Growing and Achieving Excellence, Inspired by Faith

St Joseph's Catholic Primary School

SEND Policy 2026 – 2027

Governors' Committee Responsible	Full Governing Body
Status	Statutory
Review Cycle	Annual
Date written/last review	November 2026
Date of next review	November 2027

SENDCO: Vanessa Lucioni

SEN Governor: Maxime Yao

At St. Joseph's Catholic primary School we value the individuality of all of the children in our care. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. Every teacher is a teacher of every child, including those with SEND. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Aims

Our school aims to be an inclusive school. We actively seek 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 our children. We make this a reality through the attention we pay to the different groups of children who may be represented within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Able, gifted and talented children
- Children who are at risk of disaffection or exclusion
- 'Looked After' children
- Asylum seekers

Objectives

1. To identify and provide for pupils who have special educational needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To provide a Special Educational Needs Co-ordinator (SENDCo).
4. To operate a 'whole pupil, whole school' approach to the management, and provision, of special educational needs.
5. To provide support and advice for all staff working with special educational needs pupils.

Admissions

St. Joseph's is open to children meeting its Admission Criteria regardless of Special Educational Needs.

Definition of SEN

Legally, a child is defined as having SEND if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Special educational provision can be made in many different ways.

Identifying special educational needs and or disabilities (SEND)

The SEN Code of Practice provides guidance on the duties of schools, local authorities and others working with children who have SEND. The code sets out four areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action needs to be taken, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

There are other factors that are NOT considered to be SEND**,** but may impact on progress and attainment;

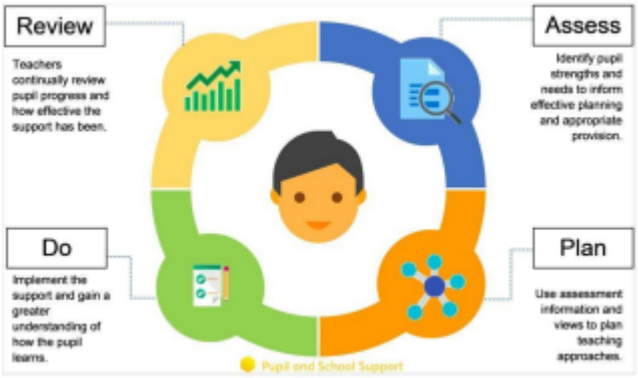
- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to child's behaviour should be described as an underlying response to a need. The school must be able to recognise and identify the need that is causing the behaviour.

A graduated approach to SEN support

Identification, assessment and provision of support are key factors in success for children who have SEN. Once an SEN concern has been raised, we follow the Wandsworth graduated approach to SEN identification.

The following cycle is used:



We aim to identify children with SEND as early as possible in their school career. If a class teacher has concerns about a child, they must inform the SENDCo. These initial concerns will be discussed with the child's parents to raise their awareness, and to gain further information. All information gathered will then be discussed with the SENDCo, who may suggest strategies that the class teacher could use to monitor the child's progress or behaviour for a set period of time.

The triggers for intervention would arise from continuing concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted, particularly in a child's identified area of need
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties despite strategies put in place
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has a communication and/or interaction difficulty

If the class teacher is still concerned after a period of monitoring, a decision will be made, in conjunction with the SENDCo, about whether the child needs to go on the SEND register and receive SEND support.

With the parent's consent, the school may refer to external agencies. Up to date information about the pupil, including all previous interventions, is shared with appropriate agencies.

Learning passports

All pupils on the SEND register have a Learning Passport. This shows the additional provision that the children are receiving. The teacher will also write some specific anticipated 'outcomes' for the child, targeting their needs. Learning passports are updated termly, and shared with parents.

As part of the graduated approach to identifying SEND, many children will have additional provision put in place, prior to SEND being identified, in this case, a provision map will also be written for the child, shared with parents and reviewed termly. In many cases, a child's provision may be described on a class Provision Map.

Progression to EHC (Education and Health Care) Needs Assessment

If, after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources, the SENDCO completes the request form for an EHC Needs Assessment by the local authority. The authority is dependent on where the child resides. Papers are forwarded to the appropriate Officer who, with the panel, meet regularly and will decide whether to proceed with and EHC Needs Assessment.

Education and Health Care Plans (EHCPs)

Following a EHC Needs Assessment, the local authority may decide that it is appropriate for a child to have an EHCP where the needs are complex, severe and long term. The EHCP will provide additional funding for the child which will allow for appropriate support to ensure that the correct provision is made. Information about the provisions available can be found in the local authority's 'Local Offer' and provision is decided on after close liaison between the child's parents, the school and other agencies involved with the child. EHCPs are reviewed annually, during a 'Team Around the Child' (TAC) meeting, involving all professionals involved with the child, and the child's parents.

Monitoring and Evaluation of SEN

The schools regularly, and carefully, monitors and evaluates the quality of provision for all pupils, including those with SEND. The DHT/SENDCO meets with class teachers twice a year during pupil progress meetings, to look at how children are progressing and will review all children where a SEND concern has been raised. The SENDCO also checks the progress of SEND children throughout the year using different evidence sources such as lesson observations, provision map reviews, book monitoring and the use of data. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. A report on SEN is submitted to the Governing Body every term.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends the Kingston SENDCO network meetings in order to keep up to date with local and national updates in SEND. Our SENDCO holds the National Award for SEND Coordination (NASENCO).

Roles and Responsibilities

Annually, Governors appoint a suitable member of the Governing Body who takes responsibility for Special Educational Needs.

The Special Educational Needs Coordinator (SENDCO) is responsible for the day to day management of SEND and supporting class teachers with provision for children with special educational needs, and closely liaises with the governing body and the teaching and non teaching staff.

All staff are involved in the development and implementation of the schools' SEND policy, and the schools' procedures for identifying, assessing and making provision for pupils with special educational needs.

It is recognised that all teachers are teachers of children with SEN so is a whole school responsibility.

The role of the Governors

- Being fully involved in developing and monitoring the SEN policy
- Having up to date knowledge about the school's SEN provision, including funding
- Knowing how equipment and personnel resources are deployed
- Ensuring that SEN provision is an integral part of the School Development Plan
- Ensuring that financial resources are available to carry out the SEN policy
- Ensuring the quality of SEN provision is continually monitored
- Ensuring the SEN policy is subject to a regular cycle of monitoring, evaluation and review
- Liaising with the Head teacher, SENDCO and staff

The role of the Head teacher

- Allocating roles and responsibilities to staff so that SEND are met.
- Liaising with staff, SENDCo, support services, parents and pupils.
- Delegating the coordination and organisation of SEND provision including review meetings to the SENDCO

The Role of the SENDCO

The SENDCO at St Joseph's is Vanessa Lucioni. She is responsible for:

- The day to day operation of the schools' SEND policy
- Liaising with and advising fellow teachers, planning future support and monitoring and reviewing action taken
- Overseeing the records on all pupils with special educational needs
- Contributing to the in-service training of teaching staff and providing the opportunity for LSA professional development
- Managing the responsibilities and deployment of TAs
- Liaising with external agencies including the Educational Psychology Service, support agencies, voluntary organisations, medical services and speech and language therapy services.
- Collating and updating SEND and assessment information
- Monitoring Learning Passports, Class Provision Maps and assessment data
- Evaluating the effectiveness of this policy through monitoring of practice.
- Ensuring that relevant background information about individual children with SEND is collected, recorded & updated
- Liaising with Parents

Vanessa is available on 020 8546 7178 or e-mail: office@stjosephs.rbksch.org

The role of the Class teachers

- Meeting the needs of all children in their class, including those with SEND and ensure their progress
- Raising concerns about the needs of children in their class and log these with the SENDCo
- Knowing which pupils in their class are on the SEND Register
- Maintaining SEND information and copies of all relevant SEND Support records for all children with SEND in their class
- Writing and reviewing Provision Maps and Learning Passports on a termly basis in collaboration with the parents and children and in consultation with the SENDCo
- Keeping detailed records of the SEND support targets and the strategies adopted and their relative success for each child with special needs
- Directing Teaching Assistants who are supporting pupils in their class
- Ensuring that the SENDCo and other colleagues are aware of children's needs
- Providing learning experiences which are appropriate to the needs of the child
- Attending appropriate INSET(In Service Training day) and courses

The Role of the Teaching Assistants

Under the guidance of the class teacher and SENDCo:

- Carrying out activities and learning programmes planned by the class teacher
- Keeping detailed records of this work in order that the PMs can be reviewed as requested by the class teacher/SENDCo
- Supporting children in class or by withdrawing individuals and small groups
- Carrying out the necessary assessments on the children they work with
- Attending INSET and courses where appropriate
- Being fully aware of the school's SEND policy

Links to other policies

This policy needs to be read in conjunction with the following policies

- The Accessibility Policy
- The Equality and Diversity Policy
- The Admissions Policy
- The Behaviour Policy
- The Medical Policy

This policy is also linked to the school's 'SEN Information Report'. Both the policy and the report are available on the school website.