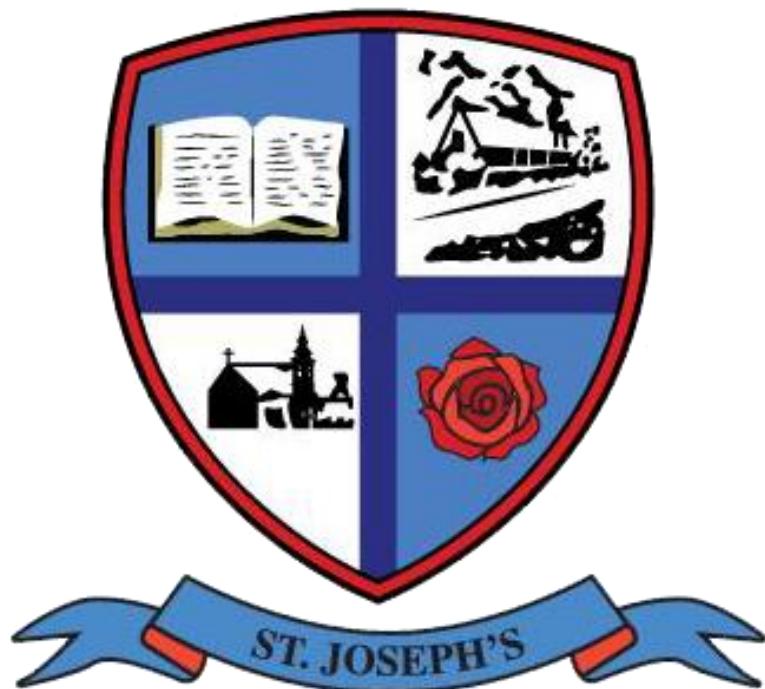


# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**



## **SEND POLICY**

**Reviewed: November 2025**

**To be reviewed: November 2026**

**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON.**  
**SEND POLICY**

*'Living Life to the Full' John 10:10*

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report).

**Name of SENCO:**

Mrs Gill Porter

**Contact:**

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**Email:** [school.info@st-josephs-wrightington.lancs.school](mailto:school.info@st-josephs-wrightington.lancs.school)

**Status:** Headteacher



## **OUR VALUES AND BELIEFS**

At St. Joseph's Catholic Primary School we firmly believe that all children are unique individuals made in the image and likeness of God and should have every opportunity to develop to their full potential and strive for excellence in all that they do. We aim to achieve this through the removal of barriers to learning and participation, through effective teaching and by expecting the highest of standards. At St. Joseph's Catholic Primary School, we value each other's achievements and create a safe, caring and stimulating environment in which the whole child is nurtured to:

**'Living Life to the Full'.**

We want to create an environment of belongingness, where children can confidently say:

**'I am safe, I am valued, I do matter'.**

## **AIMS:**

At St. Joseph's Catholic Primary School our SEND Policy is based on valuing individuals and responding to their diverse needs. We provide a nurturing environment for children to grow and fulfil their potential. As a school we firmly believe in equal opportunities and aim to meet the physical, emotional and intellectual needs of all our children.

We aim to work closely in partnership with parents and carers, recognising the knowledge they can provide to help us to understand and build on children's previous experiences and skills. We involve children and parents in setting targets and identifying strategies to help the child both at home and in school. This collaborative approach will ensure that the whole family contributes and develops a shared understanding of the child's Special Educational Needs.

## **OBJECTIVES:**

The aim of our SEND Policy is to provide equal opportunities and a broad and balanced curriculum for all by:

- Ensuring that early intervention is applied for all children as necessary; in line with the new SEND Code of Practice, 0-25 guidance
- Working within the guidance provided in the SEND Code of Practice 2014
- Ensuring a consistent approach to the management and provision of support for special educational needs operates within a Catholic ethos
- Providing a SENDCO who will work with the SEND Inclusion Policy.
- Providing support and advice for all staff working with special educational needs pupils
- Developing and maintaining partnership and high levels of engagement with parent

## **IDENTIFICATION AND ASSESSMENT OF SEND:**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. At St. Joseph's, we assess *all* pupil's current skills and levels of attainment on entry. Class and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support at the earliest opportunity.

Inadequate progress can be characterised by progress which:

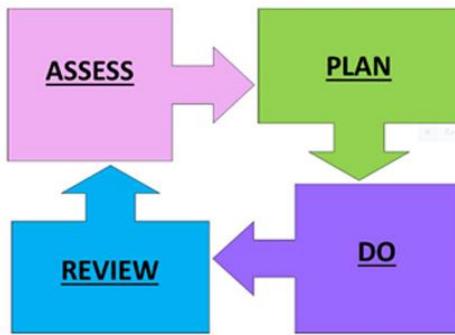
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This also includes progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

## **THE GRADUATED APPROACH TO SUPPORTING SEN:**

St. Joseph's Catholic Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning learning challenges that respond to children's diverse learning needs. Barriers to learning may arise as a consequence of a child having special educational needs that require particular action by the school. Such children may need additional help or different help from that given to other children of the same age. Teachers make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

The school adopts the graduated approach to ensure all children make progress. It is a 4-step, ongoing cycle. Once a potential special educational need is identified, four types of action should be taken to put effective support in place, ***assess-plan-do-review***. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.



### Assess:

Before identifying a child as needing SEND support the class teacher, working with the SENDCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent together with other assessments and independent professional opinions. These should be recorded and compared to the setting's own assessment and information on how a child is developing. This assessment will be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments.

### Plan:

Where it is decided to provide a pupil with SEND Support, the parents must be notified. The teacher and the SENDCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Advice and recommendations provided by independent advisers will be considered alongside other assessment and professional opinions when making decisions regarding school SEND support plans and interventions. All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required.

### Do:

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### **Review:**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date, at least once per term and when a child is added to or removed from the SEND register and/or the school's watch list.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil.

### **FIRST RESPONSE**

The first response to less than expected progress is high quality teaching, targeted at the specific areas of need that have been identified. The class teacher plans adapted work at the appropriate level for children to meet their needs and ensure that success and progress is achieved. Other classroom strategies will be quickly put into place, for instance extra teaching or other rigorous interventions designed to secure better progress in the identified area of need. With the correct support at the correct time, marginal gaps may be narrowed and the child may 'catch up' with their peers. Depending on the impact of these strategies on a child's progress, an IEP may be discussed with the child, parent or carer.

### **INDIVIDUAL EDUCATIONAL PLANS:**

Where a child needs support that is additional to, or different from, the typical provision for a child of their age, the class teacher, in consultation with the SENDCO, will create an individual plan for the provision that the child needs to ensure they make progress.

The Individual Educational Plan (IEP) should include:

- Short term targets – 3 to 4, achievable, highly focussed, individual targets that match the child's needs
- The teaching and learning strategies to be used, including the provision to be put in place that is *additional to, and different from, the normal provision* i.e. targeted small group work, 1-1 teaching times etc...
- Progress review – Evidence to support the child's progress against their targets. *This should include samples of work that shows evidence, observational notes based on teacher assessment and milestones achieved.*

As an IEP is a working document, targets will be constantly under review to ensure that appropriate targets are set and the child is making progress. IEPs must be altered as and when the children achieve the outcomes required. IEPs will be formally reviewed – October, February and May, in consultation with the child and their parents.

Writing, implementing and reviewing IEPs is the responsibility of the class teacher. Support from Phase Leaders and the SENDCO is always available.

### **INVOLVING SPECIALISTS:**

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies. The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parent and teaching staff supporting the child. Advice and recommendations provided by independent advisers will be considered alongside other assessment and professional opinions.

Among the specialist services that we regularly work with are: Local Authority SEN Assessment and Educational Psychology Service, I.D.S.S. (Inclusion and Disability Support Service), SALT (Speech and Language Therapy), the school doctor, the school nurse, Children's Social Care, Lancashire Parent Partnership, Elm Tree Outreach Service.

### **EDUCATIONAL HEALTH CARE PLANS:**

Despite the school putting relevant actions into place some children with higher levels of need will not make the expected progress and an Educational Health Care Plan may be deemed appropriate. St. Joseph's Catholic Primary School will work with parents and other agencies to consider requesting statutory assessment for an EHC plan from the local authority to secure additional long-term support for the child.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS:**

The school 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 embrace its duties under the Equality Act 2010.

Some may also have Special Educational Needs or Disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

School welcomes children with medical conditions and will work closely with parents and health care professionals to best meet their needs are met. School has members of staff trained in Paediatric First Aid training and our school building is accessible for children with physical disabilities.

### **INVOLVING PARENTS AND PUPILS IN PLANNING AND REVIEWING PROGRESS:**

Schools must provide an annual report for parents on their child's progress; this will be the child's end of year report in July. In addition to this, termly reports are sent home detailing achievement in reading, writing, maths and RE. There is also an opportunity each term for parents to book a consultation appointment and meet with class teachers for an update on their child's progress.

Where a pupil is receiving SEND support, schools should invite parents to meet with them at least termly to set clear goals and discuss the activities and support that will help their child. The targets and support discussed will be detailed on the IEP. This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, who may be supported by the SENCO. It provides an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all children. Following a meeting the teacher will need to inform all the appropriate school staff of the outcomes and agreed targets.

The outcomes of this termly meeting should be documented on CPOMs. All forms of communication which include updates, discussions and decisions made during verbal exchanges with parents should also be recorded on CPOMs.

#### **MANAGING PUPILS NEEDS ON THE SEN REGISTER:**

- Individual Education Plans are outcome focussed and clearly identify needs and how to remove key barriers to effective learning. The class teacher is responsible for writing them and for reviewing progress.
- The SENCO is responsible for monitoring this progress. They are reviewed termly but if outcomes have been achieved before the review, then additional challenge must be added.
- Children must be included at the planning and review stage if appropriate.
- The cycle of review will coincide with termly pupil progress meetings.
- The level of provision will reflect the need and, if additional input is needed, this will be identified as soon as possible.
- A discussion will take place with the SENCO. The SENCO is responsible for identifying when additional support from external agencies is required. This will always be discussed with parents/carers.
- If needs require, school will work with parents and other agencies to consider requesting statutory assessment for an EHC plan from the local authority to secure additional long-term support for the child.
- School will work with the LA to manage and review EHC plans.

#### **TRANSITION:**

We liaise with pre-school settings regarding children entering school with SEND. On transfer to another school, all relevant information is passed on and contact made with the relevant professionals.

Transition from class to class and across key stages will be handled sensitively and with due regard to the needs of the child. Additional support will be discussed with the family and relevant staff in order to ensure that the emotional, social, cultural, spiritual and intellectual needs of the child are met.

Secondary school staff are invited into school during the spring term of Y6 to discuss pupils with SEND before transition to their setting. Additional secondary induction visits are arranged for

these pupils if necessary. Secondary school staff also invited to any SEND transition reviews at the beginning of Y6.

#### **CRITERIA FOR EXITING THE SEND REGISTER:**

If a child makes enough progress to meet age appropriate expectations, or additional needs have been overcome, then he or she will be removed from the SEND register. This will always be discussed with parents and the child's progress will always be carefully monitored. If there were further concerns, the child would be placed back on the register. When a child is added to or removed from the SEND register and/or the school's watch list this should be documented on CPOMs.

The SENDCO reviews intervention registers termly, along with progress made by pupils. This provides a basis for monitoring interventions and assessing their impact on progress.

The SENDCO holds a record of Individual Education Plans. These are also uploaded termly onto CPOMs and a copy is sent home to parents via Class Dojo.

#### **FORMAL TESTING:**

We ensure children with SEND are able to access assessments and adaptations are made to ensure all children are able to perform to the best of their ability. This may include for example; the use of a scribe, enlarged print, additional time for the completion of tests, a reader for relevant tests, the provision of a quiet room or the breaking up of tests into manageable chunks. The Head teacher is responsible for organising this and for ensuring that tests are carried out fairly and that assessment authorities are informed.

#### **SUPPORTING PUPILS AND FAMILIES:**

At St. Joseph's we operate an open door policy. The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

Parents can also access the Lancashire Local Offer via our website or by visiting  
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

Or the Wigan Local Offer via our website or by visiting:  
<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS:**

At St. Joseph's, we recognise 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 (see our whole school policy for Supporting Pupils at School with Medical Conditions).

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. When SEND pupils have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

## **BULLYING:**

St. Joseph's Catholic Primary School is extremely proud of the behaviour of children in school and works hard to deliver a curriculum that encourages children to reflect on the issues surrounding bullying from Reception through to Y6. Our Anti Bullying Policy shows the steps that are taken to ensure and mitigate the risk of bullying of vulnerable children in our school. We recognise that children with SEND are at particular risk of being bullied. See Anti Bullying Policy

## **MONITORING AND REVIEW:**

St. Joseph's Catholic Primary School has a programme to monitor and evaluate the quality of provision we offer all pupils. Regular audits of staff CPD needs are undertaken and training planned accordingly. Sampling of parent views and pupils' views are carried out regularly and practice is reflected upon in light of this information to inform better practice.

This policy will be reviewed annually or whenever there are legislative changes.

## **ROLES AND RESPONSIBILITIES:**

### **The SENDCO is responsible for:**

- Coordinating provision for children with SEND and developing the school's SEND policy
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome difficulties
- Providing opportunities for whole school training to ensure that all staff are confident about meeting a range of individual needs
- Working as part of the Senior Leadership Team to monitor the progress and effectiveness of provision
- Ensuring that parents are: - Involved in supporting their child's learning - Kept informed about the level of support their child is receiving - Included in reviewing their child's progress - Consulted about transitions to new class or school

### **The Headteacher is responsible for:**

- The day to day management of all aspects of the school, including the provision made for pupils with SEND
- Providing opportunities for whole school training to ensure that all staff are confident about meeting a range of individual needs
- Working as part of the Senior Leadership Team to monitor the progress and effectiveness of provision

### **Teaching Staff are responsible for:**

- Plan for children's full participation in learning, and in physical and practical activities;
- In consultation with the SENCO, directing and monitoring the work of teaching assistants;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Help children to manage their emotions
- Taking overall responsibility for the formulation of IEPs
- Keeping parents/carers fully informed of their child's needs and progress.

### **The Governing Body:**

- Has day an identified governor with specific oversight of the school's provision for pupils with special educational needs ensuring that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel;
- Has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs;
- Secures the necessary provision for any pupil identified as having special educational needs;
- Ensures that all teachers are aware of the importance of providing for these children;
- Consults the L.A. and other agencies, when appropriate;
- Reports annually to parents on the success of the school's policy for children with special educational needs;
- Ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

### **STORING AND MANAGING INFORMATION:**

A chronology of action for each SEN pupil is maintained on CPOMs. Copies of reports, assessments and IEPs are also logged on CPOMs. The school has a Confidentiality/Data Protection policy which can be viewed on our website. Documents relating to pupils on the SEND register will be uploaded onto CPOMs. These records will be transferred on to a child's next setting when he or she leaves St. Joseph's Catholic Primary, Wrightington. Any hard copy documents are stored in a lockable filing cabinet in the Head's office.

### **ACCESSIBILITY:**

The Equality Act 2010, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our Accessibility policy and plan can be viewed on our website.

### **PROCEDURES FOR CONCERN:**

At St. Joseph's Catholic Primary School, we do our very best for all our children and if there are any concerns we encourage those concerned to approach the following people and a response will be made as soon as possible.

- Your child's class teacher
- The school SENDCO, Mrs G. Porter
- The Head Teacher, Miss V. Gleeson
- Our SEND governor, Mr. A Scott

Parents/carers can contact SENDIASS Lancashire for information, advice and support on 0300 123 6706 (Monday to Friday 9am-5pm). Their website is <https://lancssendias.org.uk/>

### **PROCEDURES FOR COMPLAINTS:**

Any complaints will be dealt with in line with the agreed School Complaints Policy. A copy of the Complaints Policy is available by request from the school office but school would encourage all parents and carers to contact school at the earliest opportunity to discuss any issues or difficulties.