

ST. JOSEPH'S



## St. Joseph's Catholic Primary School

### Easy Guide to SEND at St Joseph's November 2025

#### School Mission Statement:

***"Learning and Growing Together in the Light of God's Love"***

*At St Joseph's Catholic Primary School...*

We cherish the uniqueness of all individuals.

We aim to create a learning climate which promotes the development of the whole child and engenders a love for learning and excellence, so that within the framework of a broad and balanced curriculum, all may realize their potential.

We proclaim the Gospel values in the ways in which we love ourselves and others.

Worship, prayer and our relationship with God are at the heart of school life.

We embrace our role in the wider community and seek to bear witness to our Catholic Faith in all that we do.

<b>Policy Category:</b>	Statutory	<b>Review Cycle:</b>	Annual
<b>Next Review Date:</b>	November 2026		

**LEARNING AND GROWING TOGETHER IN THE LIGHT OF GOD'S LOVE**

### ***Introduction***

At St Joseph's, we are committed to helping all children learn and succeed. This includes children with **Special Educational Needs and Disabilities (SEND)** and children with disabilities.

The **SEN Code of Practice (2014)** says:

1. A child has SEND if they need **extra help to learn**.
2. A child with a disability has SEND if they **cannot access education fully** and need **additional support**.

### ***Our Goals for Every Child***

We want every child to reach their potential. To do this we:

- Create a **curriculum for everyone**, including children with SEND
- Keep children **safe** and deal with bullying
- Encourage children to **behave responsibly** and take part in school life
- Work with parents to **support learning at home and at school**

### ***Aims***

We aim to:

- Recognise every child's **unique value**
- Provide **personalised support** for learning and wellbeing
- Give children a **safe and high-quality learning environment**
- Have **high expectations** for all children

### ***Objectives:***

- Identify children with SEND and **meet their needs**
- Include all children in school activities
- Ensure **parents are informed** and involved
- Work with outside professionals when needed
- Keep **school leaders and governors** informed about SEND
- Review SEND support regularly to **improve provision**

### ***Who Helps Your Child***

- **SENDCo** – coordinates SEND support
- **SEND Governor** – oversees SEND provision
- **Leadership Team** – supports SEND in the school
- **Learning Support Team** – assists children daily
- **All staff** – support children with SEND

### ***Scope and Legal Framework***

This policy follows UK law, including:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice 2014

### ***Definition of SEND***

A child has SEND if they:

- Have more difficulty learning than most children the same age
- Have a disability or health condition that makes learning harder

### ***Areas of Need***

We support children in four areas:

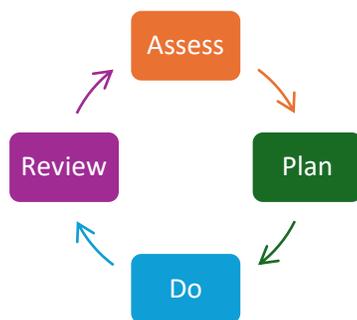
1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

**Important:** Children learning English as an Additional Language (EAL) are not automatically considered SEND. Some may need extra support if they have learning difficulties.

### ***How We Identify and Support SEND***

We identify SEND early using a **Plan, Do, Review** approach:

- Gather information from teachers, parents, and the child
- Assess learning and wellbeing
- Provide support and check progress regularly



### **Children are added to the SEND Register only if:**

- Extra support is needed **beyond usual classroom help**
- Interventions are needed **to make expected progress**
- Teachers or parents report **social, emotional, or learning concerns**
- Children have a **diagnosed condition** requiring extra help

### **On entry:**

- Baseline assessments are done for all students
- Some children are placed on a “**students to be aware of**” list
- Children with EHCPs or Statements are reviewed **annually**

### ***Parents as Partners***

Parents are **key partners** in supporting their child:

- We take your views seriously
- We communicate regularly
- We work together to meet your child’s needs

### ***Child-Centred Approach***

- Children’s views are **listened to** and **respected**
- Children help decide **what support works best** for them

### ***Provision at School***

Wave 1: Quality teaching for all students

Wave 2: Small-group support for children who need extra help

Wave 3: Individual or specialist support for children with SEND

- Wave 3 students may be on the **SEND Register** or **have an EHCP**
- Support may include help from **outside specialists**

### ***Transition to St Joseph’s***

- Parents of children with EHCPs **must contact and visit the school** before placement
- SEND records are requested from previous schools within **15 days**
- Transition meetings help children **move smoothly** between schools
- Extra support is provided for children who **find transition difficult**

### ***Complaints***

- Raise concerns first with the **SENDCo**
- If unresolved in **10 working days**, use the **school complaint procedure**