



Special Educational Needs and Disability (SEND) Policy **2025 - 2026**

We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.

1. Introduction

- i) St Joseph's Catholic Primary School is a mainstream school. At St Joseph's we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. We use our best endeavours to ensure that necessary provision is made for any child who has special educational needs (SEN), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum. We want all children to reach and fulfil their potential.
- ii) Every teacher is a teacher of every child or young person including those with SEN.
- iii) Admission of children with special educational needs is considered in line with our admissions policy, which can be found on our website. We also recognise that some children may have needs beyond those which we can cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs.
- iv) The SENCO can be contacted on 01255 503493, or by emailing senco@st-josephs-dovercourt.essex.sch.uk

The Governing Body appoints a governor to have special responsibility for SEND within the school.

v) Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 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 (July 2014) updated May 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Children and Families Act 2014

- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (updated December 2014)
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers' Standards 2012
- vi) This policy was created by the school's SENCO with governors, all staff and parents of pupils with SEND.

2. Parental Involvement

- i) The involvement of parents and carers in their children's education is very important to us. We aim to establish and maintain positive links with parents and carers of children with special educational needs by keeping them fully informed and involved at all stages of the SEN process, and encouraging them to contribute their views on their child's SEN at all meetings.
- ii) We welcome parents/carers who wish to help in school and have an active group of parents and carers who come in regularly to support in academic aspects, such as reading and maths, and the wider curriculum, such as swimming and extra-curricular activities.
- iii) We have an open-door policy, which means that the parents and carers are welcome at any time to make an appointment to meet with either their child's class teacher or the SENCO to discuss their child's provision and progress and to get advice on how to support their child at home.
- iv) Parents and carers will always be informed if we begin to make SEN provision. The involvement of children and parent and carers is very important to us.
- v) We provide an annual report for parents and carers on their child's progress. They are invited to meet their child's teacher at Parent Evening. If their child is receiving support for SEN, additional meetings are offered to discuss support and review progress. Where a child has a Pupil Support Plan or a One Plan, this will be reviewed termly through a person-centred approach. Parents and carers will be given an up-to-date copy of the plan and invited to provide feedback and talk to the SENCO about their child's outcomes and provision.
- vi) A child may have an Education, Health and Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.

- vii) Details of St Joseph's provision for Special Educational Needs can be found in the SEN Information Report on our website. <http://www.st-josephs-dovercourt.essex.sch.uk/policies/> which includes links with agencies to support families and pupils.
- viii) More information on what is available to children with SEN and their parents/carers in Essex can be found on the Essex Local Offer website: <http://www.essexlocaloffer.org.uk/>

3. Definition of Special Educational Needs

- i) Special educational needs and provision can be considered as falling under four broad areas of need:
 - **Communication and Interaction**
 - Speech, language and communication needs
 - Autistic Spectrum disorders
 - **Cognition and Learning**
 - Moderate learning difficulties
 - Severe learning difficulties
 - Profound and multiple learning difficulties
 - Specific learning difficulties
 - **Social, emotional and mental health difficulties**
 - ADHD
 - **Sensory and/or physical**
 - Vision or Hearing Impairment
 - Physical Difficulties
- ii) At St Joseph's Catholic Primary School, great care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities.

4. Guiding Principles

- i) We believe that all children are entitled to an education that enables them to:
 - Achieve their best
 - Become confident individuals living fulfilling lives; and
 - Make a successful transition to adulthood.
- ii) Our aim is to raise the aspirations of, and expectations for, all pupils with SEN, focussing on positive, lifelong outcomes for children and young people.
- iii) In order to do this, we endeavour to identify and provide for pupils who have special educational needs and additional needs, operating a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- iv) We endeavour to ensure that:
 - The quality of provision for pupils with special educational needs is maintained and improved.
 - Inclusive practice is continuously developed and implemented.
 - Effective assessment systems are operated as early as possible, in conjunction with other agencies.
 - Resources are allocated and used efficiently, effectively and equitably according to need.
 - Support and advice is provided for all staff working with special educational needs pupils
 - Partnerships with children, parents and carers work effectively.

5. Judging our effectiveness

We believe that our policy is effective because:

- i) The school’s culture, practice, management and deployment of resources are designed to ensure all children’s needs are met
- ii) The school works collaboratively with the LEA and other agencies to ensure that any child’s special educational needs are identified early
- iii) The school uses evidence based interventions to ensure a child has the best potential to make progress upon completion
- iv) SEN provision takes account of the child’s wishes in line with their age and understanding

- v) School staff work in partnership with parents, taking account of the views of individual parents in respect of their child's particular needs
- vi) Interventions for each child are reviewed regularly to assess their impact, the child's progress, and the views of the child, their teachers and parents
- vii) Good progress is made by children in literacy, mathematics, communication and self-esteem
- viii) Resources are used efficiently and effectively.
- ix) A co-operative and multi-disciplinary approach is taken to the resolution of issues
- x) Where the LEA has awarded an Education, Health and Care Plan this is reviewed annually in accordance with LEA guidelines

6. Roles and responsibilities

- i) All teachers are teachers of children with SEN, teaching these children is therefore a whole school responsibility. They provide good High Quality Teaching for their class, taking account of the varying needs of all the children in their care, through differentiation, support and teaching strategies.
- ii) All teaching and non-teaching staff are aware of the school's policy and procedures for identifying, assessing and making provision for pupils with SEN.
- iii) Governors are responsible for ensuring that the Special Educational Needs policy is implemented. In co-operation with the Headteacher, they determine the school's policy for children with SEN; they may appoint a committee to take a particular interest and to monitor the school's work on behalf of children with SEN.
- iv) The nominated Governor with special responsibility will meet with the SENCO termly and will report to the Governors on matters of special educational needs.
- v) The Headteacher has overall responsibility for the management of SEN, working closely with the SENCO keeping the governing body fully informed.
- vi) The SENCO has responsibility for day-to-day operation of the SEN policy and the SEN Register and for co-ordinating provision for pupils with SEN, liaising closely with school staff, parents/ carers and other agencies.
- vii) Learning Support Assistants (LSAs) support individual children or groups of children within the class as directed by the class teacher and SENCO. Children may be withdrawn to work with the LSAs in small groups or one to one. LSAs liaise with staff over the needs of individual children. LSAs are timetabled to support children according to their individual needs.

The Designated Person(s) with safeguarding responsibility - Mrs Sam Golding - Headteacher.

viii) The Designated Person(s) for Looked After Children - Mrs Sam Golding - Headteacher.

ix) The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Mrs Sam Golding.

7. Identifying Special Educational Needs

- i) Each pupil's current skills and levels of attainment are assessed on entry, including liaison with their previous school. Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and SENCO work together, with parents/carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEN support that is required.
- ii) Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.
- iii) Parents and carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.
- iv) Where a pupil is not making adequate progress, teachers, the SENCO and parents/carers collaborate on problem-solving, planning, support and teaching strategies for individual pupils.
- v) We identify the needs of pupils by considering the needs of the whole child which will include not only the special educational needs of the child or young person, but also taking into account disability, attendance and punctuality, health and welfare, English as an Additional Language, being in receipt of Pupil Premium Grant, being a Looked After Child or being a child of Serviceman/woman.

8. SEN Support

- i) Pupils are added to the SEN Register at a level called 'SEN Support' when they meet the criteria for SEN under one of the 4 categories of need listed in section 3(i).
- ii) The SEN Register is reviewed each term and pupils' needs are assessed. Where it is clear that a pupil no longer needs additional support for inclusion on the SEN Register, parents / carers are informed and the child is removed from the register and placed onto the monitoring list.

9. A Graduated Response

- i) Support is planned and reviewed by the SENCO and the class teacher, in collaboration with parents and carers and the pupil themselves. Additional provision may take the form of additional support from within school, for example Learning Support Assistants. It may require the involvement of specialist staff or support services. School may involve specialists at any point to advise them on SEN and effective support. Parents and carers are involved in this decision.
- ii) High quality teaching, adapted for individual pupils is the first step in responding to pupils who have or may have SEN. Some children and young people need something additional to or different from what is provided for the majority of children; this is SEN provision.
- iii) A graduated response that encompasses an array of strategies recognises that there is a continuum of SEN and where necessary brings specialist expertise to bear.
- iv) Teachers work in conjunction with the SENCO to follow the **ASSESS – PLAN - DO – REVIEW cycle**.
- v) Interventions are designed to narrow gaps and to help children towards independent learning.
- vi) Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- vii) Additional intervention and support cannot compensate for a lack of good quality teaching.
- viii) Provision for a child with SEN should match the nature of their needs and regular monitoring of the impact of any intervention as part of the Assess- Plan- Do- Review cycle.
- ix) Approaches used are based on the best possible evidence and monitor the impact on progress.

- x) For higher levels of need St Joseph's seeks more specialised assessments from external agencies and professionals.
- xi) The views of parents and carers are sought and valued on all aspects of their child's SEN provision.

We recognise that some children with Special Educational Needs and Disabilities may require special arrangements to facilitate their performance in examinations. The school works within the Department for Education's Access Arrangements guidance to arrange this. Parents and carers are always involved in this decision.

10. Education Health and Care Plans

- i) In exceptional cases, the school may, with parental involvement, request the LEA to make a statutory assessment of a child's SEN in accordance with set criteria where a child demonstrates significant cause for concern over a period of time. This may lead to an Education, Health and Care Plan.

11. Transition Arrangements

- i) We always do our best to support pupils in moving from primary school to secondary school, as well as any pupils who join or leave us in between. Before joining St Joseph's we encourage all new children to visit for a tour of the school.
- ii) As part of our induction process for children new to our school, the Early Years team and SENCO try to liaise closely with our Nursery colleagues to gain all relevant information needed to ensure a smooth transition. Where appropriate, extra sessions can be arranged, prior to starting. Photo books and social stories are also used where appropriate.
- iii) Transition to secondary school is supported by close liaison between the Class 4 teacher and SENCO and their secondary colleagues. Additional transition visits are arranged as needed. Information on the management of medical conditions can be found in the Medical Conditions of Pupils Policy.
- iv) The SENCO will liaise with local secondary schools in the summer term preceding transfer and at other times as necessary.

12. Working with other providers of support

- i) Support can be sought by the SENCO through collaboration between education, health and social care services. These include, but are not limited to, the school nurse, educational psychology, speech and language

therapy, other therapies such as occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability.

- ii) The SENCO is responsible for liaising with outside agencies or specialist services, completing referral documentation as well as monitoring their involvement and support.
- iii) The SENCO will ensure parents and carers are informed of any additional support their child is receiving and encourage families to be involved in this support where appropriate.

13. Training

- i) The SENCO maintains an up-to-date knowledge of SEN matters through regular training. This is extended to other teachers and the SEN team (Learning Support Assistants) through internal training arrangements and external courses as appropriate.
- ii) 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. Training is prioritised according to the needs of pupils on roll.
- iii) All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- iv) The SENCO regularly attends Cluster Meetings locally with other SENCOs and attends the LA SENCO update meetings in order to keep up to date with local and national updates in SEND.

14. Supporting Pupils at School with medical conditions

- i) St Joseph's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school 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.
- ii) Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, stating their special educational provision and ensuring that the SEND Code of Practice (2014) is followed.

- iii) Our staff receive regular training in managing some medical conditions that are relevant to the children on roll. All our LSAs are trained as First Aiders.

15. Wellbeing

- i) We endeavour to support the emotional and social development of all our pupils, including those with SEN. Our staff are caring and have the wellbeing of all children as their top priority.
- ii) School staff have undertaken Trauma Perceptive Practise (TPP) training, delivered by the Senco to help us as a collective understand the impact trauma has on the development of a child.
- iii) Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional, Health and Citizenship Education (PSHCE).
- iv) All children are encouraged to share any worries by talking to a member of staff and / or their parents and carers.
- v) Where appropriate, we work with parents to get support from external agencies, including the Family Support Worker or Emotional Wellbeing and Mental Health Services
- vi) We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.
- vii) Behaviour at St Joseph's is implemented following the St Joseph's Behaviours and Consequences Chart.
- viii) After any incident, the child is given an opportunity to reflect on their behaviour with a member of staff. Where a child is perceived to be at risk of exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk.

16. Record Keeping

- i) The SENCO is responsible for ensuring that records are properly kept and available as needed.
- ii) One Plans and Pupil Support Plans are sometimes used to record aspects that are additional to or different from the differentiated approaches and

learning arrangements normally provided for all children. The outcomes are maintained and updated by both the Teacher and the SENCO

- iii) SEN information should reveal the different perceptions of those concerned with the child, any immediate educational concerns and an overall picture of the child's strengths and weaknesses.
- iv) Pupil SEN records may include:
 - a) Information about the child's progress and behaviour including that from parents, previous schools, and from health and social services
 - b) The child's own perception of any difficulties and how they might be addressed
 - c) Any assessments completed to try and identify a child's barriers to learning
 - d) Any information about general strategies to enable access to the curriculum and school life
 - e) The views of parents and carers

17. Evaluation of SEND Provision

- i) The SENCO undertakes monitoring and evaluation of inclusive practice and provision for pupils with special educational needs.
- ii) The views of parents of pupils with special educational needs, and the views of pupils themselves, will be sought and valued.
- iii) The SENCO regularly evaluates the provision for pupils with special educational needs.
- iv) The Headteacher and SENCO consider new documentation from Essex County Council and the Department of Education in relation to any changes the school should make, sharing their conclusions with Governors and staff as appropriate.

18. Accessibility

- i) We endeavour to enable children with SEN and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.
- ii) Most of the school is wheelchair accessible; there are lifts available to the classroom where there are stairs. There is a disabled toilet large enough to accommodate changing. Edges of steps are demarcated to assist the

visually impaired. Please see our Equality Plan and Accessibility Statement <http://www.st-josephs-dovercourt.essex.sch.uk/policies/>

- iii) Election of parent governors is open to candidates and voters who are disabled.
- iv) We endeavour to enable children with SEN to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised.
- v) In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.

19: Bullying

- i) St Joseph's is a caring community where bullying is not acceptable. A school where children are encouraged to support each other and behave responsibly.
- ii) We will take into account the DSCF 'Safe to Learn' guidance documents and be particularly alert for any instances of Bullying of children with SEN and Disabilities. We will seek advice from the LA or Specialist Teacher for Behaviour where we feel unsure of the best strategy to follow.
- iii) Parents were fully involved in the initial writing of the Anti-Bullying Policy.
- iv) All incidents of bullying are recorded formally and shared with the Head teacher and parents are informed
- v) Bullying is a community issue and all stake holders are encouraged to feel confident that we are determined to fight against bullying and that we are all partners against the problem. We encourage all parts of our community to feel able to report any worrying behaviour.
- vi) Children at St Joseph's are helped to develop skills of assertiveness so as to deflect aggression without increasing the problem. It is very necessary for children to learn how to interact, explore, experiment, take decisions and make mistakes.

20. Complaints Procedure

- i) Parents should approach the class teacher early on if any difficulties arise so that they may be dealt with quickly and efficiently. Appointments may be made with the SENCO and/or Head of School who will investigate and try to resolve any issues. The school's complaints procedure follows that laid out in the Rosary Trust Complaints Policy which is available on the school website or via Reception.

21. Reviewing the SEND Policy

- i) The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

SENCO: Mrs Ashleigh Varley

Governor with Responsibility: Mr Mark Michalkiewicz

Ratified by Governors:

Due review: September 2026