



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

"Where we learn to love and love to learn"

Mission Statement

Together at St. Joseph's we learn to love,

Following Jesus,

Sharing God's gifts

Building God's world

Special Educational Needs and Disability (SEND) Policy **and** **SEND Information Report** **2024-2025**

Document Control	
Name of Policy	SEND
Date approved and adopted	October 2024
Date to be reviewed	September 2025

Aims

The policy for Special Educational Needs and Disability at St Joseph's Catholic Primary School is to assist in the fulfilment of the school's duties and obligations to provide high quality education to all its children.

Our SEND policy and SEN Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

St. Joseph's Catholic Primary School works within Corpus Christi Catholic Academy Trust, and with Stockport Local Education Authority to follow the principles that build on the foundations of this policy.

As we journey in faith and build God's world with our children we aim to provide them with learning experiences that allow them to become the best person they can be academically, spiritually and emotionally; living life in the way Jesus taught us. At St. Joseph's Catholic Primary School, we are committed to promote inclusion, through our faith, for all children whatever their age, ability, gender, race or background.

- We will endeavour to embrace the fundamentals of the Co-Production Charter allowing the child, parents and young people to have an active voice and a role to play in any decisions made that involve them.
- We will as a staff identify, understand and respond to the needs of the children.
- We will as a staff, ensure that all children have access to high quality provision to meet their needs accountable for ensuring that Stockport's Entitlement Framework is embedded into our policy and practice, facilitated through a range of access technologies, including skilled staff, specialist equipment and resources.
- We will help our children, prepare for adulthood, ensuring that they have tailored programmes that allow them to develop life skills needed to be independent in their lives after school and when finding employment.

This policy operates in line with our school mission, Catholic ethos and best safeguarding practice. St Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 and related regulations –updated 2020
- Health and Social Care Act 2012
- Equality Act 2010: Code of practice advice for schools DfE Feb 2013
- Mental Capacity Act 2005
- Children’s Act 1989

It also considers statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions April 2014 Update July 2017
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020 Update - January 2021 (Post EU Exit)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards January 2011 Update June 2013
- Safeguarding Policy
- Accessibility Plan

This policy is to be read alongside the policy of Stockport Local Authority and the aims of the school as outlined in school documentation.

As part of the Corpus Christi Catholic Academy Trust this policy also complies with our funding agreement and articles of association.

Definitions

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

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or
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.

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.

Roles and responsibilities

The SEND Co-ordinator is Mrs Catherine Aspin. She can be contacted on 0161 4805029 or by email on catherine.aspin@st-josephs-pri.stockport.sch.uk. Mrs Aspin is only in school for 2 days per week.

The SENDCO will:

- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaise with the parents of children with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, particularly those within the LA and CCCAT.
- Liaise with the potential future providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members in a supportive role.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that children with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all children with SEND up-to-date.

The Headteacher, Mrs Ann Reeh, will:

- Ensure that those teaching or working with the child are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the child's progress during the course of the academic year.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable children and possess knowledge of the SEND most frequently encountered.

The SEND Governor, John Humphries, will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

Class teachers will:

- Follow this SEND Policy
- Plan and review support for their children with SEND using a One Page Profile and/or an Individual Support Plan. The graduated approach, using the **assess, plan, do and review process**, will be followed and will be informed, in collaboration with parents, the SENCO and, where appropriate, the child themselves.
- Set high expectations for every child and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to identify needs and set ambitious targets
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every child achieving.
- Proactively use Stockport's Entitlement Framework and adaptive teaching methods to ensure that all children have access to quality first teaching.
- Use their best endeavours to meet the needs of ALL children in their class.

Local Offer

St. Joseph's Catholic Primary School will cooperate with the local authority and local partners in the development and review of the local offer. Stockport's local offer can be found at:

www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer

Stockport Entitlement Framework

Stockport LA has worked with parents, early years settings, schools, colleges and a range of professionals to develop Stockport's Entitlement Framework. This document helps teachers and school leaders to further improve how they support children and young people with SEND and help parents to understand the how the needs of their children should be met.

St. Joseph's Catholic Primary School will use this document to continue to build upon and enhance the offer for all learners, as well as those with SEND.

Stockport's Entitlement Framework can be found on the local offer at:

www.stockport.gov.uk/documents/stockport-entitlement-framework

SEND Information Report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

Identification, Assessment, Record Keeping and Review

Children with special educational needs have learning difficulties that call for special provision to be made. We consider children to have a special educational need if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have social, emotional or mental health barriers which prevents them from learning and resulting in behavioural difficulties.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

We identify SEND in a number of ways, including:

- Considering admission information provided by parents and previous schools and settings
- Listening to concerns raised by parents/ carer's, teachers or the child.
- Assessment each child's current skills and levels of attainment on entry.

- Refer to their performance against age related expectations (A.R.E.).
- Conduct observations to identify barriers to learning.
- Seek advice from external agencies where necessary.

The Graduated Approach and the four-part cycle of 'Assess, Plan, Do, Review.'

The graduated approach begins with a meeting with parent and teacher to discuss concerns. It could be that the child is given a OPP. This is a one-page document which describes the needs of the child and how to best support them so that all staff are aware. This could progress to the child being added to the SEND register and coded as requiring 'SEND Support'. At this point an Individual Support Plan (ISP) is being put in place.

St. Joseph's Catholic Primary will, once a potential SEND has been identified, employ the graduated approach to meeting the child's needs. The process involves:

- Establishing a clear **assessment** of the child's needs.
- **Planning** with the child's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions ('Do'), with support of the SENDCo.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

Assess

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those children where progress is reduced. Assessment of needs will consider:

- Pupil and Parent/Carer voice
- Whole-school assessments (PIRA, PUMA, GAPS, Phonics, MTC, KS1 SATS and KS2 SATS)
- SEN assessment tests (Spence Anxiety scale, Wellbeing scale, ASQ screener, Sensory assessment)
- Additional assessments from additional services (Inclusion service/EP/SALT)
- Diagnostic assessment of individuals highlighted from the above three areas
- Pupils referred by teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEND register
- Ongoing assessment, review and record keeping of pupils in line with the school's organisation of the Code of Practice

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. In the interests of co-production, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

Plan

Using the gathered assessment information, the class teacher will create a One Page Profile (OPP) and/or an Individual Support Plan showing the child's strengths, areas of difficulty, clear targets and what provision is to be made in order for the child to achieve. A copy of the completed SEND Support Plan will then be provided for the parents and pupil, where appropriate.

Do

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Review

Review will take place termly. Teachers and support staff involved in the child's support will discuss what progress has been made against their targets. The pupil and parents/carers will also have the opportunity to contribute, where appropriate.

For some children, targets will be achieved and progress will have been accelerated so that no further action needs to be taken. For others, another cycle of 'Assess, Plan, Do, Review' will need to take place. The next ISP will then be created by the class teacher, with input from the SENDCO, pupil and parents where relevant.

If support is needed from outside services, we will consult parents prior to any support being requested.

In some cases, children will be seen in school by external support services. This may lead to additional or different strategies to those identified by the school. External support services will provide advice for the child's new outcomes and targets. The new strategies will, wherever possible, be implemented in the child's normal classroom setting, but may require the child to be taught outside the classroom.

Assessment for a Referral for an Education and Health Care Plan (EHCP)

Where the child's needs cannot be met at the SEND Support level, through the resources normally available within the school, St. Joseph's Catholic Primary School may, in consultation with the child's parents, request an Education, Health and Care needs assessment. Following **two evaluated cycles of SEND support**, it may be that the child needs a greater amount of support or provision and the SENDCO, teachers and parents agree that a referral for a needs assessment for an Education and Health Care Plan (EHCP) should be made.

This may result in an EHC plan being issued. An EHC plan is a legal document which identifies educational, health and social needs and sets out the additional support to meet those needs.

Parents can also request an EHCP needs assessment themselves via the Stockport Family Portal: <http://childrensportal.stockport.gov.uk/web/portal/pages/parentcareroryoungperson>

Following the issue of an EHCP, the class teacher, the SENDCO and parents will meet together, along with any specialist teachers and or therapists and plan the provision for the child.

In some cases, the LA may decide not to issue an EHCP. In this instance, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision. The school may need to provide additional information if a parent decides to appeal this decision.

Further information regarding EHCPs can be found within Stockport Local Offer.

Reviewing an EHC plan

St. Joseph's Catholic Primary will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the Local Authority if requested but at St. Joseph's Catholic Primary we would expect that the EHCP is discussed and reviewed as part of the Parent Consultation process which takes place each term and will inform Support Plan for that child.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the child prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the Local Authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a child's EHC plan is undertaken at least 7 months before transfer to another phase of education.
- When a child is in Year 5, the EHCP should also be reviewed alongside a reviewing officer from the local authority so that discussions about provision for high school can take place effectively.

Supporting pupils moving between phases

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will support and guide the pupil through the specific induction process for their new school, for example, we will invite staff from their new school to visit the pupil in their class and accompany the pupil on visits to their new school if required.

Our approach to teaching pupils with SEND

Our school is a place of belonging. We will use our best endeavours to offer excellence and choice to all our children, whatever their ability or needs, through quality first teaching. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality, adaptive teaching is our first step in responding to pupils who have SEND.

Teachers respond to children's needs through quality first teaching and using strategies laid out

in the Stockport Entitlement Framework by:

- providing support for children who need help with communication, language and literacy, mathematics and the wider curriculum;
- planning to develop children's understanding through the use of all available resources and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning effectively and safely;
- Use of adaptive teaching strategies;
- Ensuring the learning environment supports all children.

We will also provide the following interventions:

- Fresh Start in Y5/Y6
- RWI 1:1 booster sessions in EYFS and KS1
- Motor Skills United throughout school
- Drawing and Talking
- Socially speaking group with SENDCO
- SALT interventions delivered in the classroom environment
- Nurture groups (Lego, playdough, art, drawing clubs)

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Access to our Nurture Room
- Using recommended aids, such as laptops, I-pads, coloured overlays, visual timetables, larger font, sloping boards for writing, pencil grips, ear defenders etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

All staff have CPI training which has two parts to it. Firstly, a verbal Intervention which is a proactive, preventative approach using help scripts to set limits for the child and de-escalate behaviour. Secondly there is the safety intervention which enables staff use disengagements or holding skills.

Securing equipment and facilities

The SENDCO has a designated SEND budget to provide equipment for SEND pupils. Resources are purchased to provide quality first teaching or on the advice of specialist advisors. Facilities for SEND pupils are discussed with the Senior Leadership team and prioritised according to the school's development plan.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after 12 weeks
- Using questionnaires to collect pupil/parent/staff voice
- Monitoring conducted by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We endeavour to ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school.

All pupils are encouraged to go on our residential trips and to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of any after school clubs on offer to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

Working with other agencies

We work closely with the following agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. We are able to obtain specialist advice to ensure that our children have the highest quality support based on the most informed research and best practice.

- Community Paediatrician
- School Nurse
- Educational Psychology Services
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy Services
- Occupational Therapy Services
- Stockport Children's Services
- Stockport Inclusion Service
- Primary Jigsaw
- Stockport Ethnic Diversity Service
- Stockport Without Abuse
- MOSAIC

- Stockport Parenting Team
- Stockport Virtual School

Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher / SENDCO / Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

SEN and Disability Tribunal

St. Joseph's Catholic Primary will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

Data and record keeping

St. Joseph's Catholic Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.

Monitoring Arrangements

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Links with other policies and documents

This policy links to:

Accessibility Plan

Behaviour and Engagement Policy

Equality and Diversity Policy and Equality Objectives

Supporting Pupils with Medical Conditions Policy