

St Joseph & St Bede R.C. Primary School

SEND policy



With **Christ** at the centre, our *Dream* is for **greatness** in our learning, to *Believe* in our **unique talents**, to be **Guardians of life & creation** and to *Achieve* **a better world**, by **living life to the full**.

You are a **Child of God...**
You are wonderfully made,
dearly loved, and precious in His sight.
Before God made you,
He Knew you...
there is no one else like **you!**

~Psalm 139

Approved by:	H. Daly	Date: January 2026
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Next review due by:	January 2028	



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SECTION 1: SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Our School	<p>Our Vision:</p> <p>To provide an environment centred on our strong catholic values of love, community and support</p> <p>To provide an environment where barriers to learning and participation are reduced to a minimum; therefore, encouraging children to feel respected, confident and able to succeed.</p> <p>To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.</p> <p>To develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.</p> <p>To recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.</p>								
 Special Educational Needs	<p>1.1 Definition of a special educational need</p> <p>In line with the Special Educational Needs and Disability Code of Practice: 0–25 years (2015), a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is defined as:</p> <ul style="list-style-type: none">• Learning difficulty: A significantly greater difficulty in learning than the majority of others of the same age.• Disability: A disability that prevents or hinders a child from making use of educational facilities generally provided for others of the same age in mainstream schools. <p>Special educational provision means provision that is additional to or different from that made generally for other children of the same age.</p> <p>At St Joseph and St Bede, it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).</p> <p>SEND is categorised into the following areas in the SEN code of practise 2014:</p> <table border="1" data-bbox="616 1754 1108 2039"><tbody><tr><td data-bbox="616 1754 790 1837"></td><td data-bbox="790 1754 1108 1837">Cognition and Learning</td></tr><tr><td data-bbox="616 1837 790 1920"></td><td data-bbox="790 1837 1108 1920">Communication and Interaction</td></tr><tr><td data-bbox="616 1920 790 2003"></td><td data-bbox="790 1920 1108 2003">Social, Emotional and Mental Health</td></tr><tr><td data-bbox="616 2003 790 2039"></td><td data-bbox="790 2003 1108 2039">Sensory and Physical</td></tr></tbody></table>		Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health		Sensory and Physical
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	Communication and Interaction								
	Social, Emotional and Mental Health								
	Sensory and Physical								



Meet our SEND Team

1:2 Coordinating Send Provision: The Send Team at St Joseph and St Bede RCPS



Miss Wheeler

SENDCo



Miss Keiley

SENDCo KS1



Mrs. Pearson

Assistant SENDCo

If you would like to contact a member of our SEND Team please call school on **0161 764 3781** or contact the school office via email office@sjsb.stoccat.org.uk

All teachers are teachers of special educational needs and at St Joseph and St Bede, we work together to meet the needs of all the children we teach. Here is an outline of the roles and responsibilities of different members of our school community.

Policy Determination	SENDCo Governors & Headteacher
Establishment of appropriate staffing	As above
Monitoring work on SEND	As above and members of the Senior Leadership Team/ SLT
Day-to-day management	SENDCo, SLT, and Headteacher (keeping Governors informed)
Day-to-day operation	SENDCo SENDCO for KS1 SEND Assistant SENDCo Class Teachers Teaching Assistants Special Support Assistants
Reporting on policy	Governors SEND Governor

THE SEND GOVERNOR: Mrs M Boles is the current Governor with responsibility for SEND at St Joseph & St Bede RC Primary. She has regular contact with the SENDCo and the senior management of the school to keep up to date with and monitor the school's SEND provision.



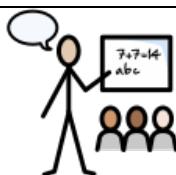
Identifying and Assessing Need

1:3 Identification of Individual Needs

At St. Joseph and St. Bede School, we will assess each child's current levels of attainment on entry to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

1: 4 The Graduated Response: Responding to Emerging Additional Needs



Our approach to teaching children with SEND

1:5 Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available and Inclusive Provision Guidance produced by the Local Authority to complement our teaching.



Clubs and Trips

1:6 Clubs and Trips

All our extracurricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residential, and overnight stays at school.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.

SECTION 2: WORKING IN PARTNERSHIP



Partnership with parents and carers

2:1 Partnership with Parents and Carers

St Joseph and St Bede strive to keep parents of children with SEND fully informed of the provision that is being made for their children. Staff are always available at the door at the start and end of every school day. We also hold regular stay-and-learn sessions and coffee mornings and share everything that is happening in school on, the School Website and the school's Facebook Page and Twitter Page.

Reviews for children identified are carried out two times per year with the Class Teacher during Parents' Evenings in the Autumn and Spring terms. This review will look at progress against provision map targets and look to future targets and actions.

For pupils with Education Health & Care Plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. This is a formal review of the EHCP in place for that child and consideration is given as to whether this should continue, and whether provision should be maintained or amended. Review meetings at St Joseph and St Bede take a 'Child Centred' approach, with the child leading the meeting where they are able. The views of children and adults working with and supporting the young person are gathered and shared in an informative and child-friendly way, in line with the new annual review documentation issued by the local authority.

The school aims to have an 'open door' policy, where parents are actively encouraged to discuss their child's progress and meet with school professionals.

Pupil Voice

2.2 Pupil Voice

All pupils are involved as stakeholders in their education. There are numerous ways in which we as a school encourage children to take an active role in school life and their education. All pupils are allowed to make choices, influence change and understand that their views matter. Pupils know that

	their opinions will be valued and heard.		
	Pupils are given regular opportunities to:		
			
	Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

 <h2>Transition Support</h2>	<p><u>2.3 Transition</u></p> <p><u>Nursery to Reception</u></p> <p>We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.</p> <p>We hold stay and play sessions follow in the second half of the summer term in preparation for their September start.</p> <p><u>End of Year transition</u></p> <p>When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.</p> <p>We hold 'Move Up' for every class in school during the summer term, allowing the children to go up to their new classroom and meet their teacher.</p> <p>Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.</p> <p>Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.</p> <p><u>Secondary Transition</u></p> <p>At Y6 transition the SENDCo provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For pupils with an EHCP, the SENDCo arranges a meeting with the SENDCo from the chosen Secondary School, the class teacher at St Joseph & St Bede RC Primary, the parents and the child during the summer term before transition and as part of the annual review cycle. Feeder secondary schools also provide opportunities for children on the SEND register to attend an additional transition day to support them further with this move to secondary school.</p> <p><u>Mid-Year new starters</u></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family and a home visit to enable us to gain a greater understanding on the support we need to put in place.</p>
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Outside Agencies

2:4 Involvement with Outside Agencies

We work with the following agencies to provide support for children with SEND:

- A medical service such as a School nurse, Speech Therapist, Physiotherapist or Occupational Therapist, Pediatricians
- An Educational Psychologist
- Bury Outreach Team
- CAMHS
- Social Services, especially for Children and Young People in Care
- The Traveller Service
- Schools Special Needs Officer for children with SEND: SEND Caseworker
- Parent Support Advisor

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will always share advice with parents/carers.

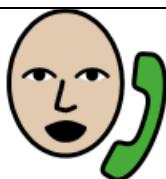
Bury Local Offer

2:5 The Local Offer

Under the proposed legislation, there will be a requirement on local authorities to publish a SEND Local Offer, which will set out a range of additional services and provisions across education, health, social care and across the public, voluntary and independent sectors.

This will detail information about what is available to support families both with and without an EHC Plan. The SENDCo will help parents of pupils with SEND to identify appropriate provisions that may be available through the Local Offer. They may also signpost parents to SENIASS who may offer specific advice, guidance and support, where required.

St Joseph and St Bede RC Primary School has published the school's local offer on the school website, in line with statutory guidance. This document details our provision and inclusive arrangements for all children, including those with special educational needs or disabilities. It includes recent successes such as the Bury Dyslexia Friendly Schools Award and the Bury Inclusion Quality Mark.



Complaint Procedure

2.6 Considering Complaints

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Monitoring

SECTION 3: MONITORING THE SUCCESS OF THE SEND POLICY

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom

	<p>setting</p> <ul style="list-style-type: none"> ▪ adaptive short-term planning by the class teacher to meet the child's needs ▪ personal provision maps for children with SEND are collected and reviewed by SENDCo ▪ a costed provision map is updated child accessing additionally funded provision ▪ records and evidence of the child's work showing progress towards curriculum objectives ▪ evidence of progress towards targets at the provision map reviews ▪ pupil progress meetings held termly with SLT ▪ more age-appropriate scores on standardised testing ▪ value-added data from statutory assessments ▪ ongoing monitoring and running records by class teacher and teaching assistants ▪ records and evidence of the child's progress towards improving behaviour ▪ discussion at an appropriate level with the child about their progress ▪ discussion with parents about the child's progress ▪ discussion with outside agencies about the child's progress ▪ A yearly SEND report produced for the governor – detailing the success and action points from the year. This is then shared with governors and all staff during a designated staff meeting
 Links to other policies	<p>3.1. Links to other policies</p> <p>This policy links to the following policies:</p> <ul style="list-style-type: none"> • Accessibility plan • Complaints Policy • Equality information and objectives • Health and safety Policy • Child Protection and Safeguarding Policy • Special educational needs information report • Supporting pupils with medical conditions policy