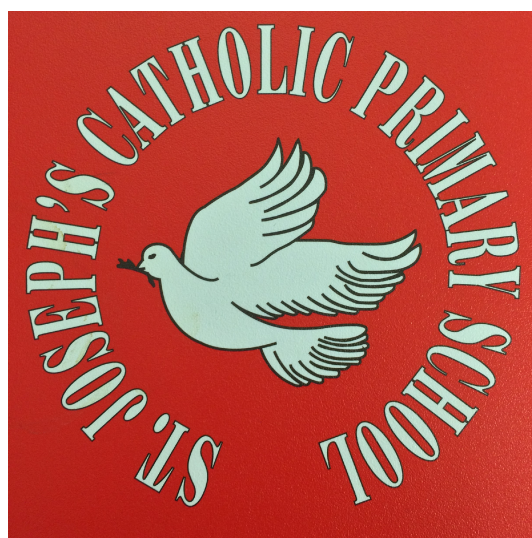


SEND policy 2025-26

St Joseph's RC Primary, Birkenhead.



Approved by:		Date:	
Written by:			
Clare Dyas-Ward, SENCO			
Last reviewed on:		19.9.25	
Next review due by:		September 2026	

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1. Aims

Our SEN policy and information report aims to:

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

We are an inclusive school and welcome children of all backgrounds, and treat everyone with equal respect and value.

All children at St Joseph's have access to the full, broad and balanced curriculum and we tailor teaching, support and any required intervention to enable all children to have success and achieve excellence. We aim to ensure that the curriculum for children with SEND is not narrowed and that they participate fully in all areas of school life.

High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. "Quality first" teaching and adaptive teaching is a priority of the school. It is regularly monitored through internal and external observation processes, sampling and surveying and Pupil Progress meetings.

Parents are kept informed via termly reports, Parent's evenings and ongoing communication. Parents are invited to contribute to review and give their feedback. We seek to place the children at the heart of everything we do and their views are taken into account through Pupil Voices, School Parliament meetings. Reading Ambassadors, the Prefect system and reviews of personal support plans.

Class teachers are the first 'port of call' for all children in their class as they will be best placed to offer day to day support as well as raise any concerns with parents, SENDCo or other agencies.

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

All children should be equally valued whether or not they have special educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved where this diversity is recognised and is regarded positively.

The education of children is a shared professional responsibility. The inclusion of pupils with special educational needs is also a shared professional responsibility

SEND Areas of Need

Following the Code of practice which describes the 4 broad categories of need we cater for pupils who experience difficulties in:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical conditions

These four broad areas give an overview of the range of needs planned for. The purpose of identification is not to fit a pupil into a category but consider the needs of the whole child which will include not just the special educational needs of the child. Subject leaders have detailed plans about how their curriculum area is adapted for children with SEND to enable all children to access learning.

Other barriers to learning

- Difficult or withdrawn behaviour does not necessarily mean that a child has SEND. Where there are such concerns, there should be an assessment or further investigation to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach involving clinical services and children's social care will be offered
- Physical disability does not automatically imply SEN, though may need the school to plan carefully to ensure access to the wide span of school activities and opportunities is possible, as appropriate to reasonable financial costs.
- Attendance and Punctuality - we monitor attendance closely and will advise parents of our concerns when attendance falls below 95%. We work closely with Attendance Officers and Early Help agencies to ensure reasons for low attendance are identified and addressed.
- Health and Welfare - prolonged absence from school requires specific support from school and other agencies.
- Being a Looked After Child - specific arrangements will be agreed to be in place for families at St Joseph's
- Sometimes, children may need to be supported for a short period of time to help them overcome a particular, transitory difficulty, for example on entry to the school outside of the normal start of academic year in September.

· Pupils transitioning from other educational jurisdictions elsewhere in the world may also need time to adapt to the new demands and requirements they face within St Joseph's. This might include children with English as an Additional Language who may require tailored language intervention and support.

We aim:

- To implement the recommendations in the Code of Practice.
- To identify pupils with special educational needs as early as possible.
- To ensure their needs are met by removing barriers to learning.
- To have in place systems whereby teachers are aware of such pupils.
- To promote awareness, among staff, of the range of difficulties experienced by pupils and provide relevant training opportunities.
- To provide all our children with a broad and balanced curriculum that is adapted to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, St Joseph's Roman Catholic Primary School parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life, enjoying equal opportunity.
- To work with other schools to share good practice in order to improve this policy.
- To keep and update records of pupils with SEN and regularly review the provision available to them.
- Monitor and evaluate policy regularly.
- To support the ethos of inclusion.

Identification and Assessment

St Joseph's is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. School recognises that early identification is key to improving long term outcomes for pupils. A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom. If this is the case the pupil will be discussed with the SENDCo in order to decide if additional/different provision is required and if so what form this provision needs to take. Support will be put into place to secure better progress for the pupil. Further to discussion with the child's parents/ carers, the pupil will also be registered on the school's

SEND register if the school decides that the pupil requires different/additional support in order to make good progress and achieve the desired outcomes. Children on the SEND register have a Personal Support Plan, outlining their areas of strength, areas of need and targeted outcomes for the term. These plans are reviewed termly to ensure progress is being made and reviews are shared with parents. Parents are invited to discuss their child's plan at least termly. Children with more complex needs will have an Additional Support Plan, which has a further detailed history of the child and includes advice from outside agencies and other professionals. Provision for students on the SEND Register is usually funded from within the school's existing budget. Students with An Education and Health Care Plan receive at least the minimum entitlement of additional, targeted support identified within the Plan. All students with SEND have a personal plan with individual targets which are reviewed at least termly. The school follows the guidance of the SEND Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEND.

Criteria for exiting the SEND Register

The SENDCO has responsibility for the removal of a student from support on the SEND Register at St Joseph's. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with discussion with appropriate SLT/teaching staff/outside agencies and parents.

Support for students and families

Families of students with SEND can find the SEND School Information Report on our website, along with a link to the LEA Local Offer for more information on services available for children and young people with special educational needs and disabilities (SEND), and their parents, carers and families.

At St Joseph's, working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs. There are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on personal support plans. Pupils and parents are both involved in the target setting and review process.

When setting outcomes and progress, areas where parents/carers can support this process will be identified on the personal support plans.

Parents may phone or call to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July.

For children with Education Health and Care Plans, the annual review is held around the date of issue and a representative from the LEA SEND Team may be invited to attend. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year. Following consultation parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

Supporting children with medical conditions

St Joseph's RC Primary recognises that students 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, school will comply with its duties under the Equality Act 2010. Some students may also have special educational needs (SEND) and may have a Statement or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Children with a medical condition have an Individual Healthcare Plan which is reviewed at least yearly, in conjunction with parents/ carers and which outlines any additional support needed for the child. Brief health care profiles are displayed in the staff room so that all staff are aware of important medical needs of all children in the school. The school kitchen is also alerted to any children with an allergy and photographs are provided for ease of identification.

School will liaise with all relevant agencies to best support the child. These may include paediatricians, Occupational Therapists, Speech and Language Therapists, hearing/ vision support teachers and LEA advisors.

Monitoring and Evaluation of SEND

The quality of provision offered to all students with SEND is continuously monitored through ongoing daily, weekly, termly and ultimately, annual, review, on an individual and cumulative basis and in conjunction with the Governors, Headteacher, SLT, SENDCO, teaching staff and parents.

The SEND policy is reviewed annually at the end of each academic year. The evaluation is based on:

- the progress made by students with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development ;

The policy is amended to reflect the outcomes of the evaluation.

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan.

- The Headteacher oversees the professional development of all teaching staff and support assistants. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school. TAs are monitored through observations throughout the year by the SENDCO.

- . - The SENDCO may identify the SEND training needs of staff in conjunction with the Headteacher/SLT and all staff are encouraged to undertake training and development, for example through INSET.

- Newly appointed teaching, support staff, and ECTs undertake an induction programme, which includes a meeting with the SENDCO to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual students.

- The SENDCO regularly attends the LA's SENDCO cluster meetings in order to keep up to date with local and national developments in SEND, as well as meeting with colleague from across Holy Family Catholic MAT to discuss SEND developments across the MAT as a whole.

- There are several designated Learning Support areas/ classrooms. Teaching staff and TAs use the rooms to work with individuals or groups of students.

Storing and managing information.

The school complies with current data protection and confidentiality requirements with regard to information about students and families.

. All staff are aware of sharing information on a 'need to know' basis. Class teachers may have recent and relevant documents stored in their classrooms in dedicated SEND folders. More sensitive information is stored in locked filing cabinets in the SENDCO Office or in the Headteacher's room. Children's SEND information is also stored securely on Arbor, a password protected system.

Medical care plans are available for relevant pupils in their classroom and on Arbor. Children also have a profile in the staffroom to ensure all staff are aware of medical conditions. Parental consent is obtained for this.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Clare Dyas-Ward (senco@stjosephs-birkenhead.wirral.sch.uk)

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and deciding on any changes to provision
- Ensuring they follow this SEN policy

4.5 Role and Rights of Parents

We strive to develop good working relationships with parents/carers. We recognise the importance of this in providing successful outcomes for SEND pupils:

- Parents/carers will be informed when their child is considered to have SEND
- Where possible they will be involved in developing, implementing and reviewing their child's personal plan. They are encouraged to work closely with the school in order to develop a partnership that will support special educational needs pupils.
- They will be invited to attend annual reviews
- They will be kept informed about their child's progress through termly support plan reviews and twice annual Parents' Evenings, as well as being invited to meet with class teachers and the SENCO when they have additional queries or concerns.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.
<https://www.sendlowirral.co.uk/wirral-send-partnership-service>
- Teachers will also be open and responsive to expressions of concern by parents and will take account of any information that parents provide about their child. Confidentiality will be maintained at all times.

4.6 Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part, where possible in:

- assessing their own needs
- discussing their personal plans (PSPs and ASPs)
- setting personal learning targets
- attending their Annual Review meetings if appropriate
- being encouraged to discuss any issues with an appropriate person eg through the Talking Time postbox or with their class teacher.

5. Monitoring arrangements

This policy and information report will be reviewed by Clare Ward (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan <http://www.stjosephscatholicprimarybirkenhead.co.uk/send>
- Behaviour policy <http://www.stjosephscatholicprimarybirkenhead.co.uk/welcome>
- Equality information and objectives
<http://www.stjosephscatholicprimarybirkenhead.co.uk/welcome>
- Supporting pupils with medical conditions policy
<https://static1.squarespace.com/static/5539f88ee4b04c3f4aa35f81/t/560e7e99e4b0cb070549ba2d/1443790489834/Medication+Policy.pdf>
- School Information Report <http://www.stjosephscatholicprimarybirkenhead.co.uk/send>
- School Website Accessibility Statement
<http://www.stjosephscatholicprimarybirkenhead.co.uk/send>
- Equality, Diversity and Inclusion Policy
<http://www.stjosephscatholicprimarybirkenhead.co.uk/equality>