



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

## **Special Educational Needs and Disability (SEND) Policy**

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| <b>Approved by:</b>        | Governing Body | <b>Date:</b> July 2021 |
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### **1. Aims and approach of the school**

Our SEND policy aims to:

- a. Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- b. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- c. Live out our Catholic vision as an inclusive school which values that which is unique in every human being
- d. Make sure the pupils with SEND or disabilities are supported to learn in the best conditions to reach their best outcomes

### **Our approach to teaching children with Special Educational Needs and Disabilities (SEND)**

St. Joseph's Catholic Primary School is a community and the school's mission statement informs all that we do. We are:

- **A welcoming school,**  
where everyone cares for and respects each other.
- **A learning school,**  
which inspires creativity and challenges through guidance and encouragement all members of the community to learn and aim to be the best they can be.
- **A vibrant school,**  
which celebrates its variety and creativity and seeks to meet the needs of each person by working together in this ever-changing world.
- **A holy school,**  
where prayer and worship are valued and we the community serve as a living witness to the Gospel of Jesus Christ

**LOVE   LEARN   BELIEVE**

In line with our Mission Statement, St. Joseph's is an inclusive school and we are committed to the education of all pupils in our School, whatever their ability and whatever their Special Educational Needs and / or Disability.

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential – academically; socially; physically; spiritually and emotionally.

## **2. Legislation and guidance**

This policy is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- a. **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities
- b. **Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## **3. Definitions**

- a. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- b. They have a learning difficulty or disability if they have:
  - i. A significantly greater difficulty in learning than the majority of others of the same age, or
  - ii. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in main stream schools
  - iii. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **The Inclusion Manager**

- a. St. Joseph's Catholic Primary school has a named SENDCo/Inclusion Manager and he/she is a member of the Senior Leadership Team.
- b. The Inclusion Manager will:
  - i. Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
  - ii. Be an advocate of children with SEND
  - iii. Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
  - iv. Co-ordinate the provision for children with SEND including those with EHC plans
  - v. Liaise, support and advise colleagues
  - vi. Oversee the records of all children with SEND and keep them up to date
  - vii. Liaise with parents of children with SEND
  - viii. Contribute to the in-service training of staff
  - ix. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
  - x. Liaise with high schools so that support is provided for Y6 pupils as they prepare to transfer
  - xi. Liaise with external agencies including the LA's support, educational psychology, health and social services and voluntary bodies
  - xii. Be the point of contact for external agencies, especially the local authority and its support services
  - xiii. Co-ordinate and develop school-based strategies for the identification and review of children with SEND
  - xiv. Make regular visits to classrooms to monitor the progress of children on the SEN Register

### **c. The Governing Body**

The governing body challenges the school to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings.

### **d. The SEND Governor**

The SEND governor will:

- i. Help to raise awareness of SEND issues at governing board meetings
- ii. Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board
- iii. Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **e. The Headteacher**

The headteacher will:

- i. Work with the SENDCo and SEN governor to determine the strategic development of the SEND policy and provision in the school
- ii. Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **f. Class Teachers**

Each class teacher is responsible for:

- i. The progress and development of every pupil in their class
- ii. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- iii. Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- iv. Ensuring they follow this SEND policy

## **5. Monitoring arrangements**

- a. This policy will be reviewed every year by the Inclusion Manager and the Governing Body. It will also be updated if any changes to the information are made during the year.
- b. It will be approved by the governing board.

## **6. Supporting pupils at school with medical conditions**

At St. Joseph's Catholic Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises. 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 comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

## **7. Accessibility**

The Discrimination Disability Act (DDA) 1995, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility

of schools for disabled pupils and to implement their plans. Physical aids to access education are provided on a needs basis.

Handouts, timetables, textbooks and information about school events are available as a paper copy or electronically as needed. The information takes account of pupils' disabilities and pupils' and parents' preferred formats and can be made available within a reasonable time frame.

## **8. Allocation of resources and training**

Despite the constraints of our delegated budget, the governing body recognises the importance of funding special needs, while addressing its responsibility to provide effective education for other children, and to manage our resources effectively.

All teachers and support staff undertake induction with the SENDCo/Inclusion Manager to explain the systems and structures in place around the schools' SEND provision.

Within our in-service allocation, priority is given ensuring that all teachers and support staff develop skills in SEND provision.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school including the provision for pupils with statements of special educational needs.

The SENDCo/Inclusion Manager and Headteacher inform the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENDCo meet regularly to agree on how to use funds directly related to statements.

The SENDCo/Inclusion Manager draws up the resources bid when the school is planning for the next school improvement plan.

## **9. Admission of children with EHCP/Statements**

The school ensures that pupils with SEND are admitted on an equal basis with others in accordance with its admission policy.

The School Admissions Code of Practice (2012) requires children and young people with SEND to be treated fairly. The school:

- **must** consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
- **must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

## **10. Compliance**

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 1/9/2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **11. Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- Require different strategies for learning.
- Have varied learning styles.
- Acquire, assimilate and communicate information at different rates.
- Need a range of teaching approaches and experiences.
- Planning for individual pupil's full participation in learning and in physical /practical activities
- Planning to develop pupil's understanding through use of all available senses and experiences
- Providing support for pupils who need help with communication and language
- Helping pupils to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.