Special Educational Needs and Disability Policy September 2026

Headteacher: Ruth Vayro
SENDCo: Jeanne Raymond
Chair of Governors: Tony Montgomery
Review Cycle: Annual
Policy Review Date: September 2027

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 2015 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 provided in the SEND Code of Practice: 0-25 Years (January 2015).
- 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.
- To identify needs early; provide high quality teaching; secure positive outcomes; promote pupil voice; work closely with parents; ensure effective deployment of resources; and prepare pupils for successful transitions.

Definition of SEND

A child has SEND if they have a learning difficulty or disability requiring special educational provision additional to or different from that generally available to pupils of the same age.

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
- Sensory and/or Physical Needs

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.

Identification of Need

Identification draws upon teacher assessment, screening, progress data, attendance, behaviour information, parental concerns, pupil voice and specialist advice. SEND is not assumed solely because a child is behind academically.

Ordinarily Available Provision

The school follows Cheshire West and Chester Ordinarily Available Provision guidance. Adaptive teaching, visual supports, structured routines, scaffolding, precision teaching, sensory adaptations and targeted interventions form part of everyday inclusive practice.

A Graduated Approach to SEN Support

The school follows Assess, Plan, Do, Review. Outcomes are agreed with families and reviewed regularly. Provision is evidence-informed and adjusted according to impact.

The views, wishes and aspirations of pupils and their families are central to planning, provision and review processes. The effectiveness of SEN Support provision is reviewed at least termly with parents and pupils where appropriate."

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. Information regarding local SEND services can be accessed through the Cheshire West

and Chester SEND Local Offer
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.

Where needs remain significant despite sustained support, the school may request an EHC Needs 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.

Where an EHCP is obtained, Annual Reviews are conducted in accordance with statutory guidance and include person-centred planning.

Working with Parents and Carers

Parents are partners in decision making. The school provides regular review meetings, clear communication and opportunities for co-production of support plans.

Pupil Voice

Pupils are encouraged to contribute to target setting, support planning and reviews. Views, wishes and aspirations are central to provision planning.

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: 0-25 Years (January 2015) is followed Healthcare Plans are developed where appropriate and reviewed regularly. Reasonable adjustments are implemented to ensure full participation.

SEND Support

Pupils may receive targeted intervention, specialist programmes, communication support, emotional wellbeing support, sensory provision, reasonable adjustments and assistive resources.

Training and resources

Staff receive ongoing professional development relating to autism, speech and language, SEMH, sensory needs, cognition and learning, and inclusive practice.
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.

Roles and responsibilities

Governing Board monitors SEND provision. 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 SEND Code of Practice: 0-25 Years (January 2015)."
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 Tony Montgomery

The SENDCo coordinates the day-to-day operation of SEND.

The Headteacher maintains overall accountability.

Class teachers remain responsible for the progress of all pupils in their class.

SENCO

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

External Agencies

The school works collaboratively with Educational Psychology, Speech and Language Therapy, Occupational Therapy, Autism Team, Health Services and Local Authority services.

Transition

Enhanced arrangements support transition between year groups, key stages and educational settings. Information is shared appropriately to ensure continuity of provision.

Designated Teacher

The designated teacher with specific responsibility for Safeguarding is the Deputy Headteacher, Victoria Johnson. She is supported in this role by Jeanne Raymond, SENDCo and Deputy DSL, Claire Bennett, Deputy DSL and Julie Heywood, Family Support Officer/ Safeguarding and Welfare Officer.

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

The designated teacher with responsibility for pupils with medical conditions is Jenna Prince, Deputy SENDCo.

Equality and Accessibility

The school complies with duties under the Equality Act 2010 and maintains an Accessibility Plan. Reasonable adjustments are made wherever required.

Monitoring and Evaluation

The impact of SEND provision is monitored through attainment, progress, attendance, behaviour, provision mapping, pupil voice, parent feedback and governor monitoring.

Reviewing the policy

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

Complaints

Concerns should be raised with the class teacher, then SENDCo, Headteacher and finally through the school complaints procedure if required

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

Related Policies

This policy should be read alongside the SEND Information Report, Accessibility Plan, Safeguarding Policy, Behaviour Policy, Teaching and Learning Policy and Medical Needs Policy.

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

Headteacher – Ruth Vayro

Contact details – rvayro@stjosephs.cheshire.sch.uk 01606 668790

SENDCo – Jeanne Raymond Chair of

Governors –

Tony Montgomery

Policy Ratification Record

Policy Name SEND Policy

Approved By Governing Board

Headteacher Ruth Vayro

SENDCo Jeanne Raymond

Chair of Governors Tony Montgomery

Date Approved _____

Review Date September 2027