# Special Educational Needs and Disabilities Policy

Last Reviewed: September 2025

Next Review: September 2026

Implementation from: October 2025
Cycle: Annual
Version: 1.0

**St Joseph's Catholic Primary School Special Educational Needs Policy**

St. Joseph's School is fully committed to the inclusion of all children and places children's health and well-being, learning and development at the center of everything we do. We value the individuality of all children and take account of pupils' varied life experiences and needs. We are determined to create a safe school environment where children are encouraged to take risks and develop independence. We offer a broad and balanced curriculum, are committed to providing opportunities for children to achieve and have high expectations of all our children and staff at St. Joseph's School.

With inclusion at the heart of our practice we are committed in giving all our children every opportunity to achieve the highest of standards, actively seeking to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children and teaching and learning contexts give the best opportunities to achieve their full potential. In implementing this policy, we believe pupils will be supported to overcome their difficulties and leave St. Joseph's School as confident individuals on a path that will enable them to make a successful transition into the next stages of learning.

**Special Needs Coordinator (SENCO)**

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Needs Coordinator.

The SENCO is **Mrs Lucy Artley**

**Mrs Artley**, SENCo, coordinates Special Educational Needs and meets regularly with the headteacher, Mrs Zoe Holt to discuss SEND and determine the strategic development of the SEND

policy and provision to raise the achievement of all children with special educational needs.

The SENCO also works in close partnership with the SEND Governor, Mrs Anne-Marie Brammer to ensure adequate provision is in place for children with special educational needs and assist in the monitoring of performance of these children through understanding achievements and progress.

The SENCO and Headteacher ensure all teaching staff understand that they are responsible and accountable for the progress and development of the children in their class, including the SEN children accessing targeted intervention or support from Teaching Assistants or specialist staff.

The SENCO, headteacher and SLT encourage all members of our school community to be aware of their own strengths and needs through professional reflection, and to understand how they can overcome difficulties, including being able to identify who can support them. Ongoing SENCO support is provided through coaching, bespoke training, and the assistance of external agencies.

If parents or carers have concerns relating to their child's learning or inclusion this will initially be discussed with the child's class teacher. This then may result in a referral to the school SENCO. If preferred parents or carers may also contact the SENCO or headteacher directly if more appropriate.

**St Joseph's Catholic Primary School strives to be an inclusive school, our aims are:**

- ✓ To ensure that the potential of each individual is maximised irrespective of ability, disability, race, gender and social origin
- ✓ To provide a differentiated curriculum so that all children are suitably challenged
- ✓ To identify pupils with SEND as early as possible
- ✓ To adopt an inclusive ethos
- ✓ To have good communication with parents/carers and support agencies where applicable
- ✓ To provide equal opportunities for all pupils

**Objectives**

- ✓ Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services [and feeder schools or early years settings – where applicable] prior to the child's entry into the school.
- ✓ Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- ✓ Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- ✓ Work with parents to gain a better understanding of their child, and involve them in all stages

of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEND work.

- ✓ Work with, and in support, of outside agencies when the pupils' needs cannot be met by the school alone.
- ✓ Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing one to one meeting between pupils and their teacher/SENCO based on their individual needs by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encourage through wider opportunities for participation in school life.

**Identification**

At St Joseph's Catholic School, we consider a child to be on our SEND register if they require access to provision which is in additional to or different from that that is normally available to them. See definition of Special Educational Needs at the start of the policy.

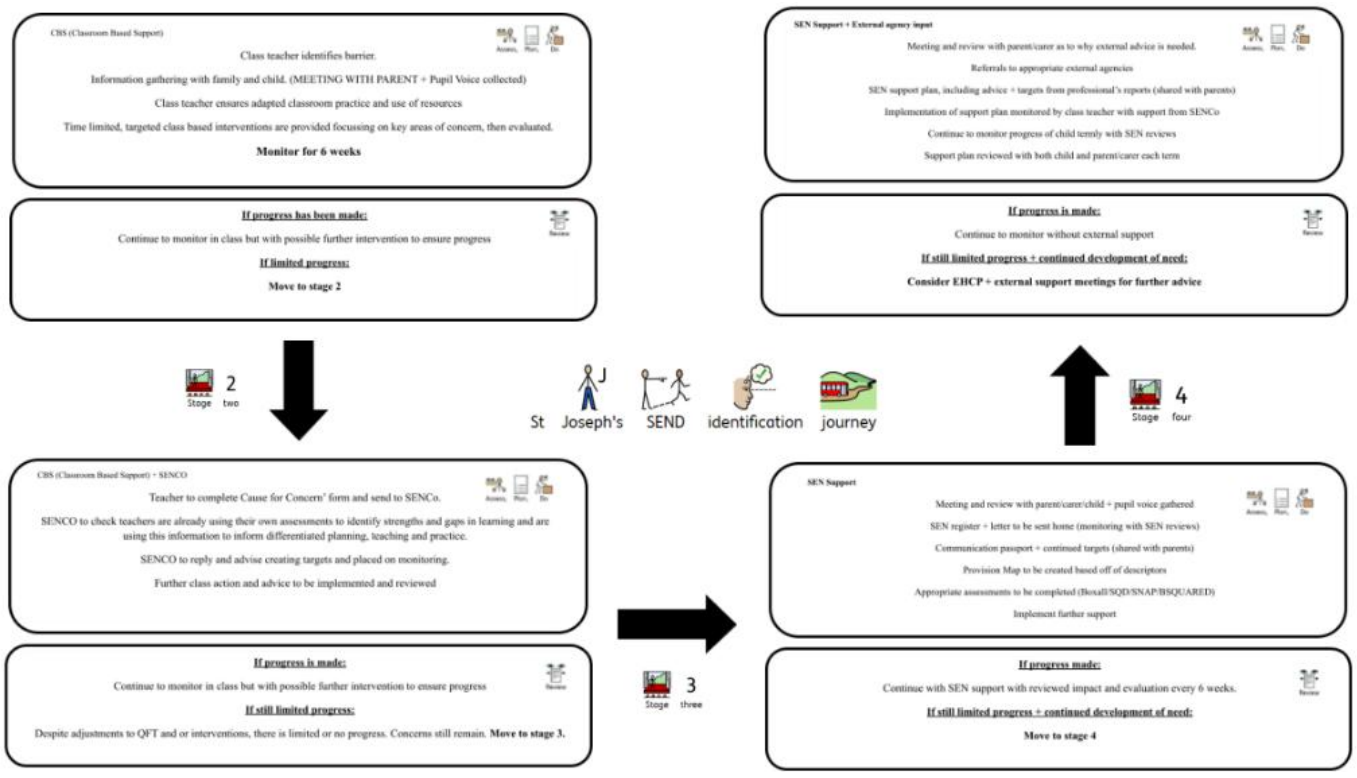
**A graduated approach:**

**Quality First Teaching**

- ✓ Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, or has an official diagnosis, will be monitored.
- ✓ Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- ✓ The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- ✓ The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- ✓ An initial cause for concern form will be completed by the class teacher through discussion with the SENCO at this point.
- ✓ If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- ✓ Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- ✓ The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- ✓ Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

**Please see below the St Joseph's SEND journey:**




**SEND Support**

When it is identified that a pupil has SEND requiring additional or different provision from that normally available, parents and carers will be formally notified, and the pupil will be added to the school's SEND register. The purpose of this identification is to ensure that tailored, effective support can be implemented to reduce or remove barriers to learning.

Our approach to SEND support follows the well-established **Assess – Plan – Do – Review** cycle.

This four-stage process:

- **Assess:** Understanding the pupil's needs through gathering information from teachers, parents, the pupil, and relevant professionals.
- **Plan:** Agreeing the adjustments, interventions and support to be put in place, along with expected outcomes and review dates.
- **Do:** Implementing the planned support and ensuring staff deliver high-quality, differentiated teaching.
- **Review:** Evaluating the impact of the provision, revising plans where necessary, and agreeing next steps with parents and pupils.

This is a continuous and responsive cycle, enabling provision to be adapted as we develop a deeper understanding of the pupil's needs. Through this ongoing process, we identify the most effective strategies and interventions to help pupils make strong progress and achieve positive outcomes.




Information on the SEN in a Rotherham Schools by Rotherham SENDIASS (SEND Information Advice and Support Service) and a graduated approach for parents can be found using the following link: https://www.youtube.com/watch?v=cgNC6DxuzSI

## Assess

The assessment stage involves building a clear and accurate picture of the pupil's needs. This will draw on the class teacher's knowledge of the pupil, ongoing assessments, previous progress and attainment information, and comparisons with peers and national expectations. The views of parents and carers, as well as the pupil's own perspective, are central to this process. Where relevant, insights or assessments from external professionals will also be considered.

Any concerns raised by parents will be carefully explored and compared with the school's assessment information to ensure a shared understanding of the pupil's profile. Assessment is not a one-off event; it will be reviewed regularly to ensure that support continues to match the pupil's needs, that barriers to learning are accurately identified, and that provision evolves as required. If external professionals

are not yet involved but further expertise is needed, the SENCO may seek their input following discussion and agreement with parents.

**Plan**

Planning support involves collaboration between the class teacher, SENCO, and parents to agree what adjustments, interventions or strategies are needed. Expected outcomes—whether related to progress, development, or behaviour—will be clearly defined, along with a review date. Where appropriate, parents may be asked to support or reinforce specific strategies at home.

All staff working with the pupil will be informed of their needs, the agreed provision, the teaching approaches being used, and the intended outcomes. This ensures consistency of practice and shared responsibility for the pupil's progress.

**Do**

The class teacher maintains overall responsibility for the pupil's learning and progress, even when support or interventions take place outside the main classroom or involve different members of staff. They will work closely with teaching assistants and specialist staff to plan and evaluate intervention work and ensure it links effectively with classroom learning.

The SENCO will offer support through further assessment, problem-solving, and advising on effective strategies to ensure provision remains well-targeted and impactful.

**Review**

Reviews will take place according to the agreed schedule—typically three times each year. These reviews will consider the quality and impact of the support provided and will include the views of the pupil and their parents. Following discussion, the class teacher and SENCO will adjust provision, strategies or outcomes in response to the pupil's progress and emerging needs.

Parents will receive clear information about the impact of the support to help them remain fully engaged in planning the next steps for their child.

**SEND in school**

There are four broad areas of SEND. Some children may have needs which include one of the areas, more than one area or all these areas, and sometimes children's needs can change over time.

St. Joseph's school provides additional and/or different provision for a range of needs, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

**Communication and interaction**

Children identified with Speech, Language and Communication (SLCN) may display difficulties in:

- Producing or responding to expressive or receptive language
- Uttering speech sounds
- Understanding spoken and other communications from others
- Understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play

**Cognition and learning**

This category includes general learning difficulties and disabilities which impact on learning across the curriculum, such as Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). Children with severe and complex learning challenges as well as physical disability or sensory needs. However, cognition and learning needs may only impact on specific areas such as reading, writing, spelling and mental calculations.

Cognition and learning need generally account for difficulties in curriculum-related areas such as:

- Reading, writing and spelling
- Numeracy
- Comprehension
- Processing difficulties such as sequencing, inference, coherence and elaboration
- Working memory
- Short term verbal memory
- Other types of executive function difficulties

**Social, emotional and mental health difficulties**

Children may experience a wide range of social, emotional and mental health (SEMH) difficulties throughout their childhood which may manifest in different ways. Behaviour itself is considered to be a surface feature of an underlying difficulty and is therefore no longer a category in itself. The reasoning is that a child's behaviour is perceived as a communication about the child's state of mind and may be caused by a variety of factors.

**Sensory and/or physical needs**

Within this broad area of need, children will be identified with a disability which prevents of hinders them from making use of the educational facilities. Children identified with a sensory or physical disability often require additional ongoing support and equipment to access all of the opportunities available to their peers.

**Access to the curriculum**

In order to meet the learning needs of all pupils, teachers carefully consider and plan provision to support pupils' learning within all areas of the National curriculum (this includes provision within the teaching of Phonics, Math's and English). This may involve modifying learning objectives, and include supportive strategies such as scaffolding learning, or differentiation by outcome. It could also involve a streamed teaching approach to lesson delivery and children grouped by ability in phonics.

Every effort will be made to ensure that pupils with SEND learn alongside their peers within a mainstream classroom environment. Where this is not appropriate or does not sufficiently meet a pupil's needs, the SENCO will work closely with parents and carers to explore and agree flexible, personalised arrangements.

**As a school, we are committed to:**

- Ensuring staff are fully informed about the specific needs of the pupils they teach, including relevant progress information, medical updates and professional reports, so that provision is well-matched and responsive.
- Providing ongoing professional development for all staff so they remain knowledgeable and confident in effective SEND practice. Training will be regularly updated to reflect current guidance, evidence-based approaches and the needs within our school.
- Making the best use of classroom space, resources and facilities to support a fully inclusive learning environment.
- Using in-class support and intervention strategically, ensuring that the curriculum is appropriately adapted and differentiated where needed to enable full access for all learners.
- Offering targeted individual or small-group support when this is identified as beneficial to a pupil's progress or wellbeing.
- Ensuring any learning that takes place outside the classroom is purposeful, time-limited and planned with clear rationale by the SENCO, with parents/carers kept fully informed of any changes to usual arrangements.
- Setting ambitious yet achievable individual targets, ensuring pupils are challenged, supported and recognised for their progress and achievements in all areas.

**Monitoring pupil progress**

At the heart of every class in the school is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes, abilities and interests of the children, through Quality First Teaching. This is a process which is closely monitored by the SENCO, Headteacher, Senior Leadership Team, Senior Leaders in Education (SLE's) and the governing body.

Further monitoring and intervention will be triggered when despite receiving targeted support and provision in addition to Quality First Teaching, a pupil:

- ✓ Still makes little or no progress in specific areas of the curriculum over a long period
- ✓ Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- ✓ Continues to experience difficulty in developing English and Numeracy skills
- ✓ Has emotional/behavioural or social problems which regularly and significantly interfere with the child's or others' learning
- ✓ Has sensory or physical needs which require additional specialist equipment or regular advice/visits from a specialist service
- ✓ Has communication or interaction difficulties which interfere with the development of social relationships and act as a barrier to learning.

Monitoring of the progress of individual pupils at this level where specific interventions, targets, strategies and support are in place to support SEND will be through a graduated response and approach cycle of SEN Support as outlined in the SEND Code of Practice.

**Monitoring the effectiveness of SEN provision**

This advocates a graduated approach of Assess, Plan, Do, Review, to meeting pupils' needs. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs in consultation with teachers, parents or carers and where appropriate, the SENCo.

To ensure a high maintenance of support for SEN pupils, the following procedures are followed:

- ✓ All class teachers will have access to pupils SEN files outlining the SEN of all pupils within their class and include individual monitoring plans documenting children's targets, supportive strategies and next steps.
- ✓ Each pupil will have a SEN file where all records of meetings, assessment and professional advice are kept by the SENCo.
- ✓ Interventions are reviewed termly by the SENCo, as part of the school's provision map.
- ✓ Intervention plans / assessments for specific interventions to support a child's

educational development will be shared with parents, and a copy kept in the SEN file and if applicable, the child's SEN file.

- ✓ On completion of the intervention, children's voice will be taken, and feedback will be given to parents/carers during the review meeting or prior to this through verbal feedback.
- ✓ SEN Plans are in place for all SEN registered (K) pupils to support a personalised approach to learning, to aid transition information between staff and to achieve target outcomes to achieve progress. These are updated half-termly.
- ✓ Communication passports are written annually for every child on the SEN register with to support clear information sharing between pupils, parents and staff. These are updated at the start of each new academic year and reviewed, if needed, during the school year.
- ✓ For any child on the SEN register identified and assessed as presenting Wave 3 barriers to learning descriptors on the Rotherham graduated response materials for any area of SEND EHC1 documentation will be started and if progress is not achieved over time, consideration will be given to applying for an EHC Plan in full discussion with parents.

**Referral for an Education, Health and Care (EHC) Plan**

For some pupils with significant, complex or long-term needs, a statutory Education, Health and Care (EHC) needs assessment may be required. This assessment is usually initiated by the school but can also be requested by parents or carers. An EHC needs assessment is considered when a pupil's needs require a coordinated, multi-agency approach to fully understand the level of support required and to plan appropriate long-term provision.

The decision to request an EHC needs assessment will typically be made during a progress review meeting, when evidence indicates that despite high-quality support and intervention, the pupil is not making expected progress.

An application for an EHC needs assessment brings together information from a range of sources, which may include:

- Parents and carers
- Class teachers
- SENCO
- Health professionals
- Social care services
- Other external agencies involved with the child

This evidence will outline the support currently in place, steps already taken by the school, and the progress made towards agreed outcomes. The local authority will then consider this information,

alongside advice from education, health and social care, to decide whether the pupil meets the criteria for an EHC Plan.

Parents have the right to appeal if the local authority decides not to proceed with a statutory assessment or does not issue an EHC Plan following assessment.

Further information about EHC Plans is available through the Rotherham SEND Local Offer.

**Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by Rotherham Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

**Admission Arrangements**

Our admission arrangements for all pupils comply with national legislation, including the Equality Act 2010. This applies to all children with SEND, whether or not they have an Education, Health and Care Plan (EHCP). Further details can be found in the school's Admissions Policy.

We maintain strong partnerships with local secondary schools to ensure that transitions are well-planned and supportive. SENCOs across phases work collaboratively, sharing information and discussing provision to prepare effectively for pupils with SEND moving into their next stage of education.

We also work closely with **ASPIRE** to identify pupils who may require additional transition support or a key worker as they approach a new key phase. This enables early planning and ensures that children with greater needs experience a consistent and supportive transition.

Transition to secondary school is thoughtfully personalised according to each pupil's individual profile. This may include additional visits, enhanced transition plans, meetings with families and external agencies, and thorough sharing of information to ensure continuity of support.

**Inclusion of pupils with SEND**

We are committed to whole school inclusion. The Head Teacher and Governing Body oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior leadership team together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from the Specialist Inclusion Team, Educational Psychology team, Early Help and the Multi-Agency Safeguarding Hub and other agencies that are accessed by school.

Pupils with SEND have access to the same curriculum as all other pupils. This includes all school trips including residential trips and extracurricular activities where reasonable adjustments may be made to ensure equal opportunities. Where appropriate, a personalised curriculum and individual provision map is implemented.

**Supporting pupils with medical**

The school recognises that pupils at school with medical conditions should be properly supported so they can 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. Consideration will be given to implementing a monitoring plan for individual pupils, in discussion with parents (for those children without an EHCP).

Some children may also have SEND and may have an EHC Plan which brings together health, social care needs, as well as their special educational provision; in these cases, the SEND Code of Practice (2014) will be adhered too. Nominated staff members will, (if necessary, undertake training), be designated to oversee the children's medical provision to comply with the requirements of the individual healthcare plans.

**General training**

The school recognises the importance of training teachers and teaching assistants both within school and through training provided by outside agencies. The Head of School and SENCo are responsible for being aware of any SEND training available and facilitating access to this for relevant staff.

St. Joseph's is committed to maintaining a high level of Quality First Teaching throughout school by delivering high quality coaching and bespoke support, in addition to INSET linked to national developments, for all staff and supporting teachers to work in partnership with other professionals.

The SENCo will regularly attend the Local Authority's network meetings in order to keep up to date with local and national updates in SEND and will share all relevant information with school staff.

**Additional support for learning**

We have teaching assistants in school who are trained to deliver interventions including: I can language intervention, RWI phonics, RWI Fast Track Phonics Tutoring, Fresh Start, English Mastery Fluency, Dough Disco, Math's Mastery keep up interventions, Times Table Rockstars, De-escalation training, Theraplay, Sensory circuits, Emotional Literacy Support (ELSA), trauma informed interventions, Creative Mentoring, Lego Therapy, Theraplay/Bonding through play, five-point scales and emotional regulation.

**Links to further support services**

We also work with the following agencies to provide support for children with SEND:

- Community Paediatrician
- Hallam Caring Team counselling service
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Early Years Inclusion Team
- Hearing Impaired Team
- Visually Impaired Team
- Autism Communication Team
- Counselling/Psychotherapist
- Fusion SEND Hub
- Educational Psychologist
- Rotherham Child and Adolescent Mental Health Service (CAMHS)
- Rotherham's Children's Social Care Team
- Early Intervention Team
- Multi-Agency Support Team
- Inclusion Support Service
- Rotherham Aspire

**Working with Parents/Carers**

Parents and carers are encouraged to discuss any concerns about their child with the class teacher as soon as they arise. Class teachers will instantly act upon this information, taking the necessary steps to investigate the concerns and where appropriate liaise with the SENCO and/or headteacher.

St Joseph's Catholic Primary School recognises the importance of strong partnerships with parents and carers. Working closely together ensures:

a) Early, accurate identification of SEND and timely access to appropriate support and provision
b) Ongoing academic and social progress for pupils with SEND
c) Clear, meaningful personal and academic targets that are regularly reviewed and achieved

Parents and carers are kept fully informed about their child's progress through annual reports, parents' evenings, and termly SEND review meetings. Where a pupil requires more frequent communication, this will be arranged according to individual need. Meetings may take place in person, by phone, or online, depending on what is most appropriate for the family.

When a pupil is identified as possibly having additional learning needs, parents and the pupil are involved at every stage of the assessment and decision-making process. Parents are invited to contribute to support plans, attend review meetings, and meet with any external professionals involved. They are fully consulted on all actions and recommendations relating to their child's provision.

The SENCO may signpost parents to relevant local support services and information, including the Local Authority's SEND Local Offer, to ensure families can access advice, guidance and additional help when needed

**Complaints**

As parents and carers are involved throughout the implementation of the SEN provision for their child it is hoped that there will be no cause for complaint. However, if a parent has a complaint:

1. Make an appointment to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary.
2. If not satisfied, make an appointment to discuss the complaint with the SENCO/Headteacher
3. If still not satisfied, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made.
4. If the problem is unresolved, the parent may contact the Local Authority about the matter.
5. At any time, the parent may seek help from the SENDIAS.

**Review of SEND policy**

The school considers the SEND and Inclusion policy document to be important and, in conjunction with the Governing Body, will undertake a review of both policy and practice on a regular basis. This policy will be reviewed at least annually and agreed by the governing body. The outcomes of SEND policy and provision reviews may also be used to devise targets on the School Improvement Plan.

**Tel:** 01709 914070 | **Email:** admin@stfranciscmat.com | www.stfcmat.com
**Registered Office:** The Old Grammar School, 13 Moorgate Road, Rotherham, S60 2EN