



St Joseph the Worker RC Primary School.

SEND Policy (September 2025)

Statement of Intent

Aims of the School

To work together with families as the first educators of their children.

To create a happy Roman Catholic atmosphere in which everyone can develop spiritually, intellectually, emotionally, morally and physically.

St Joseph the Worker RC Primary School is committed to ensuring that all pupils—including those with Special Educational Needs and Disabilities (SEND)—receive an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy aligns with updated national SEND requirements and reflects the following key principles:

- The involvement of pupils and parents in decision-making.

- Early identification of need and timely intervention.
- High-quality, inclusive teaching and the removal of barriers to learning.
- Multi-agency collaboration across education, health, and social care.
- Preparation for adulthood beginning early and embedded across the curriculum.
- Greater choice, control and clarity for families regarding the support their child will receive.

Under the Equality Act 2010, the school recognises its duties to make reasonable adjustments and ensure disabled pupils are not disadvantaged.

1. Legal Framework

This policy reflects the most recent legislation and statutory guidance, including:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 (revised September 2024) [[gov.uk](#)]
- Equality Act 2010
- Health and Care Act 2022
- SEND (Amendment) Regulations 2024 – introducing mandatory **NPQ for SENCOs** [[legislation.gov.uk](#)]
- Keeping Children Safe in Education (2025)

This policy should be read in conjunction with the school's:

- Admissions Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan

- Relational approach to behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-bullying policy

2. Objectives

St Joseph the Worker RC Primary School will:

- Use best endeavours to secure provision that meets pupils' SEND.
- Ensure pupils with SEND access a broad, balanced, and ambitious curriculum.
- Ensure high-quality adaptive teaching in all classrooms, in line with the SEND Code of Practice (2015, updated 2024). [[legislation.gov.uk](https://www.legislation.gov.uk)]
- Deliver high-quality adaptive teaching as the universal offer for all pupils.
- Collaborate effectively with parents, pupils, the LA, and external professionals.
- Promote inclusive practice and remove barriers to learning.
- Publish statutory SEND information annually.
- Implement the Local Authorities Graduated Approach:
 - **Getting Advice adaptive teaching and inclusive classroom practice.**
 - **Getting Help:** small-group and structured interventions.
 - **Getting more help:** specialist input from EPs, SALT, OT, etc.
 - **Specialist:** EHCP and Specialist Provision Package where required. [[education.gov.uk](https://www.education.gov.uk)]
- Maintain clear, accessible communication and decision-making with parents and pupils.

3. Roles and Responsibilities

Governing Board

The Governing Board will:

- Ensure compliance with SEND legislation and equality duties.
- Monitor the effectiveness of SEND provision.
- Ensure a suitably qualified SENCO is in post and completing the **NPQ for SENCO (mandatory from September 2024)**. [[legislation.gov.uk](https://www.legislation.gov.uk)]

The SEND governor is **Miss Angela Murphy**.

Headteacher

The Executive Headteacher, **Mrs Nichola Potts** will:

- Ensure an inclusive school culture with high expectations for all pupils.
- Ensure sufficient time and resources for the SENCO role.
- Ensure high-quality teaching is consistently evaluated, in line with updated SEND Code of Practice (2024).

SENCO

The SENCO, **Mrs Julieann Jessop**, will:

- Holds the NASENDCO award.
- Coordinate provision and oversee Individual Education Plans (IEPs).

- Lead the graduated response across all tiers of support.
- Liaise with external professionals and feeder/receiving schools.
- Ensure accurate, GDPR-compliant record keeping.

Teachers

Teachers will:

- Deliver high-quality adaptive teaching as part of the Universal Offer.
- Implement IEPs and provision maps with fidelity.
- Monitor progress of pupils with SEND in their class.

4. Identifying SEND (see appendix 1)

Early identification remains essential. St Joseph's uses:

- Ongoing teacher assessment, screening tools and standardised assessments.
- Parent information and pupil voice.
- External specialist assessments where required.

The school identifies needs within four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. SEMH

4. Sensory/Physical

The school identifies SEND in line with the four categories listed in the SEND Code of Practice (updated 2024).

Record-keeping continues through provision maps, SEN support plans, Pupil Profiles and EHCP documentation where appropriate

5. Safeguarding

Staff receive training on the heightened vulnerabilities of pupils with SEND in relation to:

- Bullying, peer-on-peer abuse.
- Online risks.
- Barriers to communication.
- Higher risk of missing education. [[lpec.org.uk](https://www.lpec.org.uk)]

All concerns are jointly monitored by the SENCO and DSL.

6. SEND Support (Graduated Approach) (See appendix 1)

- The school follows the four-stage graduated approach (Assess–Plan–Do–Review).
SEND support may include:
- Quality-first teaching
- Targeted small-group/1:1 interventions

- Advice from external agencies (e.g., EP, SALT, OT)
- Specialist provision for pupils with EHCPs

EAL is not SEND; however, dual-assessed pupils will have needs identified holistically.

7. Early Years

Early identification includes:

- Baseline assessments
- Close liaison with early-years settings
- Pre-entry transition visits
- Multi-agency involvement where needed

8. Admissions

Policy fully compliant with the School Admissions Code (2021). SEND pupils must not be disadvantaged in any admissions processes.

9. Transition

Enhanced transition procedures remain in place with secondary schools and early-years settings. EHCP reviews are completed in advance of key transition points.

10. Involving Pupils and Parents

- Parents involved termly for IEP/Pupil Profile reviews (minimum twice yearly).
- Termly meetings with parents
- Pupil voice embedded in goal setting.
- Clear, jargon-free communication.

11. Funding

- **Getting Advice** adaptive teaching and inclusive classroom practice.
- **Getting Help**: small-group and structured interventions.
- **Getting more help**: specialist input from EPs, SALT, OT, etc.

Specialist: EHCP and Specialist Provision Package where required. [[educationh...log.gov.uk](https://www.education.gov.uk)]

Support Intervention Bands A –C

BAND A Getting Advice adaptive teaching and inclusive classroom practice.

– Up to £1999 of school support – Low level intervention and additional support resources needed either 1:1 for a short period of time or in a group.

BAND B – Getting Help: Up to £3999 of school support – Where there is one multi-agency (External) involved and generally a recommended programme of support which is delivered in school usually on a 1:1 or small group basis.

BAND C – Getting more help: Up to £5999 of school support – High level of support provided with a multi-agency team (2 or more) contributing programmes, advice and recommendations to best meet a child's needs. This is usually in line with various interventions and both 1:1 and group support opportunities. Provision is reviewed against the effectiveness of interventions, in line with recommendations from the 2025 SEND Parliamentary Report regarding sustainability of SEND funding systems. [\[publicatio...liament.uk\]](#)

12. EHC Needs Assessments

St Joseph the Worker will provide timely evidence to the LA and continue to cooperate fully with statutory deadlines.

13. Reviewing EHC Plans

Annual reviews follow all statutory processes and incorporate:

- Multi-agency reports
- Pupil aspirations (including preparation for adulthood)
- Parent views
- SMART outcomes

14. Preparation for Adulthood

St Joseph the Worker follow the guidelines from Salford Local Authority to ensure that children at our school have the skills, knowledge and confidence to lead fulfilling independent lives. <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-senior-disabilities/supporting-children-and-young-people-with-send/preparation-for-adult-life/what-is-preparation-for-adult-life/>

Embedded from EYFS upwards, focusing on:

- Independence
- Communication
- Community participation
- Friendships and self-advocacy

15. Managing Complaints

Complaints follow the school's published Complaints Policy.

If unresolved, families may access disagreement resolution, mediation, and SEND Tribunal processes.

16. Staff Training

Updated to reflect:

- Mandatory NPQ for SENCO (2024) [legislation.gov.uk]
- Annual SEND CPD especially around attendance, exclusions and missing education (DfE 2024 updates). [lpec.org.uk]

17. Use of Data and Record Keeping

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and

the involvement of specialists, as part of its standard management information 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.

- Be kept securely so that unauthorised persons do not have access to it, so far as

reasonably practicable.

Including:

- Digital Individual Education Plans (IEP).
- Pupil Profiles
- Monitoring behaviour tracking and strategies
- Adaptations tracking
- Provision mapping.
- Secure storage and GDPR compliance.

18. Publishing Information

Statutory SEN Information Report updated annually, in line with 2024 SEND Code of Practice requirements. [\[gov.uk\]](#)

19. Joint Commissioning, Planning and Delivery

The school continues to work with local health, education and social care partners in line with the Children and Families Act 2014.

20. Local Offer

The school collaborates with the LA to ensure the Local Offer remains comprehensive, up-to-date and accessible.

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

21. Monitoring and Review

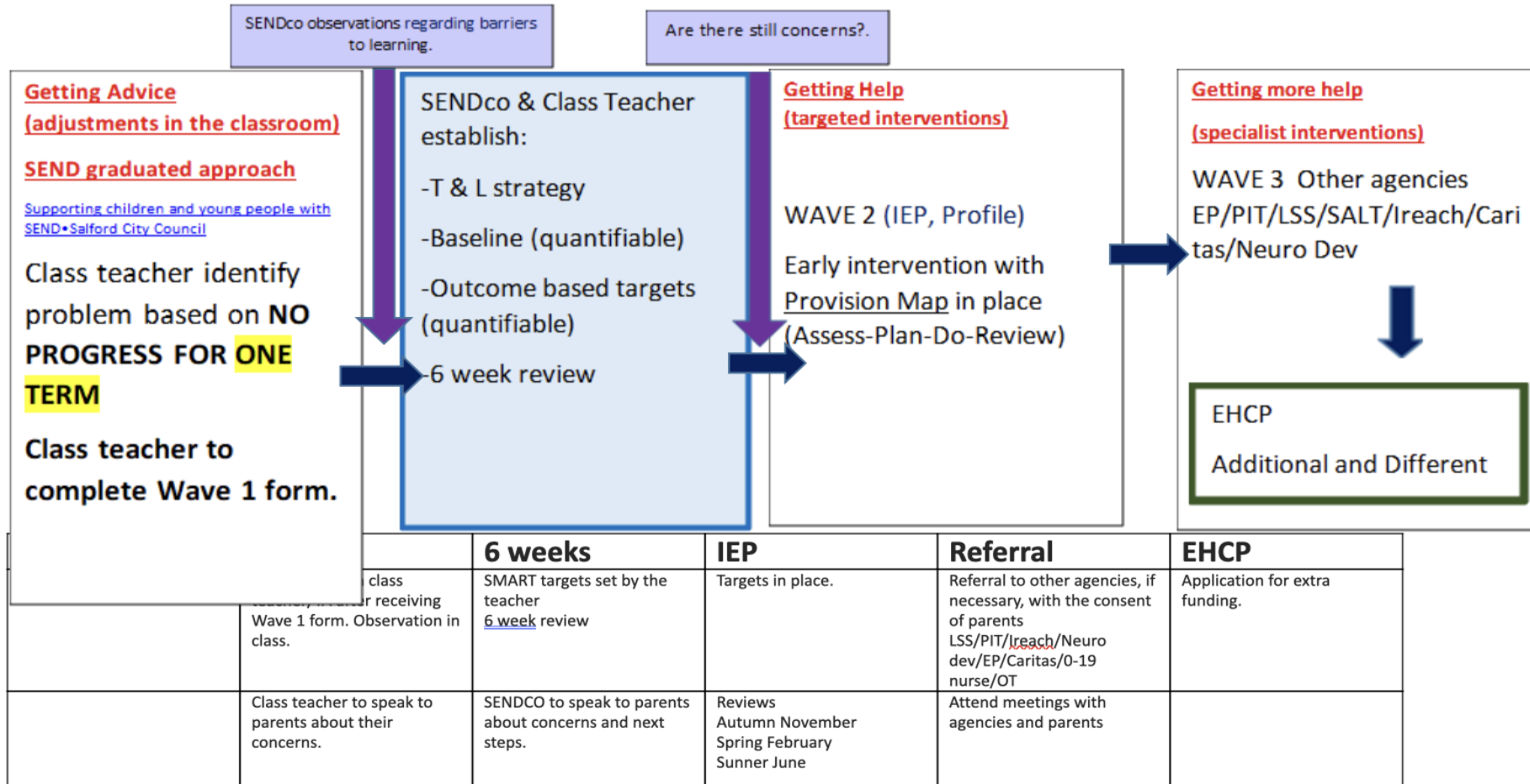
This policy will be reviewed annually.

Next review: September 2026

Appendix 1



SEND Early intervention Strategy St Joseph the Worker





SEND Early intervention Strategy St Joseph the Worker



Graduated approach Salford.	school-age-salford.pdf Salford Graduated Approach SEND Children Thrive Graduated Approach • Salford City Council
Autism resources	<ul style="list-style-type: none">• Steps to avoid the exclusion of autistic pupils (Adobe PDF format, 144kb)• Three areas of difference (Adobe PDF format, 646kb)• Autism Education Trust website• National Autistic Society website• ASGMA – Greater Manchester Autistic Society
ASC padlet	<ul style="list-style-type: none">• ASC Team Thrive and Graduated Approach (Adobe PDF format, 214kb)
Cognition and learning padlet	https://padlet.com/salfordlssdyslexia/ginrp99o6hd5mxl0
SEND lead padlet	Neurodiversity-Information, Guidance and Support
EP/EFS padlet	https://padlet.com/emotionallyfriendlysettings/reducing-barriers-to-education-information-guidance-and-supp-gcjc0go0gehws8

