



St Joseph's Catholic Primary School

SEND Policy

Through our loving God

We follow in the footsteps of St Joseph

Who helps us to be gentle, caring and hardworking.

**As we learn together, we love, value and welcome
everyone.**

Date adopted: September 2026

Review date: September 2027

Policy owner: Headteacher

Governor lead for SEND: Mrs A Goodman

SENCo: Miss North (NASENCO qualified)

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This policy should be read alongside:

- Accessibility Plan
- Behaviour Policy
- Safeguarding (Child Protection) Policy
- Admissions Policy
- Equality Objectives
- Early Years Foundation Stage (EYFS) Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Data Protection Policy
- Assessment Policy
- It reflects current UK legislation and guidance, including (but not limited to): the Children and Families Act 2014; the Special Educational Needs and Disability Code of Practice: 0 to 25 years (updated); Equality Act 2010; SEND reforms and guidance such as “Every child achieving and thriving” (2026) where relevant; and the latest
- DfE statutory guidance for schools.

Principles and school context

St Joseph’s Catholic Primary School is a voluntary aided 1-form-entry primary with an on-site Pre-School and wrap-around care. We provide a nurturing, inclusive environment, guided by our Gospel values and the example of St Joseph. We are committed to ensuring every child achieves their full academic, social, moral and spiritual potential. We recognise the school’s responsibilities to identify and support children with SEND early, and to make reasonable adjustments to ensure equality of opportunity.

School context affecting SEND provision:

Higher than average proportion of children with SEND.

Low numbers of disadvantaged (Pupil Premium) children.

Small class sizes (typically 20 pupils) and strong pastoral support.

Need to ensure inclusion across Early Years, Pre-School, Key Stages 1 and 2, and wrap-around provision.

Overarching commitment: to provide high-quality, well-sequenced curriculum and adaptive teaching so that all children, including those with SEND, can achieve and thrive.

Purpose of the policy

- Set out how St Joseph's identifies and makes provision for children with SEND.
- Clarify the roles and responsibilities of staff, governors, parents/carers and children.
- Describe how we follow the graduated approach (assess, plan, do, review) and comply with statutory duties.
- Provide transparent processes for referral, intervention, review, and escalation (including EHC needs assessments).
- Support a culture of early identification, collaboration, evidence-based interventions and continuous monitoring.

Key definitions

- Special Educational Needs (SEN): A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.
- Disability: A physical or mental impairment that has a substantial and long-term adverse effect on a child's ability to carry out normal day-to-day activities (Equality Act 2010).
- SEN Support: Additional or different provision school puts in place to help a child make progress.
- EHC Plan: Education, Health and Care Plan — a statutory document for children with the most complex needs.

Roles and responsibilities

Governing Body

- Ensure the school fulfils its statutory duties under the Children and Families Act 2014 and the Equality Act 2010.
- Maintain oversight of SEND provision, expenditure and outcomes through regular monitoring and challenge.
- Approve the SEND policy and Inclusion Strategy; ensure effective deployment of resources (including the new Inclusive Mainstream Fund where relevant).

Headteacher / Senior Leadership Team (SLT)

- Oversee strategic leadership and quality of SEND provision.
- Ensure the school's Inclusion Strategy and SEND policy are implemented consistently.
- Allocate resources effectively, including staffing and CPD for adaptive teaching.
- Ensure accurate reporting to governors and integration with overall school improvement priorities.

SENCo (Special Educational Needs Coordinator)

- Day-to-day responsibility for the operation of the SEND policy and coordination of SEND provision.
- Lead on identification, assessment, review and record-keeping (including the graduated approach).
- Liaise with parents/carers, staff, external agencies and where appropriate arrange/EHCP processes.
- Provide and coordinate staff training, resources and specialist interventions.
- Maintain the school's SEND register and Inclusion Strategy documentation.

Class teachers

- Be teachers of all pupils, including those with SEND; plan and deliver high-quality adaptive teaching as first wave provision.
- Identify, monitor and report pupils who may have SEND; implement targets and small-step plans in class.
- Work with the SENCo to write, review and act on One Page Profiles / Individual Support Plans (ISPs).
- Keep parents/carers informed about progress and interventions.

Teaching Assistants (TAs) and Support Staff

- Deliver targeted interventions, scaffold learning and support access to the curriculum under teacher direction.
- Keep records of interventions, outcomes and liaise with the SENCo and class teacher.
- Provide pastoral and social-emotional support and facilitate inclusion in whole-school activities.

Parents and carers

- Are partners in their child's education; share concerns and information about home context and developmental history.
- Contribute to One Page Profiles, ISP targets and review meetings.
- Support home learning where appropriate and attend multi-agency meetings.

Children (pupils)

- Where appropriate, be involved in setting outcomes, contributing to One Page Profiles and reflecting on progress.
- Be treated with dignity and have their views considered in decisions that affect them.

Identification, assessment and record-keeping

Graduated approach (Assess – Plan – Do – Review):

Assess:

- Class teachers and SENCo use a range of information (teacher observation, assessments, progress data, screeners, parental concerns, and multi-agency reports) to identify needs early.

Plan:

- For children identified as having SEND, the school and parents agree on outcomes and plan short-term, measurable targets (One Page Profile / Individual Support Plan). Interventions are evidence-based and recorded.

Do:

- Teachers remain responsible for day-to-day teaching and adapt lessons; additional targeted support is delivered and recorded; reasonable adjustments are made (including environmental, curriculum and assessment changes).

Review:

- Progress towards outcomes is reviewed termly (or more frequently if required) with parents and pupil. Plans are adjusted accordingly. Where progress is limited despite high-quality, targeted support, consideration is given to EHC needs assessment.
- Identification tools and assessment methods:
- Screening assessments (phonics, language, reading, maths), standardised assessments where appropriate.
- Early Years developmental checks and transition information from Pre-School.
- Behaviour logs, attendance and wellbeing checks.
- External professional assessments (e.g., Educational Psychologist, Speech and Language Therapist, CAMHS).
- Record-keeping:
- Central SEND file maintained by SENCo with up-to-date One Page Profiles, ISPs, intervention logs, multi-agency reports and consent forms.
- SEND register (maintained in line with GDPR) listing children at SEN Support or with EHC plans.
- Annual reports to governors and the Inclusion Strategy documentation.

Types of provision and reasonable adjustments

- Universal (quality first teaching)
- High-quality adaptive classroom teaching designed to meet a wide range of needs.
- Differentiation in planning and assessment, scaffolding, use of visual supports, chunking, and explicit vocabulary teaching.
- Targeted (SEN Support)
- Short-term, evidence-informed interventions delivered in or out of class (e.g., NELI, ELSEC, Small group literacy/maths interventions, precision teaching).
- Access to specialist resources (e.g., sensory aids, ICT, coloured overlays, adapted materials).
- Regular progress monitoring and CPD for staff delivering interventions.

Specialist (statutory/EHC Plan)

- Multi-disciplinary involvement and formalised support through an EHC Plan.
- Clear outcomes, funded provision, and regular annual reviews with family and partner agencies.

Access to curriculum and reasonable adjustments

- Differentiated tasks and success criteria; alternative recording methods; additional time for assessments/exams where appropriate; provision for sensory or physical needs.
- Ensure wrap-around care and extra-curricular clubs are accessible with reasonable adjustments.
- Ensure RE, phonics and early mathematics progression are aligned across Pre-School and Reception (action in response to previous inspection).

Provision for specific groups**Early Years and Pre-School**

- Align Pre-School planning with Reception baseline and phonics / early maths sequences.
- Ensure smooth transition pathways, shared pedagogical approaches and joint moderation.
- Provide targeted early interventions (e.g., NELI, ELSEC) and early communication support.

Pupils with medical needs

- Work with Health professionals, comply with Medical Needs Policy and maintain Individual Healthcare Plans.
- Pupils with social, emotional and mental health needs
- Provide pastoral support, ELSA-style interventions, referral to school-based or external CAMHS services and regular review.
- Pupils in receipt of Pupil Premium with SEND
- Ensure targeted support addresses both disadvantage and SEND barriers.

Pupils with high needs and EHC plans

- Implement statutory requirements and annual reviews, provide specialist provision as identified.

Working with parents/carers and the wider community

Partnership with parents/carers

- Parents are consulted and actively involved in planning, reviews and setting outcomes.
- Clear communication channels (termly reviews, meetings, phone calls, secure email).
- Parental consent obtained for assessments and external referrals.
- Multi-agency and external partnerships
- Work closely with local authorities, health services, Speech and Language Therapy (SALT), Educational Psychologists, Occupational Therapists, Social Care and voluntary sector organisations.
- Ensure multi-disciplinary input informs planning and support.
- Collaboration between schools
- Engage with local SEND groups and school group structures as required by reforms; share expertise and resources.
- Consider pooled funding models and joint access to specialist staff where appropriate.

Training, staff development and supervision

- Ongoing CPD for teachers and TAs on:
- Differentiation and inclusive pedagogy, assessment for SEND, speech, language and communication needs, dyslexia-friendly approaches, behaviour as communication, and access arrangements for assessments.
- Specific training for staff delivering interventions (e.g., NELI, ELSEC).
- SENCo to maintain up-to-date qualifications and networks (NASENCO, local SEND groups).
- Supervision and staff wellbeing
- Provide line-management and supervision for TAs who deliver sensitive interventions; ensure safeguarding and workload considerations are addressed.

Resource allocation and use of funding

- School will allocate resources (staffing, specialist equipment, training) to meet needs as identified.
- Use of funding streams:
- Mainstream notional SEN budget and, where applicable, allocations from the Inclusive Mainstream Fund.
- Apply for Top-Up funding or High Needs funding as required for pupils with significant needs.
- Maintain transparent records of how inclusion funding is deployed and its impact (this will form part of the school's Inclusion Strategy and be available for oversight).

Transitions (into, within and out of school)

- Early transition planning between Pre-School and Reception, ensuring alignment with early maths and phonics.
- Transfer of information to next class/year group: handover meetings, shared One Page Profiles and transition booklets.
- Transition to secondary school: joint planning with receiving schools, enhanced visits and multi-agency meetings for vulnerable pupils.

Monitoring cycle:

- Termly review of ISPs/One Page Profiles, intervention logs and progress data.
- Regular lesson observations, work scrutiny and pupil voice for inclusion.
- Annual report to governors on SEND outcomes, provision and use of funding.

Success measures:

- Progress against ISP targets, narrowing of attainment gaps, reduction in behaviour incidents related to unmet needs, positive parental feedback, successful transitions and increased access to whole-school activities.
- Complaints and dispute resolution:
- Follow the school's complaints procedure. Where statutory processes are required (e.g., disagreement over EHC needs), engage with LA mediation and statutory appeal routes.

Safeguarding, behaviour and inclusion

- All children, including those with SEND, are safeguarded according to the school's Safeguarding (Child Protection) Policy.
- Reasonable adjustments to behaviour management strategies will be made to account for SEND-related behaviours.
- Exclusions only used as a last resort, with consideration of SEND duties and discrimination law.

Legal compliance and equality

The school complies with:

- Children and Families Act 2014 and the SEND Code of Practice.
- Equality Act 2010 (reasonable adjustments and non-discrimination).
- Statutory assessment and EHC plan obligations.
- The school will publish an Inclusion Strategy outlining how resources are deployed to benefit children with SEND (in line with recent guidance and expectations).

Record of review and policy amendment

This policy will be reviewed annually or sooner if statutory guidance changes.

Reviews will include input from governors, leaders, SENCo, staff, parents and pupils.

Any significant changes must be approved by the Governing Body.

Appendices

1. Local Offer and access details - [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)
2. Template: One Page Profile and Individual Support Plan (ISP)

Progress towards targets – AUTUMN TERM 2026		
Red – _____ can achieve this target less than 50% of the time. Blue – _____ can achieve this target at least 50% of the time. Green – _____ can achieve this target 80% of the time.		
Area of Need	Target (Plan)	Progress Towards Target (Review)
Communication and Interaction		
Provision: (Do) *		
Cognition and Learning		
Provision: *		
Social, Emotional and Mental Health		
Provision: *		
Physical and Sensory		
Provision: *		

3. Flowchart: Graduated Response (Assess – Plan – Do – Review)

