Shining in the Light of Christ to be the Best that we can be

At St Joseph's Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs, enabling them to SHINE for life.

Curriculum statement for the teaching and learning of SEND

INTENT	It is the aim of St Joseph's Catholic Primary to ensure that all children receive a high-quality of education regardless of their needs or disabilities. We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom. All children and young people should expect to receive an education that enables them to be the BEST that they can be and to *Shine!* We want our children to become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood. In line with our school ethos, every child should be supported to have a sense of self-worth and belief, have aspirations to be curious and knowledgeable about God's Earth and always reach for the stars! Through our first-quality teaching, planning and provision we will: - Ensure that needs are identified as early as possible and support is put into place. Ensure that children have access to a broad and balanced curriculum which is appropriately differentiated to enable children to succeed. Provide an accessible learning environment which is tailored to the needs of all pupils. Develop children's independence and resilience. Regularly monitor the progress of children with SEND. Work closely with parents and carers. Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND.

Underpinned By	The teaching of skills	Agencies and Partnerships	Vocabulary	
	At St Joseph's Catholic Primary School, **every** teacher is a teacher of SEND. Our provision is enhanced by the collaboration of teachers, senior leaders, the SENCo, support staff, external agencies, and parents and **most importantly** the child. Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn.	The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning may need is more complex and persistent. The external specialists may: Act in an advisory capacity to the school community Extend expertise of school staff through training and advice Provide additional assessment Support a child directly Suggest statutory assessment is advisable Consult with all parties involved with the child	SEN/SEND: MSP EHCP SALT BSS SSENS	Special Education Need My Support Plan Education Health and Care Plan Speech and Language Therapy Behaviour Support Service Special Educational Needs Service
	Curriculum approach	**Additional Support**		

Implentation	Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching. At St Joseph's Catholic Primary School, we follow a graduated support approach which is called "Assess, Plan, Do, Review" approach. This means that we will: **Assess** a child's special educational needs **Plan** the provision to meet your child's aspirations and agreed outcomes **Do** - put the provision in place to meet those outcomes **Review** the support and progress of your child in line with termly data, regular support plan meetings with parents (3 x pa)	It may be that children with SEN will need support which is in **addition** to that which can be provided as part of in class Quality First Teaching. Children at St Joseph's may be • Provided with specific 1:1 or group support where appropriate to support them accessing different areas of the curriculum • Provided with out of class interventions such as Precision Teaching, Hands-on-Maths, reading and comprehension support groups –these are specialist interventions based on bridging gaps in learning. • Take part in social, emotional and mental health interventions such as ELSA or drawing and art therapy. • Receive additional support guided by a speech and language specialist. • Work alongside outside agencies such as the Educational Psychologist, Occupational Therapist, Behaviour Support Team, SSENs, Mental Health Support Team.

	CELEBRATION Here at St Joseph's we recognise that every child is unique We continue to celebrate diversity and inclusion through whole school PSHE, which is woven through the curriculum, as well as being celebrated through events such as Dyslexia Awareness Week, Mental Health Awareness Week and World Book Day.	**BRITISH VALUES** The planning used by staff is structured to promote British values through developing understanding of other cultures and beliefs, treating people of all faiths and ability equally and nurturing tolerance for other people's opinions. St Joseph's recognises that children with Special Educational Needs can find some aspects of life in modern Britain challenging. We know that at St Joseph's, it is our children themselves who are hugely inclusive and understanding and who celebrate the ethos of tolerance and care. In line with Ofsted guidance for the teaching of 'British Values', we encourage all our children to: • Develop their self-knowledge, self-esteem and self-confidence • Distinguish right from wrong and to respect the civil and criminal law of England • Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those within the school community and in the wider world • Have respect for other people, cultures and diversities.

Impact	**PUPIL VOICE** At St Joseph's, Pupil Voice is about giving our pupils the opportunities to share their views, their feelings and their learning, Our staff know there children really well and want to facilitate opportunities for all children to share their thoughts, feelings and how we can help them learn best. Pupil voice is achieved not only through the ongoing dialogue that staff have with their pupils but also through SEN learning walks and discussions with children who have additional needs. Our own Pupil Parliament and Chaplaincy teams have representatives from each class ensuring that the pupils' voice on inclusion and diversity are always at the forefront. Pupils share their thoughts and feelings at My Support Plan and EHCP reviews and are instrumental in guiding the school towards positive outcomes for their learning and wellbeing. Understanding and supporting our pupil's mental health is embedded into school practice with feelings boards' in each class as well as the open discussions about feelings at circle time and within the PSHE which weaves through our curriculum.	**EVIDENCE IN KNOWLEDGE AND SKILLS** As a result of the provision above, children at St Joseph's Catholic Primary School will: • Feel safe secure and cared for • Show confidence and resilience in the classroom • Demonstrate high levels of engagement in activities • Make progress from their starting points • Develop independence and skills to support them throughout life • Work collaboratively with their peers on a shared task Our children will have a confident set of skills, knowledge, norms and Catholic values which can be used to succeed in education and in the wider world. In short, they will learn more, remember more, enjoy more and develop more -spiritually, socially and emotionally. Thus enabling them to be ready for their next stage in education.