusion of Children Looked After and Previously Looked After

At St. Joseph's Catholic Primary School, we recognise that children who are looked after, or who have previously been looked after, may have experienced circumstances that can affect their learning, wellbeing and development.
Children may have experienced trauma, loss, separation, neglect, changes in caregivers or placement moves. These experiences can create barriers to learning and may affect a child's emotional wellbeing, relationships, behaviour and educational progress.
We are committed to providing a safe, nurturing and inclusive environment where children who are looked after or previously looked after are valued, supported and given every opportunity to achieve their potential.

Our approach
We will:

- Monitor the educational progress, attendance, wellbeing and development of children who are looked after.
- Identify and respond to any barriers to learning at the earliest opportunity.
- Provide appropriate support and adaptations based on the individual needs of the child.
- Work closely with the child's social worker, carers, Virtual School and other relevant professionals.
- Ensure that the child's voice is heard and that their views and wishes are considered.
- Support positive relationships and a strong sense of belonging within school.
- Ensure that children have access to the full range of educational, social, cultural and enrichment opportunities available to their peers.
- Review the effectiveness of support regularly and adapt provision where necessary.

Designated Teacher
The school has a **Designated Teacher for Children Looked After and Previously Looked After** who has responsibility for promoting the educational achievement and wellbeing of these children.
The Designated Teacher will:

- Monitor the progress and attainment of children who are looked after and previously looked after.
- Ensure that appropriate support is in place and that barriers to learning are addressed.
- Work closely with the child's social worker, carers, Virtual School and other professionals.
- Contribute to and support the development and review of the child's Personal Education Plan (PEP), where applicable.
- Ensure that the child's individual needs and views are considered when planning support.
- Help ensure that children have access to appropriate opportunities and support within school.
- Promote high expectations and positive educational outcomes for every child.

The Designated Teacher will work closely with the Headteacher, SENCO, class teachers and other members of staff to ensure a coordinated approach to supporting children who are looked after or previously looked after.

Management of SEND and Inclusion within Our School

The Headteacher and Governing Body have overall responsibility for SEND and inclusion within the school. The SENDCO is responsible for coordinating SEND provision and working with staff, pupils, parents and external professionals to ensure that children receive the support they need.

Headteacher: Mrs Hayley Francis

The Headteacher will:

- Have overall responsibility for SEND and inclusion across the school.
- Monitor the progress and wellbeing of pupils with SEND.
- Work with the SENDCO and SEND governor, Mrs Nikki Cunninghm- Smith, to develop SEND provision.
- Ensure that staff have the training, resources and support they need.
- Monitor the effectiveness of SEND provision.
- Ensure that the school meets its legal and statutory responsibilities.

SENDCO: Mrs Imogen Gurney

The SENDCO will:

- Coordinate the school's SEND provision.
- Work with the Headteacher and SEND governor to develop SEND provision.
- Support teachers in identifying and meeting pupils' needs.
- Advise staff on appropriate teaching strategies, adaptations and interventions.
- Support the **Assess, Plan, Do and Review** process.
- Monitor the progress of pupils with SEND and the impact of interventions.
- Work with parents and carers to plan and review support.
- Listen to and consider the views of pupils.
- Liaise with the Local Authority and other professionals and agencies.
- Support referrals to external services where appropriate.
- Coordinate the school's contribution to EHC needs assessments and annual reviews.
- Support effective transition between classes and schools.
- Ensure SEND records and provision information are kept up to date.
- Support the school in meeting its responsibilities under the Equality Act 2010.
- Provide training, advice and support to staff.
- Liaise with the SEND governor.
- Attend relevant SENDCO meetings and training.

Class Teachers

Class teachers are responsible for the progress and learning of all pupils in their class, including those with SEND.

Teachers will:

- Know the individual strengths and needs of pupils.
- Provide high-quality teaching and appropriate adaptations.
- Put agreed SEND support and interventions in place.
- Monitor progress and identify any emerging needs.
- Work with the SENDCO, support staff, parents and other professionals.
- Contribute to **Assess, Plan, Do and Review**.
- Keep parents and carers informed about their child's progress.

Teaching Assistants and Support Staff

Teaching assistants and support staff work alongside teachers to support pupils with SEND.

They will:

- Follow agreed support and intervention plans.
- Support pupils to develop independence.
- Record relevant information about interventions and progress.
- Communicate with class teachers.
- Support pupils to take part fully in school life.

Involvement of Specialist Services and Outside Agencies

At St. Joseph's Catholic Primary School, we recognise that some children may need support from specialist services in addition to the support provided by school.
Where appropriate, we work with parents, carers and other professionals to seek advice and support. The services we may work with include:

- **Educational Psychology Service** – to provide advice, assessment and support around learning, development and wellbeing.
- **Speech and Language Therapy (SALT)** – to support children with speech, language, communication, eating and swallowing difficulties.
- **Occupational Therapy (OT)** – to support children with physical, sensory, coordination and independence need.
- **Physiotherapy** – to support children with physical development, movement and mobility needs.
- **Community Paediatrics** – to support children with developmental, medical and disability-related needs.
- **CAMHS (Child and Adolescent Mental Health Service)** – to support children experiencing difficulties with their emotional wellbeing or mental health.
- **Inclusion Outreach Service (IOS)** – to provide advice and support for children experiencing social, emotional and mental health difficulties and barriers to learning.
- **Specialist Teachers** – including support for children with hearing, visual, physical and other specialist needs.
- **Children's Social Care** – where children or families require support with safeguarding, family circumstances or wider needs.
- **Virtual School** – to support the education of children who are looked after and previously looked after.
- **SENDIASS** – to provide independent information, advice and support to children and families around SEND.
- **Other services** – where appropriate, we may work with other health, education, social care and voluntary organisations to meet a child's individual needs.

The SENDCO will work with staff, parents and carers to decide when specialist advice may be helpful. Referrals will be made in line with the requirements and referral pathways of the relevant service.
Advice from outside agencies will be shared with relevant staff and used to help inform teaching, adaptations, interventions and support.

We recognise that effective SEND support is a partnership between the child, family, school and wider professional network. We will work collaboratively with all those involved to ensure that the child's needs are understood and that support is regularly reviewed.
The school will maintain appropriate records of referrals, professional advice and agreed actions and will monitor the impact of specialist support on the child's progress and wellbeing.

Professional Development of Teaching and Support Staff

At St. Joseph's Catholic Primary School, we are committed to ensuring that all staff have the knowledge, skills and confidence to support pupils with SEND and other additional needs.
Staff receive regular training as part of their continuing professional development (CPD).
Training is based on the needs of our pupils and the priorities identified by the school.
All new staff are given appropriate information and guidance about SEND provision and the school's approach to inclusion.

Training may include areas such as adaptive teaching, scaffolding, communication and interaction, sensory needs, social, emotional and mental health, literacy, numeracy and developing pupil independence. Training needs are identified through the needs of pupils, staff feedback, observations, professional advice and school priorities.

Where a pupil has a specific or more complex need, staff working with them will receive appropriate information, advice or training to help them support the pupil effectively. Advice from external professionals will be shared with relevant staff where appropriate.

Teaching assistants and support staff are encouraged to develop their knowledge and skills in areas that will benefit the pupils they work with. Staff have access to training through The National College and other appropriate training providers. They can also request further training in areas they would like to develop.

The SENDCO works with the Headteacher and staff to identify training needs and ensure that professional development supports the effective inclusion, progress, independence and wellbeing of pupils with SEND.
The school keeps a record of relevant SEND training and reviews the impact of professional development on staff practice and pupil outcomes.

Transition and Induction

At St. Joseph's Catholic Primary School, we recognise that changes in setting, class or teacher can be challenging for some pupils with SEND. We plan transitions carefully to help pupils feel safe, confident and ready for their next stage of learning.
We work closely with nurseries, pre-schools, other primary schools, secondary schools, parents and relevant professionals to ensure that important information is shared and appropriate support is planned.

Starting School

- We work with nurseries, pre-schools and families to gather information about children joining our school.
- Where appropriate, the SENDCO or class teacher will visit the child's current setting or arrange a meeting with parents and professionals.
- Information about the child's strengths, needs, interests and support will be shared with relevant staff.
- Where appropriate, additional visits, meetings or transition activities will be arranged.
- For children with more complex needs, transition arrangements will be planned with the child, family and relevant professionals.

Moving Between Classes

- Teachers share relevant information about pupils' needs, progress and support with

their new teacher.

- SEND records and relevant professional advice are shared with the staff who will be supporting the child.
- Additional transition activities or visits will be arranged where needed.
- Pupils will be supported to become familiar with their new classroom, teacher and routines.

Moving to Secondary School

We work closely with secondary schools to ensure a smooth transition for pupils with SEND.

- Information about pupils' needs, progress and support is shared with the receiving school.
- Additional visits and transition activities will be arranged where appropriate.
- The SENDCO will liaise with the secondary school's SENDCO to discuss pupils who may require additional support.
- For pupils with an EHCP, the annual review process will consider transition and preparation for the next stage of education.
- Where appropriate, pupils and their parents or carers will be involved in transition planning.

Pupils Leaving or Joining the School

When a pupil with SEND joins or leaves the school, relevant information will be shared with the new setting in line with safeguarding, data protection and information-sharing requirements.

We aim to ensure that transition is planned, personalised and appropriate to the individual child, with the level of support based on their needs.

Funding and Resources

St. Joseph's Catholic Primary School is committed to using its SEND funding and resources effectively to meet the needs of pupils with SEND.

The school will:

- Use its delegated SEND funding to provide appropriate support, resources and interventions for pupils with SEND.
- Consider each pupil's individual needs when deciding how funding and resources should be used.
- Provide additional staffing, specialist equipment, resources and interventions where these are appropriate and necessary.
- Seek advice from specialist services where specialist equipment or support is required.
- Where a pupil has significant or complex needs that require provision beyond the resources normally available to the school, the school may work with the Local Authority to request additional High Needs funding or an Education, Health and Care (EHC) needs assessment, where appropriate.
- Ensure that specialist equipment and services are sourced appropriately and provide good value for money.
- Ensure that equipment is used safely and that staff receive appropriate guidance or training where required.
- Ensure that staffing appointments are made in line with the school's recruitment procedures, safer recruitment requirements, equality legislation and employment law.

The SENDCO, Headteacher and Governing Body will monitor the use of SEND funding and resources to ensure that they are used effectively and have a positive impact on pupils' learning, development, independence and wellbeing.

The school follows the Local Authority's current arrangements for SEND and High Needs funding and will update its practice when funding arrangements change.

Partnership with Parents and Carers

At St. Joseph's Catholic Primary School, we believe that working closely with parents and carers is an important part of supporting children with SEND.
We will:

- Communicate regularly with parents and carers through conversations, school communication systems, including Kinteract, and other appropriate methods.
- Keep parents and carers informed about their child's progress, achievements and support.
- Involve parents and carers in setting appropriate outcomes and reviewing their child's progress, particularly where additional support is needed.
- Provide opportunities for parents and carers to discuss how they and the school can work together to support their child.
- Listen to parents' views and use their knowledge of their child to help identify needs and plan appropriate support.
- Keep parents and carers informed and provide support during assessments, referrals and any related decision-making processes.
- Work with parents and carers through the **Assess, Plan, Do and Review** process.
- Work closely with other professionals and services involved with the child and family, where appropriate.
- Make parents and carers feel welcome and ensure that they know who they can speak to if they have concerns.
- Celebrate children's strengths, interests and achievements as well as recognising areas where they may need additional support.
- Ensure that children are involved in decisions about their education and support in a way that is appropriate to their age and understanding.
- Signpost parents and carers to independent SEND information, advice and support, including **SENDIASS**, where appropriate.

We recognise that parents and carers know their children well and that positive partnerships between home and school help children to feel supported, make progress and achieve their potential.

Complaints Procedure

At St. Joseph's Catholic Primary School, we aim to work closely with parents and carers and resolve any concerns about SEND or EAL provision as quickly as possible.
If a parent or carer has a concern about their child's SEND provision, they should first speak to the class teacher and/or SENDCO. We will listen to the concern and work with the family to try to resolve it.
If the concern cannot be resolved, it can be raised with the Headteacher in line with the school's Complaints Policy.
Where appropriate, the SEND governor may be involved in the process.
Parents and carers can find further information about raising a formal complaint in the school's Complaints Policy, which is available from the school office and on the school website.
We aim to deal with concerns openly, respectfully and promptly, while keeping the child's best interests at the centre of our approach.

Monitoring, Evaluation and Review of the Policy

The SENDCO, Headteacher and SEND governor will monitor the effectiveness of the school's SEND provision and this policy.

We will regularly review:

- The progress and outcomes of pupils with SEND.
- The impact of interventions and additional support.
- The quality of teaching and adaptations provided for pupils with SEND.
- Feedback from pupils, parents and staff.
- The use of SEND resources and funding.
- The effectiveness of support from external agencies.
- Staff training and development.
- The school's SEND provision and areas for further development.

Information from monitoring and reviews will be used to identify what is working well and what may need to change.

The SENDCO will report to the Headteacher and SEND governor on SEND provision and priorities for development.

This policy will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance or the school's SEND provision.

The policy will be approved by the Governing Body and made available to parents, carers and staff.