



St. Joseph's Catholic Primary School

“Walking in the footsteps of Jesus, loving and serving together”

Special Educational Needs and Disabilities Policy

Version:	6
Policy agreed (date):	September 2025
Policy published (including on website) (date):	September 2025
Next review (date):	September 2026

Key Personnel			
Role	Name	Tel.	Email
Co Head Teachers and Designated Safeguarding Lead (DSL)	Mr Nick Morrell	01666 822331	NMorrell@sjpschool.co.uk
SENDCo	Mrs Sharon Carpenter	01666 822331	senco@sjpschool.co.uk
Deputy DSL(s) (DDSL)	Miss Molly Carvey Mrs Sharon Carpenter	01666 822331	molly@sjpschool.co.uk senco@sjpschool.co.uk
Chair of Governors	Mrs Kirsty Martin	01666 822331	kirstymartin@sjpschool.co.uk
Nominated Governor for SEND	Mrs Carole Baker	01666 822331	carolebaker@sjpschool.co.uk
Designated Teacher for Looked After Children	Mr Nick Morrell	01666 822331	NMorrell@sjpschool.co.uk
Senior Mental Health Lead (non-mandatory)	Mr Nick Morrell	01666 822331	NMorrell@sjpschool.co.uk

Rationale:

As a Catholic Christian school we celebrate the uniqueness of every child. We view each child as an individual and as a valued member of the school's community. We recognise that every child may have challenges whilst a member of our school, and that it is the role of all adults help the child meet these challenges.

As a Catholic Christian school we recognise that parents are the first educators of the child and we are entrusted by them, to ensure that every child is able to reach their potential. To this end, we acknowledge our responsibility to work in partnership with parents to identify and respond to children's individual needs.

Staff and governors also agree that every child with special educational needs or a disability (SEND) has a right to achieve their very best whilst at our school. We recognise that all children have the right to an inclusive, broad, balanced and meaningful curriculum including extra-curricular activities where appropriate, and full access to the National Curriculum.

At St. Joseph's Catholic Primary School we work to enable this by promoting a happy, relaxed learning environment where there is a positive emphasis on children always doing their very best. Through this we seek to create an enabling environment where all children and especially those with SEND feel safe, secure and supported to succeed and reach their full potential.

Aims:

The aim of our SEND provision and policy is to:

- Identify, at the earliest opportunity, any barriers to learning and participation for pupils with SEND.
- Identify children who need SEND support following a process of careful monitoring and assessment. We will ensure that the children will receive Quality First Teaching in the classroom and that effective classroom teaching and learning strategies are adopted and implemented.
- Discuss with parents and carers their children's strengths and difficulties, alongside recent assessments and a review of targets identified in Individual Support Plans and Pupil Profiles (school based) or Education Health Care Plans (EHCPs – Local Authority based).
- Take into account a pupil's views and wishes in order to develop high levels of pupil confidence and a closer partnership with pupils and support them to take ownership of their learning and progress.
- Ensure all pupils with special educational needs and disabilities have full access to the school curriculum.

- Follow a four-part cycle of ‘Assess, Plan, Do, Review’ taking a graduated approach to interventions, choosing the most effective intervention available and regularly and carefully monitoring its impact on a pupil’s learning and progress.
- Ensure that the children have the opportunity to be heard and where appropriate, children will be included in regular discussions about their learning.
- Work closely with external agencies and the Local Authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Ensure support for pupils with medical conditions, ensuring full inclusion in all school activities through consulting with health and social care professionals as necessary.
- Identify the roles and responsibilities of all staff in providing for children’s SEND.

What are Special Educational Needs and Disabilities?:

‘Children have a special educational need if they have a learning difficulty, which requires a school to ensure that special educational provision is made to ensure a child’s learning needs are met. Children have difficulties with learning or managing their emotions if they:

- have significantly greater difficulty learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.’

Code of Practice (2014)

Special educational provision means that children of two years or over have:

‘Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the Local Authority, other than special schools in the area.’

See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p.6.

The Code of Practice states that **‘Every teacher is a teacher of SEN’** and at St Joseph’s we wholeheartedly follow this principle, with an emphasis on Quality First teaching (QFT) being the first and primary support for pupils’ learning.

The SEND Code of Practice identifies four broad areas of need. These are:

Communication and interaction needs:

Children may have difficulty expressing themselves verbally, understanding what is being said to them or they may not understand or find it challenging to communicate and interact with others. They may have social communication needs and /or Autistic Spectrum Disorder (ASD)/ Autism.

Cognition and learning needs:

This category covers a wide range of needs including moderate, severe, profound and specific learning difficulties (SpLD). SpLD encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia. In addition, some children may learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health needs:

Children can experience a wide range of social and emotional difficulties that may present as them being withdrawn or having difficulty managing how they react to situations or other people. This area of SEND can also include ADHD and attachment or trauma related needs.

Sensory and physical needs:

Some children require special educational provision because they have physical or sensory challenges that make it hard for them to access or make use of the educational provision or facilities. They may be hearing or sight impaired. Some children have medical needs, such as Epilepsy or Diabetes, that require additional support – although this does not necessarily mean they need support with learning.

Roles and Responsibilities for Managing SEND at St Joseph's

Role of the Headteacher:

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year
- Cooperate with local authorities during annual EHCP Annual Reviews
- Ensure that the SENCo has sufficient time and resources to carry out their functions
- Provide the SENCo with sufficient administrative support or time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered

Role of the class teacher:

The class teacher is the primary adult for a child's provision. This broad responsibility means they should:

- Cater for and address the progress and development of every pupil through high quality teaching / quality first teaching.
In doing this assess pupil's needs and plan for appropriate adjustments, interventions and support to match the outcomes identified for each pupil. This is done in liaison with the SENDCo, parents and pupil and using the Wiltshire Graduated Response to SEND Support where appropriate.

- Work closely with any support staff or specialist agencies to plan and evaluate the impact of actions and interventions for the individual and groups of pupils. Ensure wherever possible these integrate into classroom teaching.
- Have a secure understanding of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- As part of SEND graduated response:
 - Maintain responsibility for a child's provision and progress by documenting and reviewing actions. Through this, maintain records of targeted adjustments, interventions and support through Individual Support plans and Pupil Profiles and EHCPs
 - Enable the child to articulate their own viewpoint and enable them to set their own targets.
 - Facilitate proactive links with parents and report on progress and understand their viewpoint and aspirations for their child.
- Identify own training needs

Role of the Teaching or Learning Support Assistant:

Along with the class teacher, teaching or learning support assistants are an integral part of the teaching team. To this end they should:

- Work alongside the class teacher and SENDCo to support pupils' individual needs and ensure the inclusion of pupils with SEND within the class.
- When working with all pupils, but with SEND pupils in particular, adapt and modify tasks as appropriate so that pupils can have as full an access to the curriculum.
- Be aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Work in close partnership with teachers to provide feedback about pupils' progress.
- As directed by the class teacher or SENDCo, implement strategies outlined within the Individual Support Plans and Pupil Profiles or EHCPs.
- Under the direction of the class teacher or SENDCo monitor and record SEND pupil progress.
- Identify own training needs.

Role of Special Education Needs and Disability Coordinator (SENDCo)

The school's SENDCo plays a pivotal role in coordinating the provision for and managing the responses to children's special needs. This is achieved through:

- Managing day-to-day operation of the SEND policy
- Supporting and advising colleagues
- Liaising with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Contributing to the in-service training and professional development of all staff
- Liaising and collaborating with the SENDCos in other schools (through SENDCo cluster and network meetings) in order to keep abreast of local initiatives

- Ensuring that there is appropriate provision to meet the objectives for children with EHCPs
- Monitoring and evaluating the special educational needs provision and reporting to the governing body
- Managing a range of resources, to enable appropriate provision for children with special educational needs

The Role of the Governing Body

School governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan.
- The quality of SEND provision is continually monitored.
- The school takes all steps not to discriminate against SEND children in their admissions arrangements, in the education-and associated services provided by the school for its pupils, or in relation to exclusions from the school.
- No child with a Special Educational Need or disability is treated less favourably than any other child.

How we meet the needs of pupils:

As detailed above, teachers are responsible and accountable for the progress and development of all the pupils in their class. Where possible we try to meet every child's needs within the classroom through ensuring high quality teaching.

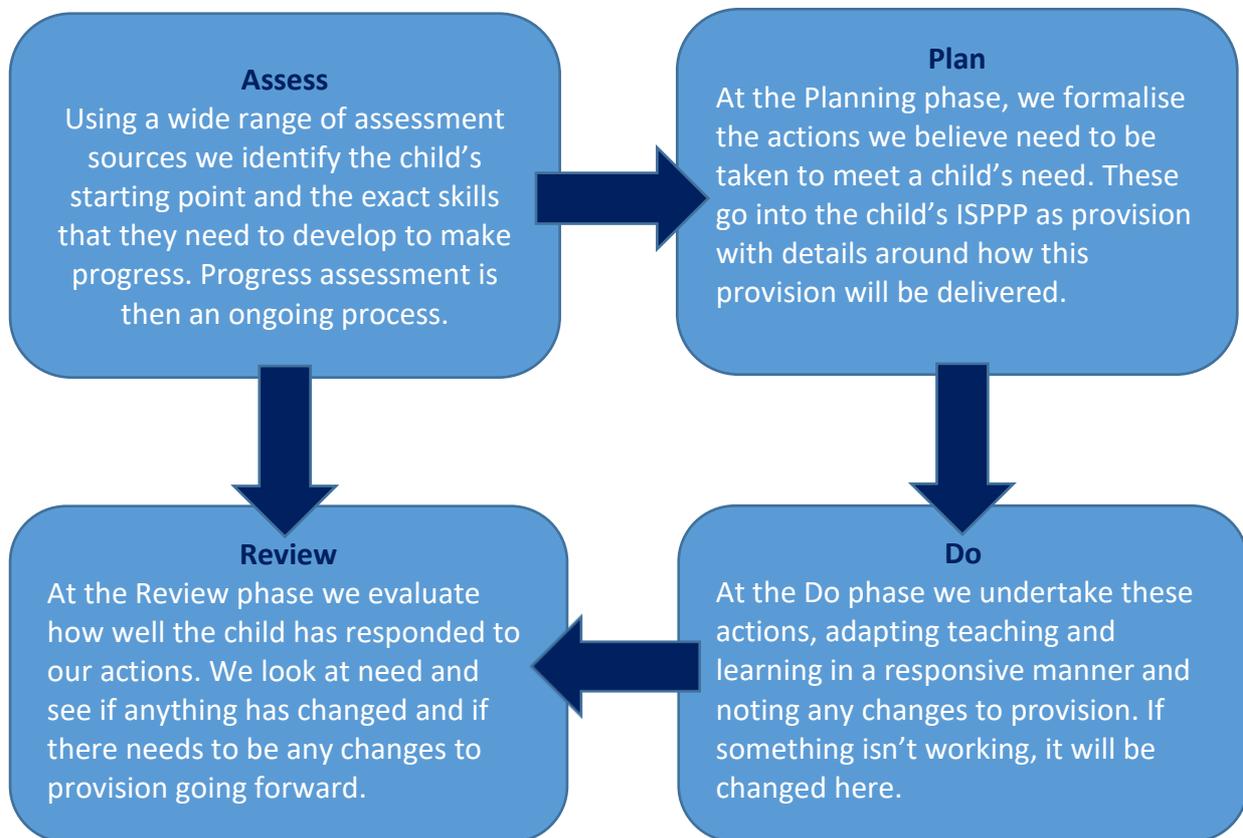
It is the role of the class teacher to provide or coordinate personalised teaching aimed at promoting good outcomes for all children. Where we or parents/carers feel that a child is struggling to make progress, we will jointly review provision and identify actions that could address any needs.

We may also explore if a child has SEND using the Wiltshire Graduated Response to SEND Support (WGRSS) process.

We do this because we believe that the early identification of need is vital. We will therefore inform parents / carers at the earliest opportunity of our concerns and invite them to take an active role in helping their child.

What we do if a child has SEND – The Graduated Response:

When a special educational need has been identified the school will follow the guidance in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to meeting and addressing needs. This process is underpinned by assessment of need followed by what is called a Assess / Plan / Do / Review cycle.



If after several cycles of a the Assess/ Plan / Do / Review process, progress is still slow or targets have not been met, we will work alongside parents to explore if a specialist assessment should be made and an application made to the Local Authority for an Educational Health Care Plan (EHCP) Needs Assessment.

The Individual Support Plan and Pupil Profile:

The foundation of all SEND support is the child's ISPPP. This is the first step in ensuring that the school is able to focus on the needs of a SEND pupil. This document allows us to identify with the child their strengths, likes, dislikes and most important their aspirations (long and short term).

This document is used as the foundation for all other support and allows us to set short and medium term targets for the child. The ISPPP specifies the child's targets and the steps that are taken to reach the target, through targeted provision. Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the SENCo so that a personalised programme of support can be devised. All intervention programmes are evidence based, and are used to narrow the gap between a child's

attainment and the attainment of their peers. Through this we aim to remove barriers to learning.

These plans are reviewed three times a year and targets are discussed at Parents' Evenings. Parental consent will be sought before any outside agencies are involved.

Education Health and Care Plans (EHCPs):

Where, despite continued provision, the child still makes little or no progress and needs are likely to be long term and pervasive, the SENCo will discuss with parents the need for school to approach the Local Authority (LA) to request a Needs Assessment for additional support or funding, via an EHCP, also known in Wiltshire as a 'My Plan'. This is a legal document that sets out the provision a child needs, and any funding that goes alongside it, in line with needs. EHCPs do not have to have funding attached.

Schools collate evidence and submit a detailed request to the LA. This request is reviewed by members of the SEN panel in Wiltshire Council who agree if there is need for an EHCP assessment to take place. If the need for an EHCP assessment is agreed, the LA then commissions relevant outside support agencies to undertake assessments of the child. Based on these assessment results the SEN panel will then decide if an EHCP should be written and if agreed, a Draft version will be written. The EHCP will be based around long term Outcomes for the child and will detail the child's strengths and needs in all 4 areas of need. This plan will be reviewed every year in an Annual Review. This review will include the parents, the child where appropriate, outside agencies, the school SENCo and the class teacher. This is a statutory meeting and a report will then be submitted to the LA who decides if the plan should be continued, amended or ceased if need no longer requires it to be in place. More information about the EHCP process can be found on the Wiltshire Local Offer website.

Partnerships with parents/carers and children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Their contribution is highly valued by the school and they are encouraged to be fully involved in the identification, assessment and decision-making process. The contribution of the parents/carers to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing a child's ISPPPs. The school will also update parents/carers with relevant information from time to time as required.

In our school, we encourage children to participate in their learning and to have a voice through the School Council. We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their future school years.

Criteria for Evaluating the Success of our Policy

The policy will be evaluated using a range of evidence, including –

- An analysis of all teachers' planning and delivery of lessons by Curriculum Leaders and the Senior Leadership Team to ensure that a differentiated approach is taken where necessary
- Through discussion, including having their views recorded on copies of Plans for their child, parents/carers will be aware of individual targets set for their children.
- Children will be involved in discussing, constructing, reviewing and having their views recorded on the Individual Support Plan and Pupil Profile.
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, and time-bound targets (SMART)
- ISPPPs will be monitored by the SENDco to ensure targets are specific, measurable, achievable, realistic and time-bound (SMART)
- Ensuring the recommendations from outside agencies are included in the development of ISPPPs and EHCPs
- The School Development Plan priorities, which may include provision for SEND

Training and allocation of resources

Through the monitoring and evaluating of our provision, the SENDco, with the Headteacher, and in conjunction with the staff member, will identify any particular professional development needs of the staff. This will, where appropriate, link closely to the School Development Plan and performance management objectives. Staff who attend additional training will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDco, along with information provided during the annual evaluation of the school's overall SEND provision.

The school's SENDco regularly attends the Local Authority's SENDco network meetings in order to maintain current knowledge regarding local and national updates in SEND.

The SENDco, with the Headteacher, is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with EHCPs.

The Headteacher informs the Governing Board of how the funding allocated to support special educational needs and disabilities has been utilised.

Supporting pupils and families

Wiltshire Local Offer: The Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs or Disabilities (SEND). The website contains information about education, health, social care, preparing for adulthood and leisure. - www.wiltshirelocaloffer.org.uk

School SEND Information Report: The school has a statutory requirement to provide a SEND Information Report. The SEND Information Report can be found on our website. - www.st-josephs-malmesbury.wilts.sch.uk

Wiltshire Parent Partnership Service: Wiltshire Parent Partnership Service offers parents and carers a free confidential and impartial information; with advice about their child's Special Educational Needs or Disability. They can help by listening to you and your concerns; advise what to do if you think your child has unrecognised SEND; provide you with a range of impartial information and advice on (Special Educational Needs) SEN; identify additional services or organisations that may be able to help you; assist you with paperwork; and where appropriate, accompany you to meetings with other professionals. https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the Equality Policy. No child will be denied admission because of his or her physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or has been receiving extra support from the Local Authority centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the Local Authority to ensure that their needs can be met.

Transition

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and Nurseries where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDco and by classroom buddies to ensure that they have a smooth transition.

Close links are maintained with Malmesbury Secondary School to ensure a smooth transition between year 6 and year 7. This includes the sharing of information, induction visits, parent evenings and additional visits for vulnerable children. Children who transfer to others secondary schools are subject to similar arrangements with the receiving school.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. At St Joseph's, we discuss medical conditions with parents and the school nurse and where appropriate a Care Plan will be drawn up. Training for staff will be provided where necessary and refreshed annually.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the

SENDco and the Head teacher. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint taken to the Local Authority or Secretary of State.