

Special Educational Needs and Disability Policy

September 2025



St. Joseph's School is a Voluntary Academy and as such our primary role is to serve the Catholic community of St. Joseph's Parish. We offer Nursery education in addition to the full primary age range. It is a privilege to see our children grow and mature during their time with us.

Our school life is an inclusive one based on Christian Values. We recognise and respond to the needs of each child. We respond to their academic needs and also the development of the whole child as an individual. We develop happy, resilient, fulfilled, well-educated and confident children in a caring, loving and safe environment with our Faith as the focus of our actions. We work hard to help children achieve their potential in a fun and positive learning environment.

Education is a partnership between home, school and parish in which we seek and encourage the participation of parents in the learning process and in the life of our school. Parents are welcome partners in the education of their child and in the development of our school family.

At St Joseph's Catholic Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our Teaching and Learning Policy.

The SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Aims and Objectives

- ✦ To provide early identification and provide for pupils who have special educational or additional needs.
- ✦ To work within the guidance provide in the SEND Code of Practice, 2014.
- ✦ To identify the roles and responsibilities of staff in providing for children's special educational needs.
- ✦ To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs and disabilities
- ✦ To provide a Special Educational Needs and Disability Co-ordinator(SENDCo) who will work with the SEND Policy.
- ✦ To provide support and advice for all staff working with special educational needs pupils.
- ✦ To enable children to acquire skills, concepts and knowledge relevant to future life.
- ✦ To create an inclusive culture, being more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.
- ✦ To liaise with outside agencies to ensure high quality provision.
- ✦ To promote an "I can attitude" and an ethos of self-worth and value for every individual.

Identifying Special Education Needs

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEN if they have a learning difficulty or disability which 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:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

There are four categories of SEND:

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

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At St Joseph's Catholic Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEN may access additional funding.

Although the school can identify and make provision for special educational needs we do not offer diagnosis. The SENDCo will work in partnership with the Educational Psychologist, Autism Team, Speech and Language Therapist, Community Paediatrician, Occupational Therapist and Physiotherapist to provide the best possible support and intervention for pupils identified with SEN.

A Graduated Approach to SEN Support

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At St Joseph's Catholic Primary School we ensure that assessment of educational needs, directly involves the learner and their parents/carer. The SENDCo will also support with the identification of barriers to learning.

We have a range of assessment tools available, and seek external advice and support as we feel necessary. For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Cheshire West and Chester Council, which are described on the Local Offer website - www.westcheshirelocaloffer.co.uk.

The school uses the Assess, Plan, Do, Review model in line with the Code of Practice.

The class teacher

- ✦ Carries out ongoing assessment and observations to identify early indications of special educational needs.
- ✦ Provides appropriate support and interventions for these identified as having additional need.
- ✦ Informs both the SENDCo and the parents of these initial concerns.
- ✦ Closely monitors progress and the impact of interventions.

The Special Educational Needs Coordinator

- ✦ Provides advice and support to the class teacher and support staff.
- ✦ Collates assessment information to monitor and track progress and attainment.
- ✦ Supports in the planning of interventions.
- ✦ Manages the day to day operation of the SEND policy.
- ✦ Deploys teaching assistants to provide appropriate support.
- ✦ Contributes to and manages the records of all children with special educational needs.
- ✦ Collates and completes the documentation for external agencies and the Local Authority.
- ✦ Liaises with and supports both teachers and parents.
- ✦ Monitors and evaluates the special educational provision across the school and reports this termly to the governing board. ✦ Provides the link to external agencies.

Once a child has been identified as having SEND, parents will be invited to meet with the class teacher to:

- ✦ Formally inform them that their child is being placed at SEN support.
- ✦ Discuss assessments that have been completed.
- ✦ Discuss and agree the plan and provision that will be put in place for the next term.

If at any point during the Assess, Plan, Do, Review process it is felt that the child has made sufficient progress or their attainment is in line with expectations then the child would no longer be identified as SEN support. If however the child has made insufficient progress then support and advice would be sought from an external agency.

If a child still fails to make progress, in spite of high quality, targeted support and intervention then we may apply for an Education, Health and Care Plan Assessment or Top Up Funding. Evidence is collated by the SENDCo from all agencies involved, including parents and submitted to the Local Authority. The Local Authority will consider the evidence and make a decision as to whether an Education, Health and Care Plan Assessment or Top Up Funding is necessary.

There are three possible outcomes to the process:

1. The application is rejected - the Local Authority normally provides a reason as to why this is the case.
2. Top Up Funding is granted, this is granted for one year and must be reapplied for if required.
3. An Education, Health and Care Plan Assessment is necessary. The Local Authority has 20 weeks in which to complete the assessment and to make a decision about writing an Education, Health and Care Plan.

Parents have the right to appeal any decision made by the Local Authority and support is available from The Information, Advice and Support Service.

Having a diagnosis does not necessarily mean that a child needs an EHC plan nor that an application would be successful.

Supporting Pupils 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 comply with its duties under the Equality Act 2010. Some may also

have special educational needs (SEN) 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. The SENCo meets with the parents of children with medical conditions to create a Health Care Plan which is then shared with staff across the school.

Training and resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school.

The SENDCo informs the governing board of how the funding allocated to support special educational needs has been deployed. This is monitored through timetables and provision maps.

The SENDCo identifies potential training needs and finds appropriate training and courses to support these needs.

A wide range of resources and intervention programmes are available in school and key members of staff have been identified to support in specific areas of special educational needs.

Autistic Spectrum Condition – Catherine Barton

Speech, Language and Communication – Sharon Coyne, Dawn Ormandy

Emotional Literacy Support – Sue Doherty,

Dyslexia – Jeanne Raymond

Roles and responsibilities Governing Board

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The SEND link governor is Chris Rose.

SENCO

The SENDCo, Melanie Burkey, is responsible for the management of teachers and teaching assistants in the delivery of SEN provision.

Designated Teacher

The designated teacher with specific responsibility for Safeguarding is the Headteacher, Martine Gum. She is supported in this role by Melanie Burkey, SENDCo, and Laura Do, Family Support Officer/ Safeguarding and Welfare Officer.

The designated teacher with responsibility for Looked After Children is Adele Whitehead, teacher. The designated teacher with responsibility for Pupil Premium is Jeanne Raymond, teacher.

The designated teacher with responsibility for pupils with medical conditions is Melanie Burkey, SENDCo.

Reviewing the policy

The policy will be reviewed annually by the SENDCo, Headteacher and Governing Board.

Complaints

In the event of a parent wishing to make a complaint in the first instance they should contact the class teacher to see if the issue can be resolved. If the complaint needs to be taken further, then the SENDCo can be contacted and a meeting arranged.

Please refer to the Complaints Policy which is available from the school office.

Appendices

Other key policies should be referenced when reading the Special Educational Needs and Disability Policy.

Anti-Bullying and Anti-Racism Policy

Accessibility Policy

SEN Information Report

Confidentiality Policy

Safeguarding Policy

Intimate Care Policy

Equal Opportunities Policy

Behaviour Policy

Teaching and Learning Policy

Inclusion Policy

Pastoral Care Policy

Contacts

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SENDCo – Melanie Burkey

Chair of Governors – Chris Rose

Date presented to governors and ratified:

Signed: _____ **Chair of Governors**