St. Joseph's Catholic Academy



SEND Policy

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Bishop Chadwick Catholic Education Trust

Policy details

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At St Joseph's Academy we are inspired by Christ's love for all people. Our aim is to provide the highest standard of Christian education with particular emphasis on the faith and teaching of the Catholic Church throughout the school.

Policy Mission Statement

St Joseph's Catholic Academy is an inclusive school that values the abilities and achievements of all its students, inclusive of gender, ability, or circumstance, and is committed to providing the best possible learning environment for every student. All students are expected to become individual learners and fulfil their potential. It is our duty to provide equal opportunities for every person in our care and wherever possible within reasonable adjustments, a safe fully equipped learning environment which caters for the needs of every individual student. We are committed to inclusion within the school curriculum and participation in all aspects of school life. St Joseph's adopts a 'whole school approach' to Special Educational needs and Disability. All staff work together to ensure inclusion of all students. We are committed to ensuring that all students with SEND can fulfil their full potential.

Definition of Special Educational Needs and Disabilities (SEND)

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years:

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age; or
2. Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disability and Young People

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled student or young person requires special educational provision they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require.
- This planning will be coordinated by the SENDCO and supported by senior leaders, teachers and governors where appropriate.

Aims and Objectives

St Joseph's Catholic Academy aims

- To ensure all students have access to a broad and balanced curriculum
- To provide a balanced curriculum appropriate and adapted to individuals' needs and ability
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum
- To ensure the early identification of all students requiring SEND support and provision in order to meet their needs
- To ensure that all students with SEND take a full and active role in school life
- To ensure that parents/carers of students with SEND are kept fully informed
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure that students with SEND are involved in decisions affecting their future
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

St Joseph's Catholic Academy – Objectives

- Identify the needs of students as early as possible. This is most effective through gathering information from Parents/carers, the LA, Health and Social care representatives, primary schools and any other agencies working with the students prior to entry into St Joseph's at any point
- Monitor the progress of all students in order to aid the identification of students with SEND.
- Continuously monitor the students with SEND with their teachers to ensure they are able to reach their full potential
- Using reasonable adjustments provide appropriate provision to overcome all barriers to learning in order for all students to have access to a broad and balanced curriculum
- Work with parents and carers in order to produce the best possible support and provision
- Work with outside agencies when a student's needs cannot be wholly met within the schools allocated resources

- Create a school environment where students feel safe to voice their opinions of their own needs

Responsibility for the coordination of the provision

The person responsible for the day-to-day coordination of SEND is Mr Jobe (Acting SENDCO).

The Senior Inclusion Officer is Mr Harrison who supports the day-to-day co-ordination and supports Mr Jobe where possible.

The person responsible for overseeing the provision is Mrs Tubman (Assistant Headteacher with SENDCO Qualification).

The SEND Governor is Mrs C Guy.
The learning support team will support in the day to day running of provision and interventions.

Arrangements for Coordinating SEND Provision

The SENDCO will hold details of any student who requires additional support. The SENDCO will inform staff of relevant information regarding students with SEND and will develop suitable targets and interventions. The SENDCO, in conjunction with Pastoral Leaders, will monitor the progress of students with SEND.

All staff can access;

- The schools SEND policy
- A copy of the SEND register
- Information on individual students' needs and strategies to implement via EduKey
- Practical advice, teaching strategies and information about SEND

All staff are responsible for meeting the needs of the young people at St Joseph's Catholic Academy where suggestions from parents/carers and outside agencies are welcomed to improve the provision for students with SEND.

Local Offer

The governing body will cooperate with the local authority and local partners in the development and review of the local offer. St Joseph's SEND Information Report is part of the Local Offer and is available for download or viewing on the school's website. Information about the Local offer can be found at:
https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND-

Allocation of Resources for SEND

The governing body ensures that the appropriate amount of core per-student funding and notional SEND budget are allocated to providing SEND provision for all students requiring this and in meeting the objectives set out in this policy.
The school receives funding to respond to the needs of pupils with SEND from a number of sources including:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation

SEND funding is used in the following ways:

- Groupings – In some cases reduced class sizes with small intervention groups
- To teach those students who are working significantly below chronological age in English and Maths
- To provide learning, emotional, behaviour and psychological support through Mentors and Counsellors
- To provide teaching specific SEND resources and equipment
- To provide a learning support team
- To access external agencies and traded services for assessment and advice
- Provide access arrangements, in accordance with current Joint Council for Qualifications (JCQ) regulations and normal way of working evidence requirements.

Admission arrangements (also see Admissions Policy)

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with Education, Health and Care (EHC) plans and those without. The school aims to be as inclusive as practically possible. For children and young people with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources

All SEND paperwork and relevant information will be gathered as soon as possible from primary feeder schools by the SENDCO and relevant Pastoral Leaders, in addition to outside agencies working with the student. If the student is making a transition from another school, a meeting should be set up between the feeder school and the school's SENDCO to aid the smooth transition of the students, and discuss arrangements to be made, as well as any other important information relating to that student's needs. Where face-to-face meetings are not possible, contact will be made via telephone and/or email to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible), to the start of the students' school year.

A number of strategies are in place to enable effective pupil transition.
On entry:

- A planned set of personalised visits delivered in the Summer term to support transfer for pupils starting school in September
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- All parents of children with SEND are invited to meet with the SENDCO during the transition meetings that take place in the summer term

Students will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.
Transition to the next school/provision will also involve data sharing and includes but is not exclusive to:

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible
- Accompanied visits to other providers may be arranged as appropriate
- For pupils transferring to local schools, the SENDCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition
- The records of pupils who leave the school mid-phase or at the end of a phase of education will be transferred to the receiving school in accordance with statutory requirements.

Transition to post 16 provision:

- The school follows current statutory careers guidance issued by the Department for Education and the Gatsby Benchmarks.

This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. Careers guidance is provided by the Local Authority (pupils with an EHCP) and other outside professionals at key points such as year 9, 11 and 13, where appropriate.

Identification of students' needs
Early identification of students with SEND is considered a priority. To aid identification St. Joseph's will use appropriate screening and assessment tools. To further assist with the identification of SEND, St. Joseph's will ascertain student progress through reference to:

- Evidence from observation/assessment and/or work scrutiny
- Performance against national standardised assessments
- Standardised screening/assessment tools
- Key Stage Two (KS2) liaison carried out by SENDCO and Pastoral Leaders– in the case of students transferring to St. Joseph's Catholic Academy at the end of Year 6 or from other establishments
- Baseline Data (SATs scores, NGRT scores and Literacy/ Numeracy baseline assessments)
- Concerns raised by parents/carers, pupils, teachers or external agencies regarding a pupil's level of progress

When invited, the SENDCO will also attend the Annual Reviews of Year 5/6 students with EHC plans who will be transferring to St. Joseph's in the following academic year. The SENDCO collates all available information and disseminates this to staff along with any suggested strategies in the SEND Register and INSET days in September.
All students are tested on entry for their reading skills through a standardised test. Baseline assessments are carried out in other subjects. The results of these along with their KS2 data

and information gathered prior to entry, will determine the level of initial intervention and support required.
Students in other year groups who have not been previously identified as SEND support but who are not making expected progress academically, developmentally, or socially and emotionally, can be referred by teachers, parents/carers and outside agencies to the SENDCO, who will give advice to class teachers, and support staff about possible strategies to be used with the student. If the student continues to display difficulties an assessment will be carried out in school and a referral to Educational Psychology may be made.

English as an Additional Language

The school recognises that most EAL students needing additional support do not have SEND requirements. However, where SEND is identified through assessment, Looked After Children will have equal access to the school's SEND provision and support arrangements.
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Looked After Children

The school recognises that most students in the care of the Local Authority needing additional support do not have SEND requirements. However, should SEND be identified during assessment, and then Looked After Children will have equal access to the school's SEND provision.

Provision

At St Joseph's Catholic Academy, we adopt a whole-school approach to SEND policy and practice. Students identified as having SEND are fully included within mainstream classes and have access to a broad, balanced and ambitious curriculum, alongside equal opportunities to participate in all aspects of school life. Students with SEND are supported to access a wide range of enrichment activities before, during and after the school day.

All staff share responsibility for identifying and supporting students with SEND. In collaboration with the SENDCO, staff will ensure that students requiring additional or different provision are identified as early as possible and provided with appropriate support. St Joseph's Catholic Academy maintains high expectations for all students, including those with SEND, and seeks to ensure that every student achieves their full potential.

Students' academic needs are primarily met within subject departments, where they benefit from the expertise of subject specialists and, where appropriate, additional support from learning support staff. All students have access to the full curriculum, and departments regularly review and adapt their provision to ensure it remains accessible and appropriate. Whilst students generally follow the same timetable structure as their peers, reasonable adjustments may be made where necessary to meet individual needs.

High-quality adaptive teaching is the responsibility of all staff and forms the foundation of SEND provision across the school. Departments adapt teaching approaches, resources and support to enable students to access learning, participate fully in lessons and make progress. Students with Social, Emotional and Mental Health (SEMH) needs remain the responsibility of all staff and are supported through a range of pastoral and educational strategies.

Where examination boards offer adapted examination materials or where students may require access arrangements, these will be considered in line with the student's identified needs and awarded in accordance with current Joint Council for Qualifications (JCQ) regulations and the school's assessment processes.

Targeted interventions may be delivered to individual students or small groups to support academic progress, social skills, emotional resilience, wellbeing and engagement with learning. These interventions are carefully monitored and reviewed to evaluate their impact and ensure they are meeting identified needs.

St Joseph's Catholic Academy promotes the overall wellbeing of all students through its Personal, Social, Health and Economic (PSHE) curriculum, which aims to equip students with the knowledge, understanding and skills needed to support their emotional health, social development and personal wellbeing.

Students who find unstructured times of the school day challenging may access additional support from the SENDCO, counsellors, pastoral staff and the learning support team before school, during break and lunchtime periods, and after school where appropriate.

Pupil and parent voice are central to the school's SEND provision. Students and parents/carers are encouraged and supported to contribute to planning, review meetings and decision-making regarding support arrangements. SEND provision is developed and reviewed through ongoing consultation with students and their families to ensure support remains responsive to individual needs.

The nature and level of provision provided will reflect each student's identified needs and circumstances. Provision is reviewed regularly to ensure that support remains appropriate, effective and proportionate, whilst making the best use of available resources and promoting positive outcomes for all learners.

<u>SEND Ranges</u>

In the summer term of 17/18 South Tyneside introduced SEND ranges. The SEND ranges are descriptors based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the code of practice.

The four areas are

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

The ranges are between 1 and 7

- Range 1 – School based responses – Universal Mainstream
- Range 2 – School based responses – Universal / Targeted Mainstream
- Range 3 – School based responses – Targeted Mainstream
- Range 4 – Targeted / specialist either in mainstream or specialist additional resource
- Range 5 – Specialist resource / special school

- Range 6 – Special school
- Range 7 – Highly specialist provision. Possibly 24-hour care

In line with Government guidance and upcoming changes to the SEND ranges in South Tyneside, SEND ranges will be updated during the 2026/27 academic year to:

- Universal – Access the full curriculum through school's universal offer
- Universal Plus – Is able to access full curriculum with minor adaptations
- Targeted – Targeted intervention to access full curriculum
- Targeted Plus – Targeted intervention plus some external involvement required to access full curriculum
- Specialist – Requires specialist provision to access full curriculum

SEN Support

Once a potential SEND is identified, four types of action will be employed as part of a graduated response to ensure effective support is put in place. These actions form part of a termly cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the student's needs and of what supports the student in making good progress.

The four actions are:

1. **Assess**: the class teacher and SENDCO will clearly analyse a student's needs before identifying a student as needing SEND support. This will draw on the teacher's assessment and experience of the student, as well as information recorded on the school system about student progress, attainment, attendance and behaviour. It should also include the student's development in comparison to their peers, the views and experience of parents/carers, the student's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the student. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO may contact the appropriate services with consent from parents/carers.

2. **Plan:** If 'additional to and different from' support is required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified and implemented by the subject teacher or support staff with advice from the SENDCO. Where it is decided to provide a student with SEN Support, the parents/carers **must** be notified. The teacher and the SENDCO should agree in consultation with the parent and the student 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.

3. **Do**: the subject teacher will remain responsible for working with the student. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should still retain responsibility for the student. SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to

support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. This assessment will be reviewed on at least a termly basis. 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. Outcomes of this stage will be shared with staff to inform support across the child's learning.

4. **Review**: the effectiveness of the support should be reviewed in line with the agreed date. The effectiveness of the support and the impact on the student's progress will be reviewed in line with the agreed date. Targets will be reviewed termly.

Class teachers will also follow the graduated response and will use the Assess, Plan, Do, Review model as part of Quality First Teaching (QFT) strategies in their subject areas. Many SEND needs can be met as part of QFT.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. Classroom observation by the Middle and Senior Leadership Team as well as external verifiers
2. Ongoing assessment of progress made by pupils with SEND
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
4. Student voice and case studies
5. Departmental meetings where SEND information is shared with key staff and when appropriate, individual students are discussed
6. Teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of pupils with SEND
7. Pupil and parent feedback on the quality and effectiveness of interventions provided
8. Attendance and behaviour records.

Involving specialists and outside agencies

Where a student continues to make little or no progress, despite well-founded support that is matched to the student's area of need, the school will consider involving specialists, including those from outside agencies.

The school may involve specialists at any point to advise on early identification of SEND and effective support. The school will endeavour to involve a specialist where possible when a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite SEND support. Parents/carers should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent/carer and teaching staff supporting the student in the same way as other SEND support.

The SENDCO and class teacher, together with the specialists, will consider a range effective teaching approaches, appropriate equipment, strategies, and interventions to support the student's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Support will cease, be adapted, or replaced depending on the effectiveness towards expected outcomes.

Referral for Statutory Assessment

If a student is experiencing significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school through the Educational Psychologist, but it can also be requested by a parent/carer or school through the local authority. An EHC plan will only be issued if the external panel who consider this referral is satisfied that the school has taken every step possible to support the student but is unable to provide the level of support needed alone.

In order to carry out the Statutory Assessment the school will have the following information available:

- The action followed with respect to SEND support
- The student's previous targets
- Records of regular reviews undertaken and the outcomes
- Health and relevant medical history
- KS2 attainment
- Other relevant assessments from specialists i.e. Support teachers/educational psychologists
- The views of both parents/carers and student
- Any involvement by other professionals

EHC Plans

a. Following Statutory Assessment, if approved by the Panel, an EHC plan is provided by South Tyneside LA. If it is decided that the school cannot provide for the students' needs on its own, the panel/LA may decide to place the student in specialist provision.
b. Parents/carers have the right to appeal against a decision either for or against an EHC plan for their student
c. Once the EHC plan is completed it will be kept as part of the student's formal record and reviewed annually by the Academy, parents/carers, any relevant professional and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Annual EHC Plan Review

The school will review each EHC plan annually and the SENDCO will invite:

- The student's parent/carer
- A representative of the LA
- Relevant outside agencies
- Any other person the Headteacher thinks appropriate

The aim of the review will be to:

- Assess the student's progress in relation to targets
- Review the provision made for the student in the context of life skills, the curriculum and levels of attainment and progress in basic literacy/numeracy
- Consider the appropriateness of the existing EHC plan in relation to the student's performance during the year and whether or not to cease, continue or amend the existing plan
- Set new targets for the coming year

Year 9 and subsequent reviews will include preparation for adulthood targets in order to prepare for the student's transition to employment, further education, work-based training, higher education and adult life.

Access to the curriculum, information, and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the needs of the individual. The systems in the school provide, in the main, for students with SEND to be educated alongside their peers in a mainstream classroom through quality-first teaching.

However, the systems also allow for other flexible arrangements to be made for withdrawal of students for individual or small group work. The school curriculum is regularly reviewed by the Head teacher and subject departments to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential.

The school does this by:

- Keeping staff fully informed of the SEND of any students in their charge, including sharing progress reports, medical reports and teacher feedback
- Providing regular training opportunities for staff.
- Using support effectively to ensure that the curriculum is adapted and accessible in order to make reasonable adjustments
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels

Record Keeping

The school will record the steps taken to meet students' individual needs with the SENDCO maintaining the records and ensuring access when required. In addition to the usual school records, the SEND student's profile will include:

- Information from the primary school
- Information from parents/carers
- School information on progress and behaviour
- Students' own perceptions of difficulties, when appropriate
- Information from health/social services
- Information from other agencies e.g. Educational Psychology Service, Young People's Lead

Information relating to pupils with SEND will be processed and stored in accordance with the UK GDPR, Data Protection Act 2018 and the school's Data Protection Policy.

In service training (CPD)

All staff members are encouraged to acquire skills appropriate to working with students with SEND. The SENDCO's role in school-based CPD is crucial in developing awareness and understanding of SEND strategies. NQTs, ITTs and LSAs will receive regular support to meet the needs of students with SEND. An open-door access to SENDCO policy exists for school staff. The SENDCO will attend relevant courses and facilitate/signpost relevant SEND focused training opportunities for all staff. The SENDCO ensures training opportunities are matched to areas of weakness and development priorities through staff audits and monitoring.

Evaluating the Success of St. Joseph's SEND Policy

A SEND information report will be produced annually linked to the SEND policy. The governing body will review the report annually. The policy and report will be monitored on a number of levels:

- By the SENDCO, in consultation with Senior Leadership Team, Head Teacher and SEND Governor
- By the Senior Leadership team during subject reviews, including progress on identified targets in the school's Development Plan and in the Subject Self Evaluation Form (SEF)
- Via feedback from parents/carers at Parents' Evenings, Tutor Review Day, meetings and Annual Review meetings
- Via feedback from students when reviewing progress with tutors

Student progress indicates and provides evidence of the success of the SEND Policy and this will be analysed carefully through:

- Achievement of targets
- Progress from Key Stages 2 to 4 or 4 to 5
- External examination results, including GCSE, AS and A level results
- Improvement in reading ages, and other standardised test results
- Improvement in attainment in English and Maths
- The progress of students with SEND will be analysed across each Key Stage

The SENDCO will report to the Headteacher, Senior Leadership Team and Governing Committee, in accordance with the school's strategic monitoring calendar and governing committee reporting arrangements, on:

- SEND attainment and progress
- Attendance and behaviour of pupils with SEND
- Suspension and exclusion data for pupils with SEND
- Outcomes for pupils with Education, Health and Care (EHC) Plans
- Parent/carer and pupil feedback
- The effectiveness and impact of SEND interventions
- Staff training, development and capacity to meet SEND needs
- Developments in statutory guidance, local authority frameworks and school SEND provision, where applicable

Complaints Procedure

The school's complaints procedure is outlined on the website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these measures will be explained to parents / carers who contact the LA.

St Joseph's Catholic Academy – 0191 428 2700

St. Joseph's Catholic Academy
Mill Lane, Hebburn, NE31 2ET
0191 428 2700

Bishop Chadwick
Catholic Education Trust