



SEND & Inclusion



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



Let the Light of Christ Shine Bright

SEND & Inclusion

You Are God's Children. Let the Light of Christ Shine

At St. Joseph's, with Christ at the centre and children at the heart, we strive to be a happy, inclusive community where every child feels loved, valued, and equipped to **achieve**. We are committed to ensuring that each child—whatever their starting point, ability, or need—feels a true sense of belonging and is empowered to flourish.

We aspire to be a nurturing environment, determined to provide excellence for every child, every day. Recognising everyone as a unique **child of God**, we celebrate each child's gifts and talents, encouraging them to embrace who they are with confidence and to make the most of **every opportunity**.

As a beacon of Christ's light within Coundon and the Bishop Hogarth Catholic Education Trust, we guide our children to be resilient, responsible, and compassionate individuals who understand **their place in the world** and are ready to make a positive impact within and beyond their community.

Through a curriculum rooted in equity, excellence, and meaningful opportunity, we equip all children with the virtues, values, and skills for success at St. Joseph's and beyond—empowering them to aspire high, pursue their dreams, and let the light of Christ shine from within them, standing shoulder to shoulder with others they meet.

We want every St. Joseph's child to flourish and, to do that, we want them to understand and believe:



I Can Achieve

Each child in our care can achieve anything they put their mind to and can be anything they want to be. With an ambitious curriculum focussed on excellence, with encouragement, and through a nurturing environment, we inspire them to strive for success, dream big and realise their full potential.



I Can Take Opportunities

We empower children to seize opportunities given to them. By encouraging curiosity and risk-taking, we help them explore new experiences, develop their talents, and build confidence in their abilities.



I Am a Child of God

We instil in every child a sense of belonging and purpose, reminding them that they are loved exactly how God created them and that they also have a duty to live out our Character Virtues and Gospel Values. This understanding fosters a spirit of compassion and respect for themselves and others.



I Belong to God's World

We encourage children to recognise they belong to a world beyond the place where they live that they can explore but have a responsibility to care for. By teaching them about diversity and the importance of responsibility as God's children, we help them appreciate their connections to others and inspire them to make a positive impact in the world around them.

Our Intent & Implementation

At St. Joseph's, we value every child and celebrate the diversity of their experiences, interests, and achievements. We are determined that every child will flourish during their time at St. Joseph's and will be fully prepared for the next stage of their educational journey. **Inclusivity is at the heart of everything we do and all decisions we make.** No child is limited in what they can achieve during their time at St. Joseph's.

Through the successful implementation of policy and legislation, our school aims to:

- Eliminate discrimination;
- Promote equal opportunities for all, regardless of background, needs, or barriers;
- Foster strong relationships between children with SEND and those without SEND, ensuring that all feel a sense of belonging.

At St. Joseph's, we intend for our children to:

- Understand that they are made in the image of God—each one special, valued, and unique;
- Access all areas of the curriculum and school life, including educational visits and enrichment opportunities, with confidence and resilience;
- Make progress spiritually, socially, and academically;
- Become independent and confident learners who dream big and believe they can achieve anything they put their minds to.

Our Implementation

Our approach to implementation is grounded in the key recommendations outlined by the Education Endowment Foundation (EEF). We are committed to providing a purposeful, progressive, and empowering curriculum that is ambitious for all and prepares every learner for the next steps in their journey.

Through our ambitious curriculum, we aim to:

Create a nurturing and supportive environment where every child feels a genuine sense of belonging

Build an ongoing, holistic understanding of each child and their needs, working in partnership with families and external professionals

Use high-quality teaching and adaptive approaches so that all children can access every aspect of the curriculum and school life

Complement high-quality teaching with carefully selected small-group and one-to-one interventions

Deploy teaching assistants and support staff effectively to maximise impact on learning and inclusion

Our Impact

Our Impact

At St. Joseph's, the impact of our inclusive practice is seen in the way every child **flourishes**—spiritually, socially, emotionally, and academically—within a community where they truly **belong**. We know our approach is successful when all children, regardless of need or starting point, make sustained progress and feel valued as unique members of our school family.

Through our inclusive curriculum and nurturing environment:

- Children with SEND **flourish** from their individual starting points, achieving well across all areas of school life;
- Children feel a strong sense of **belonging**, knowing they are loved, valued, and celebrated for who they are;
- Children develop confidence, resilience, and independence, becoming enthusiastic and motivated learners who take pride in their achievements;
- Children live out our Gospel values—showing kindness, compassion, and respect for others, and celebrating diversity as part of God's creation;
- Strong partnerships with families and external professionals ensure support is responsive, effective, and personalised;
- Staff demonstrate a deep understanding of each child's needs and use adaptive teaching and assessment to remove barriers and enable all to **flourish**;
- The inclusive culture of the school ensures every child feels safe, valued, and fully prepared for the next stage of their educational journey.

At St. Joseph's, we believe that true inclusion means every child **flourishes because they belong**. Our children leave us ready to take their place in the world—confident, compassionate, and letting the light of Christ shine from within them, as they stand shoulder to shoulder with others they meet.

Outcomes for 2024-2025

- **EYFS GLD SEND:** Surpassed the national average by 13%
- **EYFS GLD Disadvantaged:** Gap is closing with 63% of disadvantaged achieving GLD
- **Year 1 Phonics SEND:** Among pupils with SEND, 20% achieved the expected standard—representing a 20% improvement on the previous year and highlighting the effectiveness of speech and language-focused support.
- **Year 1 Phonics Disadvantaged:** 57% achieved phonics screening, compared to 33% other, with the gap closed and 57% improvement compared to the national attainment gap.
- **MTC SEND:** Multiplication fluency for pupils with SEND is an established strength - 100% achieving for the last two years, exceeding national (84%) Our approach to supporting SEND pupils in multiplication is embedded and effective, reflected in mean scores rising from 11.0 in 2023 to 19.0 in 2025, surpassing national SEN averages (16.6). SEN with EHCP achieved 19.0 which is well above national (15.2)
- **MTC Disadvantaged:** Attainment at the expected standard for disadvantaged pupils is an established strength, with 100% achieved for two consecutive years, exceeding national benchmarks (94%). Average scores for disadvantaged pupils have improved to 21.5, above national (18.9), and the gap with other pupils is closing (-0.7), demonstrating sustained impact.

Our Impact - Outcomes

Key Stage 2

SEND Combined RWM:

- **Expected:** 40%, above national SEND by 16 pp (24%) showing that integrated curriculum, interventions and cross-subject interventions have supported SEND progress.
- **Higher standard:** 20%, significantly above national by 18pp (2%)

SEND Maths

- Increased scaled scores: 102 - Significant improvement & higher compared to national (98.5)
- **Expected:** 40% in line with national
- **Higher standard:** 20% - Significantly above national (11%)

SEND Reading

- Increased scaled scores: 94.3 → 104.3 – Higher than national (99.8)
- **Expected:** 60% - Significantly above national by 18 pp (42%)
- **Higher standard:** 20% - Above national by 7 pp (13%)

SEND Writing

- **Expected:** 40% - Significantly above national with a 24% difference (59%)
- **Higher standard:** 20% - Significantly above national with a 17% difference (3%)

Disadvantage Combined RWM: Disadvantaged attainment has surged to **75%**, outperforming their peers and reversing the gap to **+12%**. This demonstrates the impact of our inclusive approach and targeted support, ensuring equity and excellence for all learners.

- **Expected:** 75% - Significantly above national with a positive 28% difference (47%)
- **Expected:** Gap +12% with the gap reversed as disadvantaged outperforming others. SJC positive gap is double national
- **Higher standard:** 8% - double national
- **Higher standard:** Gap closed +8% - double national

Disadvantage Maths

- Increased scaled scores: 93.9 → 103.7 → 106.1 - significant improvement compared to national (101.8)
- **Expected:** Disadvantaged pupils moved from 14% in 2023 to 75% in expected standard attainment by 2025.
- **Expected:** Gap closed from 2023 -41% → 0%
- **Higher standard:** 33% - well above national (15%).
- **Higher standard:** Gap closed +33% - significant improvement compared to national.

Disadvantaged Reading

- Increased scaled scores: 99.3 → 104.3 → 106.2 - significant improvement compared to national (103)
- **Expected:** 92% - Significantly above national by 29% pp. Higher compared to 88% non. 4% closed gap
- **Higher standard:** 25% - 4% above national
- **Higher standard:** Gap closed +12%

Disadvantage Writing

- **Expected:** 29% → 67% → 83% - Significantly above national with a 24% difference (59%)
- **Expected:** Gap closed from 2023 -44% → 0% - above national positive gap
- **Higher standard:** 0% → 0% → 8% - above national (7%)
- **Higher standard:** Gap closed 0% → 0% → 8% - above national by 16 pp (-8%)

Our Impact - Outcomes

Attendance

- The supportive approach and adaptive attendance plans are **embedded and effective**, ensuring attendance is improving term-on-term.
- Overall absence: 11.2% → 9.7%
- Persistent absence: 42.9% → 31.8%

Identification of Need

Concern identified and information collected by:

- Class teacher
- Health/external professionals
- Parents
- School's termly assessment tracking

Low Level Concern

Class teacher plans support and appropriate reasonable adjustments.
Discussion of concerns with parents during parent consultations.

Progress made and child on track.

No further action

High Level Concern

- SENCO made aware and teacher to complete Cause for Concern plan that will outline strategies/interventions that are over and above Quality First Teaching that will be implemented for the half/full term to attempt to close the attainment gap between the child and their peers.
- Teacher meets with parents to discuss concerns.
- Parents may be asked to take children for a hearing and eye test.

Lack of progress. Attainment gap widening.

SEND Register

- Type of Need identified using need descriptors.
- Provision, intervention and support identified and SEN Support Plan/IEP written by class teacher.
- Teacher and SENCO meet with parents to discuss our decision, to sign the SEND registration form and discuss the child's SEN Support Plan.
- Child put onto the SEND register, which is a fluid document.

Cycle of Assess, Plan, Do, Review

SEN Support Plans/IEP are reviewed and updated termly to meet the changing needs of the child.

Parents invited for a meeting at least every term to review and sign the SEN Support Plan. We will also gather parent's voice during this meeting.



External Advice

Parents and school may seek advice and assessments from external professionals at any point during this process.

Top Up Funding/Outreach

If additional support exceeds the funding delegated to the school budget for SEN, applications for high level funding may be submitted to the Local Authority by the SENCO.

EHCP

If a child needs support that is beyond what the school can provide, the SENCO, along with parents, can apply to the Local Authority for an EHCP assessment. An EHCP sets out the additional support to meet the needs of the child.

Our Curriculum Design

At St. Joseph's, we believe that when we get it right for our most vulnerable children, we get it right for everyone. The provision we design for children with SEND and those who are disadvantaged not only meets their individual needs but also enriches the learning experience for all. Inclusive practice benefits every child—building empathy, understanding, and a culture where everyone can learn, grow, and **flourish together**.

Our curriculum is deliberately designed to ensure that **every child, regardless of need or starting point, can access and succeed**. The most vulnerable learners—including those with SEND, EAL, and disadvantaged backgrounds—are at the centre of our planning.

This means:

- **Starting with SEND:** When designing units, teachers first consider the needs of pupils with SEND. Adaptations, scaffolds, and pre-teaching opportunities are embedded from the outset, not added later.
- **Universal Design for Learning:** Lessons are structured and follow a consistent pedagogy to reduce barriers, cognitive load and provide multiple means of engagement, representation, and expression.
- **Ambitious for All:** We maintain high expectations for every pupil, ensuring that support does not dilute challenge but enables access to the same rich curriculum.

Foundational Knowledge

Aligned with the DfE's *Strong Foundations* guidance, our curriculum prioritises **core concepts and oracy** that underpin future learning. Each subject identifies:

- **Essential Knowledge:** What pupils must know to progress.
- **Sequenced Learning:** Concepts build logically over time, avoiding gaps and misconceptions.
- **Oracy Development:** Explicit oracy opportunities and lessons support the acquisition of vocabulary and comprehension.

This approach ensures pupils, especially those with SEND, develop secure foundations before moving to more complex ideas.

Our Curriculum Design

Lesson Pedagogy: Structured for Success

Our lesson cycle is consistent across the school, supporting cognitive science principles and inclusive practice:



Retrieval

- Pupils revisit prior learning from previous topics, terms, or year groups.
- Tasks are adapted for SEND pupils (e.g., visuals, sentence starters, word banks).
- Links to new content strengthen schema and memory.



Recall

- Knowledge from the previous lesson is recalled through written or oral activities.
- Teachers use this to identify misconceptions early and provide targeted support through this post teaching.



New Learning

- Learning objectives are shared explicitly.
- Vocabulary is introduced and discussed, with visual aids and repetition for SEND learners, if necessary
- At this point, the purpose of the learning is discussed to give the lesson meaning to the pupils. This could involve sharing the career it links to or how this learning will help with future lessons.



I Do

- Teacher models new knowledge clearly, using multiple representations (images, videos, texts), or using a visualiser so pupil see the modelling closely and live.



We Do

- Collaborative tasks allow pupils to rehearse learning with peers and develop communication.
- SEND pupils benefit from structured talk, adult facilitation and mixed ability groupings.



You Do

- Independent application consolidates learning.
- Adapted tasks ensure all pupils can demonstrate understanding – scaffolds are used to support the differing needs of the pupils.



Reflection

- Pupils revisit the enquiry question / core learning.
- There are opportunities for discussion, debate, and linking to Character Virtues, British Values, Catholic Social Teaching, and Protected Characteristics.
- SEND pupils are supported to participate through sentence stems, visuals, and adult support.



Next

- Pre-teaching of key concepts of the next lesson

Our Curriculum Design

This sequence is slightly altered for Maths and English, as the cycle of I do, we do, you do is repeated up to three times, gradually increasing in complexity, ensuring cognitive overload is minimised.

Why This Matters

This structured approach:

- Embeds **retrieval practice** and **explicit instruction**, proven to support memory and understanding.
- Provides **predictability and clarity**, reducing cognitive load for vulnerable learners.
- Ensures **inclusive access** to ambitious content, fostering independence and confidence.

Making Learning Real

Our curriculum is enriched and supported by a comprehensive Personal Development programme that ensures pupils grow not only academically but socially, emotionally, and morally. This programme is woven throughout the school day and beyond, providing pupils with experience-rich opportunities that make learning meaningful and relevant. Through educational visits, outdoor learning, cultural experiences, and engagement with the local and wider community, pupils connect classroom knowledge to real-world contexts. These experiences are carefully planned to broaden horizons, build cultural capital, and develop essential life skills, ensuring that every child, especially the most vulnerable, has access to opportunities that prepare them for life in modern Britain. Personal Development also integrates our Character Virtues, British Values, Catholic Social Teaching, and Protected Characteristics, fostering respect, resilience, and responsibility in all pupils.

Our commitment to inclusion extends beyond the classroom. All trips, residential, and extra-curricular clubs are fully inclusive, ensuring every pupil can participate and benefit from these experiences. We actively identify and remove barriers, whether financial, physical, or related to SEND, so that enrichment opportunities are accessible to all. This includes:

- **Financial Support:** Subsidies and funding strategies to ensure cost is never a barrier.
- **Physical Accessibility:** Careful planning of venues and activities to accommodate mobility and sensory needs.
- **Adult Support:** Additional staffing or 1:1 support where required.
- **Pre-Teaching and Social Stories:** Preparing pupils with SEND for new environments to reduce anxiety and promote confidence.
- **Communication with Families:** Working closely with parents/carers to anticipate needs and provide reassurance.

These experiences are vital for building cultural capital, developing independence, and fostering a sense of belonging for every child

Emotional Wellbeing

At St. Joseph's, we believe that emotional wellbeing is the foundation for success in learning and life. When children understand and manage their emotions, they become more resilient, confident, and ready to face challenges. Our aim is for every child to leave us as a compassionate individual who can regulate their own feelings and empathise with others - skills that will support them throughout their education and beyond.

We take a **tiered approach** to emotional support:

Universal Support

For all children, we embed emotional development into daily school life:

- **Zones of Regulation:** Whole-class emotional check-ins to help children recognise and manage feelings.
- **Piece of Mind sessions:** Regular class-based activities promoting mindfulness and emotional awareness.
- **PSHE Curriculum:** Focused on emotions, wellbeing, and healthy lifestyles.
- **RE Curriculum with Character Virtues:** Teaching compassion, empathy, and respect - helping children understand how their actions and emotions impact others and how to live as caring members of society.

Targeted Support

For children who need additional help:

- Small group Zones of Regulation check-ins.
- Piece of Mind small group sessions.
- ELSA (Emotional Literacy Support Assistant) sessions to build confidence and emotional resilience. These sessions are tailored to the needs of each individual child.

Intensive Support

For children with more complex needs:

- Art Therapy led by Miss Hart.
- Access to **counselling and therapy** through our partnership with **The Bungalow Project**.
- Referral to the EWEL team.

Our approach ensures that children:

- Develop **emotional resilience** and confidence to cope with challenges.
- Build **positive relationships** through empathy and understanding.
- Are **ready to learn**, with improved focus and behaviour.
- Leave St. Joseph's as **compassionate, well-rounded individuals** prepared for the next stage of their education and life.

High Quality Teaching (EEF Five-a-Day Principles)

Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Groupings	Use of Technology
<p>Seven step metacognitive approach to lesson delivery involving:</p> <ul style="list-style-type: none"> ○ Retrieval and Recall ○ Explicit instruction through the explanation of the learning objective and new vocabulary ○ Modelling – I do ○ Guided practice – We do ○ Independent practice – You do ○ Reflection and Review ○ Next Steps <p>Use of working walls for writing which displays the Vocabulary, Punctuation, Sentence Types as well as Steps to Success which is derived from the progressive success criteria's that children are exposed to throughout the 2-week cycle of writing.</p> <p>Instruction for the learning task is displayed on the Interactive Whiteboard throughout the lesson.</p> <p>Use of checklists/success criteria/written instructions to reduce cognitive load.</p> <p>Access to first and next boards.</p> <p>A range of differentiated questioning to assess understanding.</p> <p>Live marking where possible to frequently check understanding throughout the lesson.</p>	<p>Seven step metacognitive approach to lesson delivery involving:</p> <ul style="list-style-type: none"> ○ Retrieval and Recall ○ Explicit instruction through the explanation of the learning objective and new vocabulary ○ Modelling – I do ○ Guided practice – We do ○ Independent practice – You do ○ Reflection and Review ○ Next Steps <p>Retrieval/interleaving activities used in every lesson.</p> <p>Explicit teaching of metacognitive and self-regulation strategies, using the 3 terms:</p> <ul style="list-style-type: none"> ○ Plan, Monitor, Evaluate <p>Explicit planning lessons during the writing cycle.</p> <p>A spiral curriculum, and use of recall and retrieval, where topics, skills and knowledge are revisited.</p> <p>Sounds-Write is a whole school approach which involves frequent revisiting of spellings.</p> <p>Use of checklists/success criteria/written instructions to reduce cognitive load.</p>	<p>Modelling in every lesson</p> <p>Visual scaffolds:</p> <ul style="list-style-type: none"> ○ Visual timetable ○ Visual equipment list ○ Visual storyboard/story maps/story mountains ○ Sorting and matching activities ○ Sequencing/Ordering activities ○ A task planner ○ A list of steps a pupil needs to take to complete activity. ○ Images that the support the learning of topics or vocabulary ○ Printed maths calculations. ○ Printed tables, grids, graphs ○ Highlighted areas to show the pupil where to write <p>Verbal scaffolds:</p> <ul style="list-style-type: none"> ○ Giving one question at a time ○ "let's look at this together..." ○ "Don't forget, your work needs to include..." <p>Written scaffolds:</p> <ul style="list-style-type: none"> ○ Word/vocabulary banks ○ Sentence starters ○ Writing frames ○ Story plans ○ Success criteria/to do lists ○ Mind maps <p>Use of Concrete, Pictorial and Abstract approaches.</p>	<p>Immediate interventions/post teaching if skills and knowledge has not been acquired during the lesson.</p> <p>Longer term interventions (half termly/termly) for reading, phonics and maths.</p> <p>Flexible groupings for group reading.</p> <p>Flexible groupings across different lessons.</p>	<p>Use of interactive whiteboards for lesson delivery</p> <p>Use of subject specific, informative videos</p> <p>Use of visualisers when modelling, particularly in lessons such as Art and DT.</p> <p>Consistent use of Active Inspire flipcharts across the curriculum, across the school.</p> <p>Access to laptops and iPads especially for those with accessibility requirements.</p> <p>Speech dictation</p> <p>Access to Teach Computing</p> <p>Access to Times Tables Rockstars</p> <p>Access to MyOn and Accelerated Reader</p> <p>Access to Lexia</p>

Collaboration

At our school, we believe that **inclusive education is a shared responsibility**. Strong collaboration between staff, parents, and external agencies ensures that every child receives the support they need to thrive.

Working with Parents and Carers

- **Open Communication:** We maintain regular, transparent communication with families through meetings, phone calls, and informal conversations.
- **Co-Production:** Parents are partners in decision-making. We involve them in creating SEN Support Plans, reviewing progress, and shaping provision.
- **Support and Guidance:** We offer workshops, coffee mornings, and resources to help parents understand strategies used in school and replicate them at home.
- **Early Involvement:** Families are engaged from the earliest stages of identification to ensure timely support and shared understanding.

Working with External Agencies

We work closely with a range of professionals to provide specialist expertise and interventions.

- **Educational Psychologists** – for assessment and advice on learning and behaviour.
- **Speech and Language Therapists** – supporting communication needs.
- **Occupational Therapists** – addressing sensory and physical needs.
- **CAMHS and Mental Health Services** – promoting emotional wellbeing.
- **Local Authority SEND Team** – ensuring statutory processes and funding are managed effectively. We are a part of Durham's SEND Team Community of Learning and have access to a Thrive programme of support.
- **Bungalow Counselling**
- **Voluntary and Community Organisations** – providing additional support and enrichment.

Why Collaboration Matters

- Ensures early identification and intervention.
- Provides specialist knowledge and strategies to meet complex needs.
- Builds trust and shared responsibility between school and families.
- Creates a network of support that extends beyond the classroom.

Graduated Approach

Assess

Identification: The identification and provision for children with SEND follows a **graduated approach**, in line with our SEND policy. A child may be identified as having SEND if they are not making the expected progress compared to their peers, or if the gap between their achievement and age-related expectations is widening. Teachers continually monitor all pupils' progress using a combination of **formative** (day-to-day) and **summative** (end-of-term or standardised) assessments. If a child is not making expected progress, the class teacher will discuss this with parents or carers. Together with the SENCO, they will explore any potential barriers to learning and consider appropriate support strategies.

As part of this process, the following may be used to inform our understanding of a child's needs:

- Teacher observations and internal assessments
- Screening or diagnostic tests
- Specialist assessments (where appropriate)
- Vision and hearing checks
- Progress against curriculum expectations
- Parent and pupil views
- Advice from external professionals (with parental consent)

SEND Register: If initial assessments indicate that additional support is needed, your child may be placed on the SEND Support Register. At this stage, the class teacher will develop a support plan with clearly defined, achievable targets and outline the specific strategies and in-class support that will be provided. The SEND Register is reviewed regularly and is a flexible document. If your child begins to make expected progress, they may be removed from the register. Similarly, children can be added at a later stage if new needs arise.

Top Up Funding and EHCPs: For children with more complex or significant needs who require a high level of support, we may consider applying for High Needs Funding or an Education, Health and Care Plan (EHCP). These applications are usually made in collaboration with external agencies and always involve consultation with parents or carers throughout the process.

Plan

The **class teacher** holds overall responsibility for the **welfare, learning, and progress** of your child. Any additional provision is thoughtfully planned and implemented by the class teacher and supported by experienced **teaching assistants**. The process is overseen by our SENCO, who works closely with staff and parents to ensure the best outcomes.

If a child is receiving additional support but is still not making the expected progress, the SENCO will be consulted to help review and plan the **next steps** in your child's learning journey.

All lesson planning remains the responsibility of the class teacher. Children with Special Educational Needs and/or Disabilities (SEND) continue to learn alongside their peers, within their **mainstream classroom**. Where needed, the teacher will make **reasonable adjustments** to the lesson delivery, tasks, or learning environment to support access and participation. These adaptations are recorded in the child's SEN Support Plan. Where appropriate, we also use **interventions**, which are selected based on your child's specific needs.

Support may take many forms, including:

- **Small group intervention work**
- **Sensory-based support strategies**
- **Targeted 1:1 support**, when required

Children's SEN Support Plan targets are most often linked to **cognition and learning**, with a focus on areas such as reading, writing, and numeracy. However, depending on individual needs, targets may also relate to:

- **Communication and interaction**
- **Sensory or physical needs**
- **Social, emotional and mental health (SEMH)**

Graduated Approach

Do

Our teachers are highly skilled in **adapting teaching and learning** to meet the diverse needs of all pupils within their classrooms. Daily lesson planning considers individual children's needs and is **carefully annotated and adjusted** as necessary to ensure every child can access the curriculum.

For children identified with Special Educational Needs and/or Disabilities (SEND), specific consideration is given in planning to support their progress. Teachers make **explicit reference to SEND needs** and tailor their lessons accordingly.

We use a variety of **adaptive teaching strategies** to ensure all children experience both **success and challenge** in their learning. This may include:

- Adapted and scaffolded tasks and resources
- Varied teaching approaches to suit different learning styles
- Carefully considered **grouping arrangements** based on pupils' strengths and areas for development

Additional adults (e.g., teaching assistants) work with both individuals and small groups. Their role is to provide targeted support while encouraging the development of **independent learning skills**. Class teachers closely monitor this support to prevent pupils from becoming overly dependent on adult guidance.

We place high value on **partnership with parents and carers**. Regular opportunities are provided for **individual meetings** to share updates, clarify strategies, and offer guidance on how you can support your child's learning at home.

Review

Reviewing Progress and Communication: At the end of each term, you will be invited to meet your child's class teacher to review the additional support provided and set new targets. Pupils and parents are encouraged to share their views during these meetings.

Parent Consultation Evenings are also held every term to discuss your child's progress, with a final meeting in the Summer Term to review the end-of-year report.

Annual Reviews for EHCPs: For children with an **Education, Health and Care Plan (EHCP)**, an annual review is held with all involved professionals, including parents and the child. Outcomes are reviewed and updated in collaboration with parents, then sent to the local authority for approval. An updated EHCP is issued accordingly.

Leadership and Governance: The Head Teacher, Senior Leadership Team, and School Governors regularly monitor and review SEND provision and progress.

More information is available on our website, including the SEND Policy and Stockton Local Authority Local Offer.

Our Graduated Approach

Cognition and Learning

	Wave 1 High-Quality Teaching and Universal Provision	Wave 2 Targeted Support	Wave 3 Intensive Support
Assess	<ul style="list-style-type: none"> Ongoing formative and summative assessments. Regular work monitoring and pupil progress meetings. Use of teacher observations and in-class assessment for learning. 	<ul style="list-style-type: none"> Diagnostic assessments to identify gaps (phonics screening checks, phonics diagnostic and progress checks, times table tracking, STAR reading assessments, end of term assessments and QLA) Observations by teacher, support staff and SENCO 	<p>Specialist assessments – Educational Psychologist, Cognition and Learning Specialist Teacher</p> <p>External reports shared with staff and parents</p>
Plan	<ul style="list-style-type: none"> Lesson planning with clear objectives and scaffolding Parent teacher consultations (three times a year) 	<ul style="list-style-type: none"> Small group support Intervention identified – e.g Catch Up/Keep Up Phonics, one to one daily reading, comprehension intervention, maths fluency Support plan written if needed – short term targets and interventions agreed with parent/teacher/pupil Transition planning 	<ul style="list-style-type: none"> SENCo meeting with class teacher, parent, pupil and other professionals as required Support Plans at three times per year, written in collaboration with parents and external professionals Higher Needs Funding application EHC application and annual reviews
Do	<p>High quality teaching</p> <ul style="list-style-type: none"> Clear learning objectives and success criteria shared with children Consistent lesson pedagogy centred around reducing cognitive load and repeated instruction – consistent flipchart, font and icons Lessons planned and sequenced to build on prior learning – recall and retrieval Lesson pedagogy that includes repeated modelling (I do), scaffolding, guided/collaborative practice (we do), and independent practice (you do) Scaffolded activities and resources in lessons without lowering expectation Use of technology – Interactive boards, visualisers, ipads and laptops Differentiated questioning to support and challenge all learners High expectations for every child without exception Sounds Write Reading scheme/Phonics programme Targeted/differentiated homework. Targeted Times Tables/spelling Programme Manipulatives, visual supports and tools to aid independence 	<p>As Tier 1, plus:</p> <ul style="list-style-type: none"> Sounds Write Interventions – Keep Up and Catch Up 1:1 and small group guided reading targeted at vocabulary and comprehension Fine motor/handwriting Pre-teaching/post teaching of in-class concepts before the lesson to build success After school tutoring sessions for Year 6/identified children Adaptive technology – Touch typing, speech to text software, Access to small, quiet spaces for regulation/quiet working 	<p>As Tier 1 and 2, plus:</p> <ul style="list-style-type: none"> Precision teaching Small group or 1:1 support in lessons Individualised, adapted curriculum Condensed timetable to engage in targeted support. Accessibility options, including use of laptop/ipad with key learning resources Access arrangements for national assessments – scribe, extra time, reader, rest breaks
Review	<ul style="list-style-type: none"> Teacher observations and termly assessments to track progress and attainment – Pupil progress meetings Marking and feedback Pupil and parent voice <p>A child would be identified for Tier 2 interventions if they are not attaining or making progress in line with the national expectations or if they have not met targets</p>	<ul style="list-style-type: none"> Class teacher/parents to monitor progress against targets and adapt if necessary and evaluate the effectiveness and impact of provision/intervention within the time period agreed. <p>When a child has made progress, achieved targets set and is attaining in line with expectations, they would no longer need a SEN plan. Teacher would continue to monitor them through Tier 1 High Quality Teaching.</p>	<ul style="list-style-type: none"> Class teacher, SENCo, parents and pupil to monitor progress against outcome and adapt if necessary. EHCP application Further referrals to external professionals Transition planning

Our Graduated Approach

Communication and Interaction

	Wave 1 High-Quality Teaching and Universal Provision	Wave 2 Targeted Support	Wave 3 Intensive Support
Assess	<ul style="list-style-type: none"> Teacher observation English as an Additional Language Assessment (EAL) Parent views including relevant history Baseline of communication and language skills Prior GP or Speech and Language referrals 	As for Tier 1 plus <ul style="list-style-type: none"> SENCo input SALT informed assessments – Talk Boost Possible S&L Referral Communication & Language referral Possible Educational Psychologist ‘no name’ consultation Hearing check 	As for Tier 1 and 2 plus <ul style="list-style-type: none"> Speech and Language Therapist Assessment Educational Psychologist (if appropriate) Sensory team – Hearing impairment team
Plan	<ul style="list-style-type: none"> Parent-Teacher consultations to discuss attainment and progress (termly) 	<ul style="list-style-type: none"> Small group language support – Talk Boost Individual targets and provision set with SALT guidance 	<ul style="list-style-type: none"> Individualised communication plan or SALT programme – PECs, Makaton SENCo meeting with class teacher, parent, pupil and other professionals as required Support Plans at three times per year, written in collaboration with parents and external professionals Higher Needs Funding application EHC application and annual reviews
Do	<ul style="list-style-type: none"> Clear, concise verbal instructions supported by visuals or gestures – Reduced teacher talk Key vocabulary explicitly taught and revisited Oracy strategies deployed across the curriculum, including clear How We Talk Rules and ‘Type of Talk’ posters Dedicated oracy lesson included in the writing sequence Talk partners and structured discussion to develop oral language Visual aids, cue cards, and word banks used across subjects Buddy systems and leadership opportunities for language development Staff model effective listening, turn-taking, and social communication – Full sentence speaking, grammatical accuracy and Standard English Staff use of quality interactions with pupils 	<ul style="list-style-type: none"> Speech and Language intervention Social and communication groups Social stories Targeted in class support Use of Makaton and communication aids, such as Widget symbols Modified break and lunchtimes 	<ul style="list-style-type: none"> Direct therapy with speech and language CPD for specific staff Use of communication aids – radio aids, hearing aids, Makaton, PECs Staff training in the above
Review	<ul style="list-style-type: none"> Teacher observations and termly assessments to track progress and attainment – Pupil progress meetings Marking and feedback Pupil and parent voice <p>A child would be identified for Tier 2 interventions if they are not making progress or if they have not met targets</p>	<ul style="list-style-type: none"> Class teacher/parents to monitor progress against targets and adapt if necessary and evaluate the effectiveness of provision Intervention impact monitored, in collaboration with SALT/SENCO 	<ul style="list-style-type: none"> Class teacher, SENCo, parents and pupil to monitor progress against outcome and adapt if necessary – including involved external professionals EHCP application / Annual reiew Further referrals to external professionals

Our Graduated Approach

Physical and Sensory

	Wave 1 High-Quality Teaching and Universal Provision	Wave 2 Targeted Support	Wave 3 Intensive Support
Assess	<ul style="list-style-type: none"> Teacher observation – coordination, handwriting, participation in PE Parent views including relevant history Prior external professional referrals, such as the Occupational Therapy 	As for Tier 1 plus <ul style="list-style-type: none"> SENCo input Fine and gross motor baseline assessment 	As for Tier 1 and 2 plus <ul style="list-style-type: none"> Specialist input and assessment – Occupational therapy, Physiotherapy, Sensory Team
Plan	<ul style="list-style-type: none"> Parent-Teacher consultations to discuss attainment and progress (termly) Adaptations to classroom layout and seating Clear routines Accessibility audit (evidenced in Accessibility Plan) 	<ul style="list-style-type: none"> Health and safety checks of learning environment – Health and Safety audit if necessary Risk assessments Personal Emergency Evacuation Plan Small group motor skills group – gross motor, fine motor focuses Individual targets and provision planned 	<ul style="list-style-type: none"> Individualised physical/sensory plan – therapy, mobility plan, accessibility arrangements, SENCo meeting with class teacher, parent, pupil and other professionals as required Support Plans at three times per year, written in collaboration with parents and external professionals Higher Needs Funding application EHC application and annual reviews
Do	<ul style="list-style-type: none"> Access to suitable resources – pencil grips, sloping boards Access to sensory equipment – fidgets, wobble cushion, kick bands Inclusive PE lessons Accessibility Plan acted upon Regular handwriting/letter formation practice Handwriting guideline exercise books across the curriculum Tinted background used on interactive board Consistent use of font 	<ul style="list-style-type: none"> Fine/gross motor and sensory circuit sessions Access to targeted sensory equipment – weighted blanket, ear defenders Access to specific equipment, such as accessible scissors Increased access to ICT tools, including laptops, tablets, and speech-to-text software to support communication and learning Environmental modifications, such as quiet or low-stimulus areas, adjusted lighting, noise-cancelling headphones, or sensory breaks to support regulation and focus Incorporation of sensory integration activities or physiotherapy programs within the school day 	<ul style="list-style-type: none"> Specific environmental adjustments Specific provision – use to hearing aids, cochlea implants, radio aids
Review	<ul style="list-style-type: none"> Teacher observations and monitoring of adaptations Pupil and parent voice <p>A child would be identified for Tier 2 interventions if they are not making progress or if they have not met targets</p>	<ul style="list-style-type: none"> Class teacher/parents to monitor progress against targets and adapt if necessary and evaluate the effectiveness of provision Intervention impact monitored, in collaboration with SENCO 	<ul style="list-style-type: none"> Class teacher, SENCo, parents and pupil to monitor progress against outcome and adapt if necessary – including involved external professionals EHCP application / Annual review Further referrals to external professionals

Our Graduated Approach

Social, Emotional and Mental Health

	Wave 1 High-Quality Teaching and Universal Provision	Wave 2 Targeted Support	Wave 3 Intensive Support
Assess	<ul style="list-style-type: none"> Teacher observation – behaviour, relationships, engagement, attendance Parent views including relevant history Pupil voice Prior external professional referrals, such as CAMHs 	As for Tier 1 plus <ul style="list-style-type: none"> SENCo input Continued observations 	As for Tier 1 and 2 plus <ul style="list-style-type: none"> Specialist input and assessment – CAMHs, Educational Psychologist, Pupil Inclusion Panel, EWEL
Plan	<ul style="list-style-type: none"> Whole school behaviour policy focused on restorative practice Consistent routines and expectations 	<ul style="list-style-type: none"> Individual targets and provision planned 	<ul style="list-style-type: none"> Individualised behaviour plan/risk assessment SENCo meeting with class teacher, parent, pupil and other professionals as required Support Plans at three times per year, written in collaboration with parents and external professionals Higher Needs Funding application EHC application and annual reviews
Do	<ul style="list-style-type: none"> Positive relationships built through predictable routines and adult modelling. PSHE curriculum and RE curriculum that includes explicit teaching and exploration of emotions, relationships, wellbeing and mental health Whole school approach to emotional literacy – Zones of Regulation School rules that focus on key character virtues including compassion, resilience, responsibility and respect Bespoke Personal Development curriculum that is accessible to all, including trips, residential and after school enrichment Flourish Friday curriculum, including Commando Joe sessions 	<ul style="list-style-type: none"> Daily/regular check in with key, trusted adult Development of self-regulation techniques such as mindfulness, breathing exercises, and relaxation strategies Access to small, quiet spaces for regulation/quiet working Small group social or emotional intervention -Zones of Regulation focus Wellbeing support delivered by Wellbeing Lead Use of visual tools like the 5-point scale to help children understand and manage emotions Child-led reward systems that are individually tailored to motivate and encourage positive behaviour 	<ul style="list-style-type: none"> ELSA Counselling delivered by Bungalow Project Emotional Resilience referral and input
Review	<ul style="list-style-type: none"> Teacher observations and review of engagement and wellbeing Pupil and parent voice Attendance <p>A child would be identified for Tier 2 interventions if they are not making progress or if they have not met targets</p>	<ul style="list-style-type: none"> Class teacher/parents to monitor progress against targets and adapt if necessary and evaluate the effectiveness of provision Intervention impact monitored, in collaboration with SENCO Attendance monitoring Transition planning 	<ul style="list-style-type: none"> Class teacher, SENCo, parents and pupil to monitor progress against outcome and adapt if necessary – including involved external professionals Attendance TAF EHCP application / Annual review Further referrals to external professionals

