# *SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY*

# *OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL*

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| APPROVED BY: | Governing Body |
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## 1. Aims and Objectives

**Special Educational Needs and Disabilities (SEND) Policy Statement**

At Our Lady & St Joseph Catholic Primary School, we believe that every child is a unique and valued creation of God, deserving of love, support, and the opportunity to reach their full potential. Our SEND policy is rooted in our Catholic ethos and is designed to ensure that all pupils, regardless of their individual needs, are supported in a way that allows them to flourish academically, socially, and spiritually.

Our SEND policy aims to:

**Ensure Compliance with National Legislation and Guidance**

We are committed to fully implementing all statutory requirements related to Special Educational Needs and Disabilities, in line with the SEND Code of Practice and national legislation.

**Support and Make Provision for Pupils with SEND**

- Identify and assess the needs of pupils with SEND early and provide tailored interventions to support their learning and development.
- Ensure that all staff have the training, knowledge, and resources necessary to support pupils with SEND effectively.
- Work in partnership with external professionals to enhance support where needed.

**Provide Access to All Aspects of School Life**

- Ensure that pupils with SEND have full access to a broad, balanced, and ambitious curriculum.
- Promote an inclusive school culture where pupils with SEND can learn alongside their peers, experiencing the same opportunities and enrichment activities.
- Make reasonable adjustments to remove barriers to learning and participation.

**Help Pupils with SEND Achieve Their Best**

- Set high expectations for all pupils, fostering a belief in their abilities and supporting them in reaching their full potential.
- Provide targeted support to develop key skills, resilience, and independence.
- Celebrate each pupil’s progress and achievements, recognizing that success looks different for every child.

**Help Pupils with SEND Become Confident, Independent Individuals**

- Foster a sense of self-worth and confidence in every child.

- Equip pupils with the skills and strategies needed to navigate challenges and embrace opportunities.
- Promote emotional well-being and positive mental health through tailored support.

**Communicate and Collaborate with Families**

- Ensure that pupils with SEND and their parents or carers are actively involved in decisions about their education and support.
- Provide clear and open communication, offering guidance, reassurance, and practical advice to families.
- Work in partnership with parents to create a supportive learning environment both at school and at home.

**Define Roles and Responsibilities**

- Ensure that all staff understand their roles in supporting pupils with SEND.
- Provide regular training and professional development to ensure best practices in SEND support.
- Foster a whole-school approach to inclusion, where every member of staff is committed to meeting the needs of all pupils.

**Ensure Consistent Understanding and Implementation**

- Regularly review and update our SEND policy to reflect best practices and evolving needs.
- Ensure all staff understand and consistently implement the policy in their daily interactions with pupils.
- Monitor and evaluate the effectiveness of SEND provision to ensure continuous improvement.

At Our Lady & St Joseph Catholic Primary School, we are dedicated to creating an inclusive and nurturing environment where all children, regardless of their needs, feel safe, valued, and empowered to achieve their God-given potential.

## 2. Catholic Vision and Aims

***"Start children off on the way they should go, and even when they are old they will not turn from it." - Proverbs 22:6***

Our vision is to provide outstanding Catholic primary education to all children that we are blessed to have in our care. We believe that positive values instilled during our children's formative years will guide them through the rest of their lives, providing them with a firm foundation for success in whichever path is right for them.

It is our aim that children leave Our Lady & St Joseph Catholic Primary School as resilient, respectful, confident, thoughtful and independent young people, prepared for the next stage on their journey towards leading a fulfilled life in the presence of God.

We can achieve this aim by:

- Supporting all members of the school community in living out our mission statement
- Embedding our Gospel Values, linked to the Beatitudes, in all we do
- Developing knowledge and skills by providing a broad and balanced curriculum which engages all learners and fosters an enjoyment of learning
- Holding the highest expectations of all our children and knowing them well
- Nurturing the unique gifts and talents of each child and celebrating their successes with them
- Celebrating and valuing diversity
- Ensuring each child feels safe, valued and loved
- Teaching each child to appreciate God's natural world as a source of awe and wonder

We also work in partnership with our families, supporting them in upholding the same high expectations and positive values in their home life, leading to unity and harmony between the home and school environments.

## 3. Special Education Needs and Disabilities Vision

***"I praise you because I am fearfully and wonderfully made; your works are wonderful; I know that full well."* – Psalm 139:14**

At Our Lady & St Joseph Catholic Primary School, we believe that every child is a unique and precious gift from God. We are committed to providing an inclusive, nurturing, and faith-filled environment where all children, regardless of their needs or abilities, can flourish spiritually, academically, socially, and emotionally.

Our vision for Special Educational Needs and Disabilities (SEND) is to ensure that every child receives the support, encouragement, and opportunities they need to reach their full potential, growing in confidence and faith as valued members of our school family.

We achieve this by:

- Celebrating the God-given dignity and worth of every child
- Providing a high-quality, tailored curriculum that meets diverse learning needs
- Fostering resilience, independence, and a love of learning in all our pupils
- Working in partnership with families to create a seamless and supportive journey for each child
- Ensuring a culture of kindness, respect, and acceptance, where all children feel safe, valued, and loved
- Encouraging all children to recognise their own gifts and talents, empowering them to contribute to the world in meaningful ways
- Supporting our children in growing their faith and understanding that they are wonderfully made in God's image

Through the strength of our Catholic ethos and our unwavering commitment to inclusion, we seek to enable all children with SEND to develop their unique potential,

knowing that they are cherished, supported, and capable of achieving great things in God's love.

## 4. Legislation and Guidance

- This is based on the statutory guidance:
- *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years* (DfE/DoH, **January 2015, updated 12 September 2024**)
- *Keeping Children Safe in Education* (**September 2025**)
- *Working together to improve school attendance* (**August 2024**)

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code (**2021**), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 5. Inclusion and Equal Opportunities

At Our Lady & St Joseph Catholic Primary School, we are dedicated to fostering a learning environment where every child, regardless of their individual needs or abilities, is valued, supported, and empowered to succeed. Our goal is to provide an enriching and ambitious curriculum that nurtures the potential of all pupils, ensuring they develop academically, socially, and spiritually.

To achieve this, we prioritise accessibility and inclusion by adapting teaching approaches, personalising learning experiences, and making necessary adjustments to the curriculum and school environment. We strive to remove barriers to learning so that every child with SEND can actively participate in all areas of school life, grow in confidence, and work towards achieving their aspirations.

## 6. Definitions

### 6.1 Special educational needs

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

### 6.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 6.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| **AREA OF NEED** | |
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| **Communication and interaction** | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.<br><br>Pupils who are on the autism spectrum often have needs that fall in this category. |
| **Cognition and learning** | Pupils with learning difficulties usually learn at a slower pace than their peers.<br>A wide range of needs are grouped in this area, including:<br>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia<br>• Moderate learning difficulties<br>• Severe learning difficulties<br>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning |

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| | difficulties as well as a physical disability or sensory impairment |
| **Social, emotional and mental health** | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:<br>• Mental health difficulties such as anxiety, depression or an eating disorder<br>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder<br>• Suffered adverse childhood experiences<br>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| **Sensory and/or physical** | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.<br>Pupils may have:<br>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment<br>• A physical impairment<br>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

## 7. Roles and Responsibilities

### 7.1 The Inclusion Manager

At Our Lady & St Joseph Catholic Primary School, the Inclusion Manager plays a pivotal role in ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive the necessary support to thrive in their educational journey. The Inclusion Manager at our school is Amy Charles.

Her key responsibilities include:

**Strategic Development of SEND Provision**

- Collaborating with the Headteacher, Inclusion Team and SEND Governor to develop and implement the school's SEND policy and provision.
- Playing a leading role in shaping the school's inclusive approach to teaching and learning.

**Overseeing SEND Provision**

- Taking responsibility for the day-to-day operation of the SEND policy and coordinating support for pupils with SEND, including those with Education, Health and Care (EHC) plans.
- Ensuring that appropriate interventions, adjustments, and resources are in place to support each child's learning journey.
- Providing ongoing professional guidance to staff to enhance inclusive teaching practices.

**Supporting Teaching and Learning**

- Advising on a graduated approach to SEND support, ensuring that teaching strategies are tailored to individual pupil needs.
- Working alongside the Inclusion Team in recommending and overseeing differentiated teaching methods to maximise learning opportunities for all pupils.
- Identifying training needs among staff and coordinating continuous professional development to enhance SEND provision.

**Managing Resources and Budgets**

- Advising on the allocation of the school's SEND budget to ensure effective use of resources.
- Working with external agencies and specialists to enhance the provision available for pupils with SEND.

**Liaising with External Partners**

- Serving as the main point of contact for the Local Authority and external agencies that support SEND pupils.
- Coordinating external specialist involvement and ensuring timely access to additional support services.

**Supporting Transitions**

- Working alongside the Key Stage Two SENDCO and Year 5 team with secondary schools and further education providers to ensure a smooth transition for pupils moving on from primary school.
- Ensuring that all relevant SEND documentation is transferred promptly when a pupil moves to another educational institution.

**Compliance and Reporting**

- Working alongside the Headteacher and Governors to ensure that the school complies with the **Equality Act 2010**, making reasonable adjustments to meet the needs of all pupils.
- Ensuring that SEND records are maintained, up to date, and accurate.
- Preparing and reviewing the **SEND Information Report** and updating the school's **SEND Policy** as required.

- Monitoring school-wide trends in SEND identification and provision, comparing internal data with national benchmarks, and using findings to inform best practices.

Through these responsibilities, the Inclusion Manager ensures that Our Lady & St Joseph Catholic Primary School remains a nurturing, inclusive, and faith-driven environment where every child, regardless of their needs, is empowered to reach their full potential.

### 7.2 The SENDCOs

The SENDCOs at our school are Natalie Kelly (Early Years Foundation Stage (EYFS) and Key Stage 1) AND Keziah Laws (Key Stage Two (KS2). Ms Kelly predominately has oversight for EYFS and KS1, Ms Laws predominately has oversight for KS2.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher, Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher, Inclusion Manager and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher and Inclusion Manager to monitor and identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development

- With the Headteacher and Inclusion Manager regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Headteacher and Inclusion Manager and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 7.3 The Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### 7.4 The SEND link governor

The SEND link governor is Lorraine Adams.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the Headteacher and Inclusion Manager to determine the strategic development of the SEND policy and provision in the school
- Monitor for effective spending on provision in relation to the school's notional SEND budget.

### 7.5 The Headteacher

The Headteacher will:

- Work with the Inclusion Manager and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Inclusion Manager and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the Inclusion Team has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the Inclusion Manager and SENDCOs, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Inclusion Manager, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the Inclusion Manager, SENDCOs and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 7.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

- 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 consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree aspirations for the pupil

### 7.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked for feedback on their child's SEN Support Plan (SSP) during termly reviews to ensure the provision in place continues to meet their needs.
- Encouraged to share information about the impact of SEND support outside school and update the school on any changes in the pupil's needs.
- Given opportunities to raise concerns and collaborate with school staff in setting aspirations and goals for their child.
- Provided with an annual report on their child's progress, detailing achievements and areas for further support.
- The school values and considers parents' and carers' views in all decisions made regarding their child's education and support.

### 7.8 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 8. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 9. Our Approach to SEND

### 9.1 Identifying and Assessing Special Educational Needs and Disabilities (SEND)

At Our Lady & St Joseph Catholic Primary School, we are committed to identifying and addressing the needs of all pupils at the earliest opportunity.

### 9.2 Initial Identification Process

When a teacher has a concern about a pupil's progress or development, they will complete a SEND concern form**,** which will be reviewed by the Inclusion Team. The SENDCOs will observe the pupil in the learning environment, gather relevant information, and work closely with the class teacher to assess whether additional support may be required.

### 9.3 Assessing Pupils on Entry

When a pupil starts at our school, we will assess their current skills and levels of attainment, using information from previous settings and Key Stages**,** where appropriate. We will also consider any evidence that the pupil may have a disability and, if so, what reasonable adjustments the school may need to make to ensure they can fully access learning.

### 9.4 Ongoing Monitoring of Progress

Class teachers regularly assess the progress of all pupils. If a pupil's progress:

- **Is significantly slower than that of their peers** who started from the same baseline
- **Fails to match or exceed their previous rate of progress**
- **Does not close the attainment gap** between them and their peers
- **Worsens, increasing the attainment gap**

This may indicate a need for additional support.

We also recognise that progress concerns are not limited to academic attainment; they may also relate to wider development**,** such as social, emotional or behavioural needs.

### 9.5 Intervention and Referral to Inclusion Team

When a teacher identifies that a pupil is making slow progress, they will first provide targeted support through high-quality, differentiated teaching. If progress does not improve, the teacher will raise the concern with the Inclusion Team to discuss whether the pupil's difficulties may be linked to a special educational need.

Where concerns persist, and in consultation with parents or carers, the school may seek guidance from external specialists to further assess and support the pupil's needs.

### 9.6 Considering Other Influencing Factors

We understand that slow progress and low attainment do not automatically mean that a pupil has SEND. Staff will also take into account other potential short-term influences on a pupil's learning, such as:

- Emotional well-being (e.g., bereavement, family difficulties)
- Social factors (e.g., bullying, changes in home circumstances)
- English as an Additional Language (EAL) – careful assessment is undertaken to differentiate between SEND and language acquisition needs.

### 9.7 Decision-Making and Support Planning

When considering whether a pupil requires special educational provision, we will begin by:

- Identifying the desired outcomes, including expected progress and attainment
- Taking into account the views and wishes of the pupil and their parents/carers
- Assessing the level of support needed and whether it can be provided through adapting our universal provision, or if additional interventions are required

### 9.8 Supporting Pupils with Identified SEND

If a pupil joins the school and has already been identified as having SEND, we will work in partnership with external agencies and previous settings to ensure a smooth transition. This includes:

- Liaising with their previous school or setting to gather key information
- Ensuring that any Education, Health and Care Plan (EHCP) is fully understood and implemented
- Engaging with external professionals already involved in the pupil's support

By taking a multi-agency approach, we ensure that the right interventions and provisions are in place as early as possible to support the pupil's individual needs and help them to thrive in our school community.

### 9.9 Consulting and Involving Pupils and Parents/Carers

At Our Lady & St Joseph Catholic Primary School, we place pupils and their parents/carers at the centre of all decisions regarding special educational provision.

When identifying whether a pupil requires special educational provision, the school will create an SEN Support Plan (SSP) tailored to the pupil's needs. Parents/carers will be asked to provide feedback on the SSP to ensure that it reflects their child's strengths, challenges, and aspirations.

During this process, we will ensure that:

- Everyone develops a clear understanding of the pupil's strengths and areas requiring support.
- Parental concerns are acknowledged and considered as part of the support planning.
- Agreed outcomes are set, outlining the progress and achievements we aim to support the pupil in reaching.
- Next steps are established, ensuring a clear path for intervention and monitoring progress.

Parents/carers will be formally notified when it is decided that a pupil will receive special educational provision. Their ongoing feedback will be welcomed as part of the SSP review process, ensuring that the support remains relevant and effective in meeting the pupil's needs.

## 10. The Graduated Approach to SEND Support

When a pupil is identified as having Special Educational Needs (SEN), we take proactive steps to remove any barriers to learning and implement effective support. This support follows a structured four-stage cycle**,** known as the Graduated Approach, which ensures that interventions are regularly reviewed and adapted to meet the pupil's needs.

### 10.1 Assess

The class teacher and SENDCO will conduct a thorough assessment of the pupil's needs. This will involve gathering:

- The views of the pupil and their parents/carers
- Observations and assessments carried out in school
- Input from external professionals, where required

Assessments will be reviewed regularly to ensure that the support provided remains relevant and responsive to the pupil's needs. In many cases, monitoring the pupil's response to interventions provides the most reliable insight into their requirements.

### 10.2 Plan

Following assessment, the teacher and SENDCO will work with the pupil and their parents/carers to agree on:

- The support, strategies, and interventions that will be implemented
- The expected outcomes of these interventions
- A clear date for review

All staff working with the pupil will be made aware of their needs, the desired outcomes, and any recommended teaching strategies. This information will be recorded in an SEN Support Plan (SSP).

Parents/carers will be fully informed of the planned interventions and may be encouraged to support progress at home where appropriate.

### 10.3 Do

The class teacher maintains overall responsibility for the pupil's progress, even when interventions take place outside the main classroom. If the pupil receives one-to-one or small-group support, the teacher will:

- Work closely with support and specialist staff to ensure interventions are well-planned and effective
- Monitor the impact of the support provided
- Ensure that strategies used in targeted interventions are reinforced in classroom teaching

The SENDCO will offer guidance and support throughout this process, helping to identify strengths and areas for further development, as well as advising on best practice for delivering support.

### 10.4 Review

The impact of support and interventions will be evaluated on the agreed review date. This will involve:

- Seeking feedback from the pupil and their parents/carers
- Assessing the progress made towards agreed outcomes
- Gathering insights from teaching staff involved in the pupil's learning

Following this review, SEN Support Plan will be adjusted based on the pupil's progress and development. The revised plan will be created in collaboration with the pupil, parents/carers, and relevant school staff to ensure continued progress.

This cycle of Assess → Plan → Do → Review allows us to provide responsive and effective SEND support, ensuring that each pupil receives the tailored interventions they need to thrive in their learning journey.

## 11. Levels of Support

### 11. 1 School-based SEN Provision

Pupils who require additional support for their special educational needs will be recorded on the school's SEND register. These pupils receive targeted interventions and adaptations within the school setting, following the Graduated Approach of assess, plan, do, and review.

If a pupil's needs cannot be fully met using the school's existing resources and expertise, we will seek advice and support from external specialists as early as possible to ensure appropriate provision.

SEND provision is funded through the school's notional SEND budget, which is allocated to support pupils with additional needs.

For census reporting, pupils receiving SEND support are recorded under Code K.

### 11. 2 Education, Health Care Plans (EHCPs)

For pupils whose needs go beyond what can be provided through the school's standard SEND support, an Education, Health and Care (EHC) Plan may be required. This legally binding document outlines the pupil's specific needs, the support they will receive, and the intended outcomes to help them achieve their full potential.

Funding for pupils with an EHC Plan comes from the school's notional SEND budget, with additional funding potentially provided by the Local Authority (LA) through the high-needs funding block of the Dedicated Schools Grant.

For official reporting, pupils with an EHC Plan are recorded under Code E in the school census.

### 12. Attendance

Pupils with SEND may encounter unique challenges that affect their ability to attend school regularly. However, they have the same entitlement to education as all other pupils, and we maintain high expectations for their attendance. To ensure they can fully engage in school life, we provide tailored support to address any barriers they may face.

### 13. Safeguarding and Pastoral Support for SEND

At Our Lady & St Joseph Catholic Primary School, we understand that pupils with SEND may be more vulnerable to safeguarding risks. They can face increased challenges in recognising and reporting abuse, exploitation, or neglect, and we are committed to ensuring that these risks are carefully identified and addressed.

We provide specialist pastoral support to help safeguard pupils with SEND, including strategies to assist those who may have difficulty communicating their concerns. For

further details on how we support and protect these pupils, please refer to our Safeguarding and Child Protection Policy**.**

## 14. Expertise and Training of Staff

At Our Lady & St Joseph Catholic Primary School, we are committed to ensuring that all staff have the knowledge and skills required to support pupils with Special Educational Needs and Disabilities (SEND) effectively.

Our Inclusion Manager, Amy Charles, and SENDCO, Keziah Laws, are both NASENDCO qualified**,** bringing specialist expertise to the leadership of SEND provision.

To maintain high standards of inclusive teaching, we provide ongoing training for teachers and support staff. The Headteacher and Inclusion Manager regularly assess staff training needs and incorporate relevant development opportunities into the school's professional development programme. This ensures that all staff are well-equipped to meet the diverse needs of our pupils.

## 15. Links to External Professional Agencies

At Our Lady & St Joseph Catholic Primary School, we recognise the importance of working alongside specialist external agencies to provide additional support for pupils with Special Educational Needs and Disabilities (SEND). These partnerships ensure that our pupils receive tailored interventions, expert guidance, and targeted support to help them thrive.

Key Specialist Services We Work with:

- **Educational Psychology Service –** Our Educational Psychologist (EP) provides assessments for pupils with more complex needs, offering expert recommendations on learning, behaviour, and emotional well-being. The EP works closely with staff and families to develop effective intervention strategies.
- **Speech and Language Therapy (SALT) –** The school buys into Speech and Language support to assist pupils with communication and language difficulties. This includes assessments, therapy sessions, and staff training to ensure pupils receive consistent support across school and home settings.
- **Teachers of the Deaf and the Visual Impairment Team -** who provide specialist expertise to ensure that pupils with sensory impairments can participate fully in school life. This includes specialist assessments, adapted teaching strategies, assistive technology, and staff training to create an inclusive learning environment. Pupils benefit from tailored interventions, communication support, and guidance on developing independence, while families receive advice on supporting their child at home. Through this partnership, we ensure that pupils with hearing or visual impairments can fully engage in school life and reach their potential.
- **Phoenix Outreach Service** – This service provides specialist guidance for pupils with autism and social communication needs. The team works closely

with staff and families to implement effective communication strategies, structured learning approaches, and tailored interventions.

- **Child and Adolescent Mental Health Services (CAMHS)** – We collaborate with CAMHS to support pupils experiencing mental health difficulties, such as anxiety, depression, or trauma-related challenges. They offer assessments, therapeutic interventions, and onward referrals to ensure children receive the appropriate care.
- **Barnardo's Charity** – We work with Barnardo's to provide additional emotional and social support for vulnerable pupils. This includes counselling, mentoring, and family support programmes, helping children develop resilience and confidence.
- **Occupational Therapy (OT)** – Our links with Occupational Therapists support pupils with fine and gross motor difficulties, sensory processing needs, and daily functional skills. Strategies are provided to enhance independence and access to learning.
- **Physiotherapy Support –** We work alongside Physiotherapists to support pupils with physical disabilities and mobility difficulties. This includes postural management, personalised exercise programmes, and accessibility adaptations to promote full participation in school life.
- **Behaviour and Attendance Support Service (BASS) –** We partner with BASS to support pupils experiencing behavioural, emotional, or attendance challenges. This service provides specialist guidance, intervention strategies, and practical support to help pupils engage positively with school.
- **Learning Advisory Service for Medical and Physical Disabilities –** This service provides specialist support for pupils with medical conditions and physical disabilities, ensuring they have full access to education. Guidance includes reasonable adjustments, assistive technology, and personalised accessibility plans.

The above services represent just some of the external agencies we collaborate with to enhance SEND provision. This is not an exhaustive list, and we continue to build strong partnerships with other specialists and organisations to meet the evolving needs of our pupils. By working together, we aim to ensure that every child receives the right support to flourish academically, socially and emotionally.

## 16. Admissions and Accessibility Arrangements

At Our Lady & St Joseph Catholic Primary School, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), have equal access to education. Our admissions process is fully inclusive and follows the Local Authority's admissions criteria, in line with the Equality Act 2010 and the SEND Code of Practice (2015).

We welcome applications from pupils with SEND and/or disabilities and encourage parents/carers to inform us of any specific needs during the admissions process. This enables us to:

- Gather relevant information about the child's individual requirements.

- Liaise with parents, previous schools/settings, and external professionals where needed.
- Plan and implement appropriate support and reasonable adjustments before the pupil starts school.
- Ensure a smooth and successful transition into our school environment.

For pupils with an Education, Health and Care Plan (EHCP), the Local Authority is responsible for consulting with the school as part of the placement process. We work closely with the Local Authority to ensure that we can meet the child's needs effectively.

### 16.1 Admissions of Prospective Pupils with SEND or a Disability

- Our school welcomes applications from all prospective pupils, including those with SEND or disabilities.
- Parents/carers of children with additional needs are encouraged to inform the school at the point of application so that we can plan appropriate support in advance.
- We work closely with families, previous settings, and external professionals to ensure a smooth transition and that reasonable adjustments are in place.
- Pupils with SEND or disabilities do not require a separate admissions process—they apply through the same process as all other pupils, in line with the Local Authority's admissions criteria.

### 16.2 Admissions for Pupils with Education, Health and Care (EHC) Plan

- If a child has an EHC plan and our school is named in the plan, they will be prioritised for admission, in line with statutory guidance.
- Pupils with an EHC plan that names our school will be offered a place before any other places are allocated.
- The Local Authority is responsible for consulting with us as part of the placement process, and we will work closely with them to assess how we can meet the child's needs effectively.

### 16.3 Oversubscription Criteria and Fair Access for Pupils with SEND

Our oversubscription criteria follow the Local Authority's admissions policy, ensuring that all pupils, including those with SEND, are considered fairly.

- No admissions decisions are made based on a child's SEND status—we ensure that our process does not disadvantage any child with additional needs.
- Our admissions policy aligns with the Equality Act 2010, ensuring that no child is refused a place on the grounds of their disability or special educational needs.
- If the school is oversubscribed, places are allocated according to the set oversubscription criteria, but this will never unfairly disadvantage a pupil with SEND.

We are dedicated to ensuring that all pupils, regardless of their individual needs, have the opportunity to access a high-quality, inclusive education. If parents/carers require more information or have concerns about accessibility or the admissions process, we encourage them to contact the school's Admissions Officer (Linda Wilson) who will be happy to provide guidance and support.

### 16.4 Accessibility Arrangements

We are dedicated to ensuring that our school is accessible and inclusive for all pupils, staff, and visitors, regardless of physical, sensory, or learning needs. We regularly review our Accessibility Plan to identify and address barriers to participation.

Our accessibility provisions include:

**Physical Access**:

- Step-free access to key areas of the school.
- Accessible toilets and hygiene facilities.
- Ramps and handrails where required.
- Adapted furniture and resources where necessary.

**Curriculum Access**:

- Differentiated teaching approaches to meet diverse learning needs.
- Specialist resources, including assistive technology, to support learning.
- Staff trained in supporting pupils with SEND, including communication and sensory needs.
- Additional support such as small-group interventions or one-to-one assistance when required.

**Communication and Information**:

- Availability of school documents and communications in alternative formats (e.g., large print, audio, Braille, or translated materials as needed).
- Use of visual supports and communication aids for pupils with speech, language, or processing difficulties.
- Close collaboration with external professionals (e.g., Speech and Language Therapists, Occupational Therapists, Hearing and Vision Support Teams).

If parents/carers have specific concerns about accessibility or require further information about our SEND admissions process, they are encouraged to contact the Inclusion Team (inclusion@olsj.co.uk) who will be happy to provide support and guidance.
We strive to ensure that every child, regardless of their individual needs, can access a high-quality education and feel valued, included, and supported at Our Lady & St Joseph Catholic Primary School.

## 17. Complaints about SEND Provision

At Our Lady & St Joseph Catholic Primary School, we take all concerns regarding SEND provision seriously and are committed to working collaboratively with parents and carers to resolve any issues.

### Informal Resolution

If parents/carers have a concern about their child's SEND provision, they should first raise the matter informally with the class teacher, phase lead or SENDCO, many concerns can be quickly and effectively resolved through discussion, clarification, or adjustments to support.

### Formal Complaints

If a concern cannot be resolved informally, parents/carers are encouraged to submit a **formal complaint** in line with the school's **Complaints Procedure**. Complaints should be directed to the **Headteacher** in the first instance. If the complaint relates to the Headteacher, it should be addressed to the **Chair of Governors**.

For full details on how to submit a formal complaint, including the complaints **process and escalation procedures**, please refer to our **Complaints Procedure Policy** https://www.olsj.towerhamlets.sch.uk/our-school/policies

### Escalation Process

If parents/carers are dissatisfied with the school's response**,** they may escalate the complaint following the process outlined in our policy. In some cases, pupils themselves may also have the right to escalate complaints.

Additionally, parents/carers have the right to access disagreement resolution and mediation services provided by Tower Hamlets Local Authority**.** For details, including contact information, visit:

### KIDS SEND Mediation Service

KIDS offers a mediation service to help resolve disputes related to Education, Health, and Care (EHC) needs assessments and plans, as well as other SEND-related issues. Their team of accredited mediators provides impartial assistance to families.

### Contact Information:

- **Phone:** 03330 062 835
- **Website:** KIDS SEND Mediation Service https://www.kids.org.uk/send-mediation

### Tower Hamlets and City of London SEND Information, Advice, and Support Service (SENDIASS)

SENDIASS provides free and impartial advice to parents and young people with SEND. They assist with various aspects, including mediation with the local authority, applying for EHC plans, and preparing for SEND tribunals.

- **Contact Information:**
  - **Phone:** 020 7364 6489
  - **Website:** Website: Tower Hamlets SENDIASS https://www.towerhamlets.gov.uk/lgnl/education_and_learning/schools/special_educational_needs/sendiass.aspx

For more detailed information on mediation services and support available in Tower Hamlets, you can visit the Tower Hamlets Local Offer.

Our goal is to work positively and proactively with families to ensure that every child's educational needs are met in a supportive, inclusive environment**.**

## 18. Monitoring and Evaluation Arrangements

### 18.1 Evaluating the Effectiveness of the Policy

At Our Lady & St Joseph Catholic Primary School, we are committed to continuously improving our SEND policy and provision. We regularly evaluate whether we are meeting the objectives set out in Section 1, ensuring that our approach remains effective, inclusive, and responsive to the needs of our pupils.

To assess the effectiveness of our SEND provision, we will review:

- Staff Awareness – Ensuring all staff are aware of pupils with SEND at the start of the autumn term and receive appropriate training to support them.
- Early Identification – Monitoring how quickly and effectively pupils with additional needs are identified and supported.
- Pupil Progress and Attainment – Tracking the academic and personal development of pupils with SEND to ensure that interventions are impactful.
- Inclusion and Well-Being – Gathering feedback from pupils with SEND about whether they feel safe, valued, and fully included in the school community.
- Parental and Pupil Feedback – Encouraging regular dialogue with parents/carers and pupils to ensure their voices are heard in shaping SEND support.
- External Support Engagement – Reviewing our collaboration with external agencies to ensure pupils receive the most appropriate interventions.
- Findings from these evaluations will inform policy improvements, staff training, and resource allocation, ensuring that our SEND provision continues to meet the needs of our pupils.

### 18.2 Monitoring the Policy

This policy will be reviewed annually by the Inclusion Manager, and the Senior Leadership Team, in collaboration with the SEND Governor. It will also be updated when any new legislation, statutory guidance, or changes in procedures occur throughout the year.

The full governing board will approve the policy and ensure that its implementation aligns with the school's commitment to inclusion and high-quality SEND provision.

## 19 Links with other Policies and Documents

This policy links to the following documents SEN information report:

- The local offer

  The following policies can be found on:
  https://www.olsj.towerhamlets.sch.uk/our-school/policies
- Complaints Procedure
- Child Protection and Safeguarding Policy
- Behaviour policy
- Accessibility Plan
- Equality Policy
- Supporting Children with Medical Needs