



St Joseph's Catholic Primary School
part of
The Good Shepherd Catholic Trust



SEND Policy

Owner: Mrs A Hinton (Designated Safeguarding Lead)
Approved by: Mrs G Spencer (Chair of Governors)
Date approved: Summer 2026
Next review date: Autumn 2027

SENDCo:

Miss T Burrows

Contact: office@st-jodag.bardaglea.org.uk

SENDCo qualifications: Qualified teacher; National Award for SENCO (NASENCO) completed

SENDCo working hours: Full-time (8am-4pm)

In SENDCo's absence contact: Mrs A Hinton Headteacher

SEND Governor:

Mrs G Spencer

Abbreviations and Acronyms

AfL – Assessment for Learning

ASC – Autism Spectrum Condition

CoP – Code of Practice

CPD – Continuing Professional Development

EHCP – Education, Health and Care Plan

HI – Hearing Impairment

MLD – Moderate Learning Difficulty

MSI – Multi-Sensory Impairment

PD – Physical Disability

PLP – Pupil Learning Plan

PMLD – Profound and Multiple Learning Difficulty

SEMH – Social, Emotional and Mental Health

SEND – Special Educational Needs and Disabilities

SENDCo – Special Educational Needs and Disabilities Co-ordinator

SLCN – Speech, Language and Communication Needs

SLD – Severe Learning Difficulty

SpLD – Specific Learning Difficulties

VI – Visual Impairment

LA – Local Authority

CAMHS – Child and Adolescent Mental Health Services

EP – Educational Psychologist

SALT – Speech and Language Therapy

SENDIASS – Special Educational Needs and Disabilities Information, Advice and Support Service

W.I.S.E – Wellbeing in Schools and Education

Introduction

St Joseph's Catholic Primary School is committed to inclusion and ensuring that all pupils, including those with SEND, achieve their full potential. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. This policy sets out how we identify, assess, make provision for and monitor pupils with SEND, emphasising person-centred practice and partnership with families.

Legislation and Guidance

This policy is based on:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (latest version)
- Working Together to Safeguard Children (2026)
- Ofsted Education Inspection Framework (2025)

This policy should be read alongside:

- Barking & Dagenham Local Offer (<https://www.lbdd.gov.uk/local-offer>)
- St Joseph's SEND Information Report (published on the school website)

Definitions and Accessibility

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This means provision that is additional to or different from that made generally for other children of the same age.

Clarification:

- SEND Support: targeted provision and planning (e.g. intervention groups, Pupil Learning Plans) co-ordinated by the class teacher and SENDCo with parents.
- EHCP: statutory document specifying long-term provision and outcomes for a minority of pupils with significant needs.

Parent-facing communications (Pupil Learning Plans, reviews and key documents) will be written in accessible language and made available in translation or with interpreter support on request.

Vision and Aims

We aim to:

- Ensure all pupils achieve well from their starting points.
- Remove barriers to learning through timely identification and effective support.
- Promote independence, resilience and preparation for next stages.
- Work in partnership with parents/carers and external professionals.
- Provide a broad and balanced curriculum adapted where required.

- Ensure transparency and accountability through clear record-keeping and governor oversight.

Roles and Responsibilities

SENCO (Miss T Burrows)

- Day-to-day operation and co-ordination of SEND policy and provision.
- Maintain and update SEND register; ensure accurate records and storage.
- Support and advise staff on adaptive teaching, interventions and provision mapping.
- Oversee Pupil Learning Plans and EHCP implementation; organise and facilitate reviews (termly and annual).
- Liaise with parents/carers and external agencies (EP, SALT, CAMHS, School Nursing, WISE).
- Analyse data for progress, monitor effectiveness, manage resources and contribute to CPD.
- Report termly to governors (SEND governor) on progress, numbers, interventions and budget.

Headteacher (Mrs A Hinton)

- Overall responsibility for provision and progress of pupils with SEND.
- Collaborate with SENCO and SEND Governor on strategic development.
- Ensure SEND is integrated into school development planning.

SEND Governor (Mrs G Spencer)

- Support governing body to meet statutory duties.
- Monitor quality and effectiveness of SEND provision.
- Meet termly with SENCO and report to governors.

Class Teachers

- Responsible and accountable for progress of all pupils in their class.
- Deliver high-quality adaptive teaching; identify pupils needing additional support.
- Work with SENCO to assess, plan, implement and review SEND provision.
- Maintain records and communicate with parents.

Teaching Assistants and Support Staff

- Deliver planned interventions and classroom support as directed.
- Contribute to record-keeping and feedback on pupil progress.

Designated Safeguarding Lead (DSL)

- Work with SENCO to ensure safeguarding needs of SEND pupils are considered.
- Ensure relevant safeguarding records (e.g., CPOMS) are shared appropriately.

Admissions, Reasonable Adjustments and Accessibility

Admissions follow the school's published policy and Equality Act 2010 duties. The school will make reasonable adjustments, including provision of auxiliary aids and services, to ensure equal access.

Specific accessibility arrangements (e.g., exam access) will be considered and documented on Pupil Learning Plans.

Identifying SEND and Early Identification (including EAL)

Identification is based on multiple sources: teacher assessment, formative and summative data, observations, parental input, previous settings and external reports.

We recognise the high proportion of pupils with English as an Additional Language (EAL). To avoid mis-identification:

- The school will consider language acquisition stage before attributing difficulties to SEND.
- Bilingual staff, translation of assessments where appropriate and comparison against bilingual norms will be used.
- Targeted support and monitoring will be used as an interim step; only where difficulties persist despite appropriate language support will SEND processes be initiated.

Early identification strategies include:

- Reception baseline and early years assessments.
- Termly progress reviews and standardised screening where indicated.
- Teacher concerns, parental requests and observations logged and discussed with SENCO.

Specific assessment tools used (not exhaustive):

Communication & Interaction: Speech Link online assessment; SALT consultations; AET progress framework.

Cognition & Learning: GL Rapid assessment; Lexia.

Physical & Sensory: AET Sensory Audit.

SEMH: Thrive assessment; Zones of Regulation; Nurture groups.

Graduated Approach (Assess – Plan – Do – Review) and SEND Support Plans

We follow the Assess–Plan–Do–Review cycle.

Assess:

- Class teacher and SENCO analyse needs using assessment data, observations, parental and pupil views and external reports.

Plan:

- Where SEND Support is required, a SEND Support Plan will be produced using the standard template. Plans will include 2–3 SMART outcomes, success criteria, strategies, resources, timescales and named lead staff. Parent and pupil views will be recorded and a copy provided to parents.

Do:

- Class teacher retains responsibility for implementation. Interventions are recorded, staffing and time allocated noted, and assistants briefed.

Review:

- Plans are reviewed termly. Progress is evaluated against SMART outcomes; next steps and any changes to provision are recorded. Where progress remains limited despite sustained support, external advice may be sought or an EHCP Needs Assessment considered.

Pupil Learning Plans will be signed by the parent/carer and, where appropriate, the pupil. Copies are stored electronically and a paper copy is provided to parents.

Teaching, Ordinarily Available Provision and Interventions

High-quality adaptive teaching (Quality First Teaching) is the first step for all pupils. The school maintains an Ordinarily Available Provision document (Appendix A) describing universal classroom adaptations teachers must use before additional SEND designation, for example:

- Differentiated planning and outcomes
- Visual timetables and scaffolds
- Pre-teaching of key vocabulary
- Use of bilingual glossaries and simplified text
- Seating plans and sensory breaks
- Use of assistive technology where appropriate
- Small group targeted teaching and structured questioning
- Access to teaching assistant support with clear objectives

Targeted interventions (within SEND Support) are evidence-based programmes with measurable entry/exit criteria and recorded impact. Records of interventions include frequency, duration, lead person and progress outcomes.

Involvement of External Agencies, Consent and EHCP Process

Where progress is limited, the school will seek parental consent to involve external agencies (EP, SALT, CAMHS, School Nursing, LA advisory services). Consent will be recorded in writing. The SENCO will record referral dates, expected timescales and share outcomes with parents within two weeks of receipt where possible.

If, despite sustained and appropriate support, a pupil has significant and persistent needs, the school (or parents/other professionals) may request an Education, Health

and Care Needs Assessment. The school will collate evidence including SEND Support Plans, assessments, progress data and external reports and submit to the LA in line with requested formats.

During any LA assessment period, the school will continue and adapt current SEND Support and communicate interim provision to parents.

EHCPs:

- Pupils with EHCPs will receive provision as specified. Annual reviews will involve parents, pupils, school staff and external professionals. Outcomes and provision will be reviewed and amended as required.

Transition to Secondary

Transition planning begins early and is part of Pupil Learning Plan and EHCP reviews. For pupils with EHCPs, secondary transfer planning starts from Year 5.

Transition processes:

- Liaison with previous settings on admission (information share checklist in Appendix B).
- Sharing Pupil Learning Plans, assessment reports and access arrangements with receiving settings.
- Additional visits or transition support tailored to pupil needs.
- Receiving secondary schools invited to Year 6 annual reviews where appropriate.

Staff Training and Development

The school operates an annual SEND CPD plan informed by SENCO audits, performance management and pupil needs. Training includes induction for new staff and targeted training for TAs.

Planned CPD highlights (example):

Autumn: EAL & SEND differentiation; identification protocols.

Spring: SALT strategies, SEMH approaches.

Summer: Transition planning, EHCP process updates, updates to statutory guidance.

The SENCO ensures staff access appropriate subject-specific CPD and supports cross-department collaboration to ensure subject policies are applied with necessary flexibility.

Monitoring, Evaluation, Record-keeping and Reporting to Governors

Monitoring and evaluation:

- Pupil progress is monitored through ongoing assessment, termly Pupil Learning Plan reviews, pupil progress meetings and data analysis.
- Intervention impact is evaluated against success criteria and recorded.

Record-keeping:

- SEND register, Pupil Learning Plans and intervention logs are stored on Provision Map and/or the school MIS. Safeguarding concerns are logged in CPOMS.
- Records are confidential and shared on a need-to-know basis with relevant staff and external agencies with consent.

Reporting to governors:

- The SENCO provides a termly report to governors/SEND governor including numbers on the SEND register, progress against outcomes, intervention impact, training undertaken and SEND expenditure.

Evidence for inspection:

- The school maintains anonymised case studies, intervention timetables, Pupil Learning Plans, assessment data, minutes of reviews and governor reports to demonstrate impact.

Inclusion, Safeguarding and Wellbeing

The school recognises that pupils with SEND may be more vulnerable. We ensure:

- Safeguarding procedures are robust and in line with Keeping Children Safe in Education.
- Staff understand additional vulnerabilities of SEND pupils and act promptly on concerns.
- Attendance, behaviour and wellbeing are monitored; support plans are put in place where required.
- SEMH needs are addressed through Zones of Regulation, nurture groups and partnerships with W.I.S.E, CAMHS and the School Nursing Team.
- Reasonable adjustments made for inclusion in extracurricular activities; risk assessments completed where required.

Complaints, Dispute Resolution and Support for Parents

Concerns about SEND provision should first be raised with the class teacher. If unresolved, contact the SENCO. Further escalation may be raised with the Headteacher and then via the school's formal complaints procedure.

If parents remain dissatisfied, they may access:

- SENDIASS for independent advice and support.
- LA mediation and disagreement resolution services.
- First-tier Tribunal (SEND and Disability) for disability discrimination claims.

Data Protection, Record Retention and Accessibility of Documents

SEND records are confidential and retained in line with the school's Records Retention

Schedule and GDPR requirements. Access is restricted to relevant staff and external agencies with parental consent.

This policy should be read alongside the school's SEND Information Report and Barking & Dagenham Local Offer. For further information or to request documents in an accessible format or translation, please contact the school office.

Appendix A – Ordinarily Available Provision (teacher-facing checklist)

Purpose: A concise, classroom-level checklist of adaptive strategies and resources that should be routinely available for all pupils. Use as first-line adjustments before additional SEND designation.

Classroom environment and routines

- Visual timetable displayed and referred to daily.
- Clear classroom layout with labelled zones and predictable routines.
- Seating plan that supports attention, sensory needs and peer models.
- Quiet area / calm corner for regulated breaks.
- Consistent daily structure and clear transitions with countdowns/visual timers.

Instruction and access

- Chunked instructions with visual prompts and check-backs (pupil repeats/summarises).
- Multi-modal explanations (visual, verbal, practical/modelled).
- Pre-teaching of key vocabulary and concept maps.
- Use of bilingual glossaries/simplified texts for EAL pupils.
- Clear success criteria and worked examples.
- Scaffolded tasks (differentiated outcomes, sentence starters, writing frames).
- Regular retrieval practice and short, focused repetition sessions.

Presentation and resources

- Large-print or simplified resources where needed; use of coloured overlays/ backgrounds if helpful.
- Access to assistive technology (text-to-speech, speech-to-text, clicker, recording devices).
- Manipulatives and concrete resources for maths and phonics.
- Visual supports: schedules, now/next boards, picture symbols, PECS where used.

Classroom support and intervention

- Time-limited, evidence-based small-group sessions (pre-teach, keep-up).
- Targeted TA support with clearly defined objectives and brief recorded notes.
- Structured co-operative learning with roles to support engagement.
- Use of behaviour-specific praise and consistent routines for sanctions and rewards.
- Sensory breaks and movement opportunities integrated into the day.

Communication and interaction

- Opportunities for structured talk (partner talk, speaking frames).

- Use of simplified language and extra processing time.
- Visual choice boards and communication passports where appropriate.
- Encourage pupil voice and offer alternative response modes (drawing, technology).

Assessment and feedback

- Frequent formative checks and low-stakes quizzing; immediate feedback where possible.
- Feedback adapted to subject and mode (oral feedback in maths, written in extended writing) consistent with school guidance.
- Clear, achievable next steps communicated to pupil.

Home–school links

- Regular, accessible communication with parents (translated if needed).
- Simple home activities to reinforce learning and routines.

Appendix B – Transition checklist (transfer-in / transfer-out)

Purpose: Ensure smooth information transfer and continuity of provision.

Checklist items to send/collect

- Pupil Learning Plan(s) and review notes (most recent term)
- EHCP (if applicable) and annual review paperwork
- Access arrangements (exam adjustments, transport needs)
- Intervention logs (entry/exit data, frequency, duration)
- Assessment data (baseline, recent summative assessments, screening tools)
- Medical information and care plans (including medication arrangements)
- CPOMS summary (as per safeguarding protocols)
- Behaviour support plans and risk assessments (if applicable)
- Personalised strategies (e.g., sensory / communication needs)
- Attendance summary and any relevant pastoral notes
- Contact details for parents/carers and external professionals
- Consent forms for information sharing and external referrals

Actions and timelines

- Prior to admission: SENCO to speak to previous setting about pupil in order to put necessary provisions in place.
- On transfer-in: SENCO to meet class teacher and receive paperwork; arrange induction meeting with parents within 2 weeks.
- Year 6 to secondary: SENCO to invite receiving school to Year 6 review; organise additional visits for pupil; share full dossier at least term before transfer.

- For EHCP pupils: ensure annual review timeline aligns with receiving setting's admission deadlines.
- For mid-year moves: phone-call handover between SENCO and new setting within 5 working days where possible.