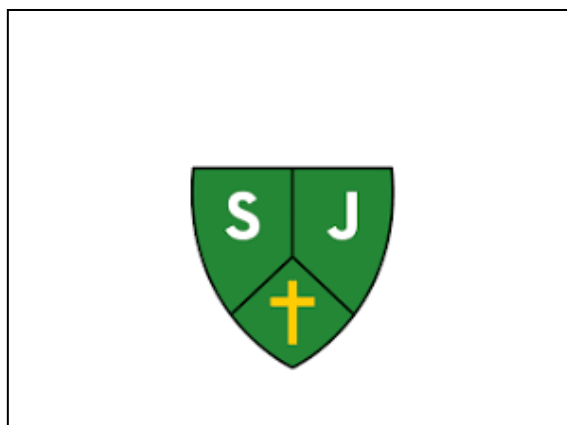


Policy for Meeting Special Educational Needs

2026 - 2027

**St. Joseph's Catholic Primary School Catholic Primary School a
Voluntary Academy**



Author:	Ms. C. Naylor	Date:	September 2026
Headteacher:	Mrs. C. Hargreaves	Date:	September 2026
Governor:	Mrs. A. Czarnecki	Date:	September 2026
Review:		Date:	September 202

Contact: bursar@st-josephs-barlick.lancs.sch.uk or 01282 813045

SEND Governor: Mrs A Czarnecki

Contact: bursar@st-josephs-barlick.lancs.sch.uk or 01282 813045

‘With Jesus at the centre of all we do and say’

Guided by its mission, St. Joseph’s Catholic School:

- Fosters a partnership among home, school, and parish to nurture a living faith grounded in Christ’s teachings
- Provides a caring environment where each unique child can reach their full potential
- Pursues excellence across the curriculum
- Promotes strong relationships and open communication, ensuring all are supported, respected, and valued.

Introduction

This policy explains how St Josephs Catholic Primary School makes provision for pupils with SEND in line with the school’s ethos and current legislative requirements (Code of Practice 2015, Equality Act 2010). Parents requiring further information about the provision of SEND in the school should, in the first instance, talk to their child’s class teacher or contact the Special Educational Needs and Disabilities Coordinator (SENDCo).

The SEN Information Report and school’s contribution to the Local Offer are available on the school website www.st-josephs-barlick.sch.uk and provide further detail on the context of the school and the provision for pupils with SEND and should be read in conjunction with this policy.

St Joseph’s Catholic Primary School is a mainstream setting where we believe every teacher is responsible for the learning and wellbeing of every child, including those with Special Educational Needs and Disabilities (SEND). We recognise that effective teaching for pupils with SEND is simply good teaching for all.

Policy Aims

- At St Joseph’s Catholic Primary School, our aim is to provide a high-quality education that enables every child to reach their full potential in a safe, happy, and supportive environment.
- We are committed to creating a welcoming and inclusive school where all children feel valued, respected, and able to thrive. We promote equality, celebrate diversity, and actively work to eliminate prejudice and discrimination.
- Our approach recognises that each child is unique. We strive to meet the individual needs of all learners by offering a rich and varied curriculum that supports personal growth, academic achievement, and emotional wellbeing.
- Inclusion is at the heart of everything we do. We believe in building a strong sense of community and belonging, and in providing every pupil with the opportunity to succeed—

regardless of background, ability, or need. This means adapting our teaching and support to reflect each child's experiences and learning style.

- This policy is designed to ensure full access to the National Curriculum and to promote active participation and success for all pupils.

Policy Objectives

To achieve our aims, St Joseph's Catholic Primary School will:

- Ensure pupils with SEND get the support they need and are fully included in school life.
- Identify SEND early and provide timely, targeted support.
- Monitor all pupils' progress and take action to help them succeed.
- Appoint a SENDCo to lead SEND provision and support staff.
- Provide guidance to staff working with pupils with SEND.
- Work closely with parents and carers in the assess, plan, do, review process.
- Publish an annual SEND Information Report on provision and outcomes.

Identifying Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability that requires extra or different support to help them succeed in school.

A child of school age has a learning difficulty or disability if they:

- Have much greater difficulty learning than most children of the same age, or
- Have a disability that makes it harder to use the facilities and resources generally available in mainstream schools.

For children aged two or older, special educational provision means additional or different educational support from what is normally provided for children of the same age.

(Based on the SEND Code of Practice, 2014)

At St Joseph's Catholic Primary School, identifying Special Educational Needs (SEN) is part of our regular process of monitoring pupil progress and development.

Early identification is vital to ensure that pupils who face challenges in learning or accessing school life receive timely support. We do this through:

- Regular classroom observations
- Ongoing assessments
- Termly progress tracking (or more often if needed)

If a teacher notices a concern, they raise it with the SENDCo and subject leaders. When further action is required, parents are informed promptly by the class teacher.

All identification follows the guidelines of Lancashire Education Authority to ensure consistency and best practice.

Indicators of SEN may include:

- Little or no progress despite high-quality teaching
- Performance well below age-related expectations in literacy, numeracy, or early development
- Communication or interaction difficulties that affect learning
- Social, emotional, or mental health needs not addressed by usual classroom strategies
- Sensory or physical needs that limit progress even with specialist support

If, after a term of additional support, a child continues to experience difficulties, and with parental consent, the school will seek guidance from external agencies. These may include:

- Lancashire Specialist Teacher Service
- ADYS Specialist Teaching Service
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Mental Health in Schools Team

School staff work closely with these professionals to implement and review any support plans or recommendations.

Other Considerations

The following factors may affect progress but do not necessarily indicate SEN:

- Disabilities under the Equality Act 2010 (reasonable adjustments are made accordingly)
- Attendance or punctuality issues
- Health and welfare concerns
- English as an Additional Language (EAL)
- Eligibility for Pupil Premium
- Being a Looked After Child (LAC)
- Being a child from a service family

Persistent disruptive or withdrawn behaviour does not automatically mean a child has SEN. Instead, it is seen as a potential sign of an unmet need. Staff work to identify and address the root cause through appropriate support and intervention.

The Graduated Approach to SEN Support: Assess – Plan – Do – Review

At St Joseph's Catholic Primary School, we follow a graduated approach to supporting pupils with Special Educational Needs (SEN), in line with the **Assess, Plan, Do, Review** cycle.

Key Principles:

- Every class teacher is responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support from teaching assistants or specialist staff. All children are included in lessons through Quality First Teaching that is adapted to meet their individual strengths and needs, in line with the Teachers' Standards (2021).
- High-quality, differentiated teaching is the first and most essential step in supporting pupils who may have SEN. While this meets the needs of most children, some may still require additional support to make expected progress.
- Additional intervention or support is not a substitute for effective, high-quality teaching. Any extra provision builds upon strong classroom practice.
- A pupil is only identified as having SEN if they fail to make expected progress despite receiving well-planned, personalised teaching and appropriate interventions and adaptations.
- Pupils who join the school with an existing SEND diagnosis or provision (from another early years setting or school) will be supported in line with our existing practices, ensuring a smooth and inclusive transition.
- When planning for pupils with SEN, teachers use relevant information from Individual Education Plans (IEPs), adapting teaching and learning accordingly. Additional modifications are also made for pupils with disabilities, ensuring full access to the curriculum.

Stage 1- ASSESS

The assessment stage begins as soon as a concern is raised about a pupil's ability to access learning or general school life. This involves gathering a clear picture of the pupil's strengths, needs, and barriers to learning through professional dialogue, observation, and evidence-based tools.

Initial Concerns

- Concerns may be raised by class teachers or parents through informal discussions or during formal Pupil Progress Meetings.
- An initial meeting is held with parents to discuss observations and concerns. Notes and agreed actions are recorded on CPOMS, under the SEN category.
- Class teachers begin monitoring and gathering further evidence using classroom observations, assessments and professional judgement.

Initial Support Strategies

- Teachers and teaching assistants implement classroom adaptations or targeted in-class support as a first step. These may include:
 - Adjusted seating or classroom positioning
 - Use of organisational aids (e.g. task ladders, task sheets)
 - Coloured overlays for reading

- Small group support with the class teacher or TA
- Short-term, targeted interventions may be introduced, led by the teaching assistant under teacher direction.
- Limited withdrawal from class may occur for specific interventions.
- All additional provision is recorded on CPOMS under the SEN category and added to the Provision Map

Further Information Gathering

- Further insights are collected from parents, pupils, colleagues, and the SENDCo.
- Another meeting may be held with parents to review the effectiveness of initial strategies and determine next steps.
- The class teacher may trial further adaptations or targeted support, in collaboration with the SENDCo.

Additional Assessment and Specialist Input

- The SENDCo may carry out further observations or additional assessments to deepen understanding of the pupil's needs.
- Where appropriate, the SENDCo may initiate support or consultation with external specialists, including:
 - Specialist Teacher Service
 - Educational Psychologist
 - Use of standardised assessments

Stage 2- PLAN

Once a pupil has been identified as requiring additional support, the next step is to formally plan the provision needed to help them make progress. This includes clear communication with parents, setting targets, and creating support documents.

Parental Involvement and Communication

- Parents are informed of the school's intention to provide additional support and what that support will include.
- Wherever possible, a face-to-face meeting is held with the class teacher to discuss the planned provision.
- Communication is recorded on CPOMS under the SEN category.
- At this stage, the pupil is officially added to the SEN register by the SENDCo.

Learning Plan and Target Setting

- An Individual Education Plan is developed by the class teacher, with support from the SENDCo.

- The plan includes 1 to 3 SMART targets, typically informed by assessment tools such as PIVATS
- Parents are actively involved in this process and are encouraged to support their child's learning at home. Homework may be set to help pupils work towards their targets.
- Parents are kept informed of progress, and targets are reviewed and updated as necessary.
- The IEP is also shared with the pupil and explained at a level appropriate to their understanding so that they are clear about their targets and about the support they will receive in order to achieve them.
- For some pupils, the format of an IEP may not be suitable- this may be because their needs and related targets are more focussed towards SEMH- their support document may take the form of a co-regulation plan or an individual provision plan. These are cowritten, shared, reviewed and adapted in the same way as IEPs.

Stage 3- DO

In this phase, planned support and interventions are put into action. The focus is on delivering targeted teaching, monitoring progress, and on making adjustments where necessary — always underpinned by high-quality classroom practice.

Delivering Support

- Targeted 1:1 or small-group teaching is provided to help pupils work towards their IEP targets.
- Interventions are led by a teaching assistant (TA) under the guidance and supervision of the class teacher.
- The class teacher continues to differentiate classwork and adapt teaching to ensure that tasks support the achievement of IEP targets.
- Support is delivered 'little and often' throughout the school day, including during regular lessons, as outlined in the IEP

Monitoring Progress

- Progress towards IEP targets is closely monitored by TAs delivering interventions, with oversight from the class teacher.
- Pupils are encouraged to take an active role in monitoring their own progress.
- Monitoring sheets are used to record progress, observations and updates. These are reviewed regularly by the class teacher.

Revising Learning Plan Targets

- IEP targets are reviewed and revised as needed — either when they have been met, or if adjustments are required.
- Reviews take place at least once every half term, or more frequently if necessary.
- Changes are made collaboratively with the class teacher, SENDCo, parents and pupil.

Staff Training and CPD

- Where appropriate, teachers and TAs are provided with Continued Professional Development (CPD) to deepen their understanding of a child's specific needs.
- This may include external training or in-house sessions delivered by the SENDCo or SLT. Eg online Speech and Language (SALT) strategies from the Lancashire and South Cumbria NHS Foundation Trust.

Stage 4- REVIEW

The final stage of the graduated approach is to review the impact of the support provided. This ensures that interventions remain effective and relevant, and that the pupil continues to make progress.

Reviewing the IEP

- The IEP is formally reviewed at least once every half term.
- The class teacher leads the review process, informed by monitoring records and feedback from TAs.
- A written evaluation of progress is shared with parents, outlining what has been achieved and identifying any new areas of focus.
- Targets are updated or replaced based on the pupil's progress and needs.

Outcomes of Review

Following each review of a pupil's IEP and provision, next steps are identified based on the child's progress. Decisions are made collaboratively and shared with parents.

1. Pupil is making accelerated progress

- Outcome: The pupil is making strong progress, and their needs can now be met through high-quality classroom teaching, differentiation, and in-class support — in line with their peers.
- Next Steps: The pupil may be removed from the SEN register.
- Notes:
 - This decision is based on professional dialogue between the class teacher and SENDCo, and may also be considered during Pupil Progress Meetings.
 - Parents are informed and provided with an evaluation of the pupil's progress.

2. Pupil is making good progress, but support is still needed

- Outcome: The pupil has made progress, but continues to require additional provision to maintain it.
- Next Steps: A new IEP is written, and the Assess – Plan – Do – Review cycle continues.

3. Progress remains limited despite targeted support

- Outcome: The pupil is not making expected progress, despite high-quality, evidence-based interventions and teaching tailored to their needs.
- Next Steps:
 - With parental consent, the school will refer the pupil to external agencies for further assessment and advice (e.g. Educational Psychologist, Specialist Teacher Service).
 - Where a pupil has a pre-existing diagnosis (e.g. Speech and Language Disorder, ADHD, ASD, Specific Learning Difficulty), the school may seek external support at an earlier stage, again with parental permission.

School support is no longer sufficient

- Outcome: The pupil continues to make insufficient progress, even after all reasonable in-school interventions and support have been implemented.
- Next Steps:
 - The school, in partnership with parents, should consider applying for an Education, Health and Care Plan (EHCP) to secure additional resources and support from the Local Authority.

Provision

At St Joseph's Catholic Primary School, we are committed to ensuring that all pupils receive the support they need to thrive.

- Full details of the school's SEND provision can be found in the SEND Information Report and the school's contribution to the Local Offer, available from the school office or on our website: www.st-josephs-barlick.lancs.sch.uk.
- For pupils with an Education, Health and Care Plan (EHCP), support is provided in line with the outcomes and provision detailed in their individual plan.
- Additional provision for all pupils — including those without SEND — is carefully planned, recorded, and monitored by the Senior Leadership Team (SLT). The progress of pupils receiving extra support is reviewed termly to ensure interventions are effective and meet their needs.
- Access to additional provision is based on evidence of need, and we work hard to ensure that all pupils are supported appropriately. In some cases, where a pupil's needs go beyond the resources available within school, we may seek further support by requesting an Education, Health and Care Needs Assessment from the Local Authority, and/or beginning the Early Help Assessment process to better understand and address unmet needs.

These processes are carried out in full partnership with parents, the pupil, and any relevant external agencies involved with the family.

Supporting Pupils and Families

At St Joseph's Catholic Primary School, we value strong partnerships with parents and carers in supporting children with SEND.

- The Lancashire Local Offer outlines services and support for children with SEND and their families. It links to our SEND Information Report, which details the school's provision, assessment processes, and transition arrangements.
- The Local Offer also provides links to external agencies that offer additional support.
- Parents are encouraged to discuss any concerns about their child's progress. Their input is welcomed and valued throughout the SEND process.
- Our SEND communication with families is in addition to the school's usual reporting systems.
- The school's SEND Information Report (as required by law) is available on our website.
- Pupils with SEND are admitted in line with the school's admissions policy. During induction, we work closely with current settings (eg local nurseries) and families to ensure any identified needs are understood and planned for.

Supporting Pupils with Medical Conditions

At St Joseph's Catholic Primary School, we are committed to ensuring that pupils with medical conditions are fully supported to access all aspects of school life, including lessons, physical education, and school trips.

- Where a medical condition also qualifies as a disability, the school meets its responsibilities under the Equality Act 2010.
- Pupils with medical needs may require tailored support or intervention. In these cases, an Individual Care Plan will be created in collaboration with parents and relevant health professionals.
- Some pupils may have both medical needs and Special Educational Needs (SEN). If so, an Education, Health and Care Plan (EHCP) may be in place to coordinate their educational, health, and social care provision in line with the SEND Code of Practice.

Training and Resources.

- The Governing Body, with advice from the Headteacher, is responsible for deciding how SEND funding is allocated.
- SEND funding is used to provide:
 - Teaching assistants
 - Staff training related to SEND
 - Specialist resources and interventions
 - The SENDCo role, funded through the main school budget
- To maintain high-quality teaching and support, all staff are encouraged to take part in ongoing professional development. This includes both general and targeted SEND training.
- The SENDCo keeps staff informed of relevant courses and advises on appropriate training opportunities.
- Whole-school SEND training is arranged as needed, and teaching assistants are included in these sessions.
- Staff members who attend external training are expected to share their learning with colleagues to benefit wider practice.

- As part of staff induction, all new teachers and support staff meet with the SENDCo to understand the school's SEND systems, policies, and the needs of individual pupils.

Roles and Responsibilities

At St Joseph's Catholic Primary School, all staff share responsibility for meeting the needs of pupils with SEND. Roles are defined to ensure accountability and a consistent approach across the school.

Academy Council

- The Governing Body has a duty to have regard for the SEND Code of Practice (Children and Families Act 2014, Part 3) when carrying out its responsibilities.
- Governors, in partnership with the Headteacher, are responsible for overseeing the school's SEND policy and ensuring effective provision is in place for all pupils with SEND.

Headteacher

- The Headteacher is the school's Responsible Person for SEND and manages the overall implementation of the school's SEND strategy.
- They ensure that provision is in place, staff are supported, and that SEND provision is regularly reviewed and reported to Governors.

SENDCo (Special Educational Needs and Disabilities Coordinator)

The SENDCo leads the day-to-day operation of SEND provision across the school. Responsibilities include:

- Maintaining and updating the SEND Register
- Supporting staff in writing and reviewing IEPs
- Monitoring pupil progress and coordinating assessments
- Liaising with parents, external agencies, and professionals
- Managing referrals and ensuring accurate record-keeping
- Supporting smooth transitions for pupils with SEND both into and out of school
- Advising and reporting to the SEND Governor
- Coordinating support with non-teaching staff and specialists

Teachers

- Class teachers are responsible for identifying, planning for, and supporting pupils with SEND within their class.
- They lead the Assess–Plan–Do–Review process and involve parents and pupils throughout.
- Teachers are accountable for the progress of all pupils, including those receiving additional support or interventions.

Teaching Assistants

- Teaching Assistants work under the guidance of class teachers to deliver targeted support, including 1:1 or small group interventions.
- They contribute to the delivery of IEP targets, support inclusive practice within the classroom, and encourage pupil independence wherever possible.

Storing and Managing Information

- All documents relating to pupils with SEND are securely stored, on a secure drive, in a locked cupboard or electronically via CPOMS, as appropriate.
- When a pupil transfers to another school, all relevant SEND records are forwarded promptly and securely.
- The school adheres to all requirements under the General Data Protection Regulation (GDPR) when storing and managing information.

Reviewing the Policy

- This policy is reviewed annually by the SENDCo, SEND Governor, Chair of Governors, and Headteacher.
- The review process considers:
 - Progress of pupils with SEND
 - Effectiveness of the school's inclusive practices
 - Recommendations from Ofsted or the Local Authority
 - Updates to staffing, legislation, or procedures

Accessibility

- The school's Accessibility Plan is available on the school website or upon request from the school office.
- Additional information on accessibility can be found in the SEND Information Report and the school's contribution to the Local Offer.
- Parents/carers are welcome to contact the school at any time on 01282 813045 to arrange a meeting with staff.

Dealing with Complaints

- If a parent or carer has concerns regarding SEND provision, they should first speak with their child's class teacher.
- All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.
- If further discussion is needed, they should contact the SENDCo.

- For unresolved matters, please refer to the school's Complaints Policy, which outlines how we aim to resolve concerns promptly and effectively.

Other Policies Related to this document:

Accessibility Plan

More Able

Anti-bullying

Supporting pupils with medical conditions

Teaching and Learning

Behaviour

Signed:

Chair of Academy Council

Date:

Review Date:

LIST OF PERSONNEL INVOLVED IN SEND ISSUES

NAME	POSITION	Phone Numbers
Catherine Naylor	SEN Co-coordinator (SENDCo)	Contact at school
Carmen Hargreaves	Designated Senior Person (DSP)	Contact at school
Carmen Hargreaves	Responsibility for children who are looked after (LAC) or receipt of Pupil Premium Grant (PPG)	Contact at school
Mrs A Czarnecki	SEND GOVERNOR Gifted and Talented Governor	Contact at school

Carmen Hargreaves	Safeguarding and CHILD PROTECTION CO-ORDINATOR	Contact at school
	CHILD PROTECTION GOVERNOR	Contact via school
	SEND East Tel: 01254 220553 Email: Inclusion.East@lancashire.gov.uk	