



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

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

SEN Policy and Information Report

2026-29

THE GOVERNING BODY OF ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, DEVIZES

Policy agreed (date):	October 2026
Policy approved by:	FGB
Policy published (date):	October 2026
Next review (date):	October 2027



Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions.....	3
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements	7
7. Links with other policies and documents	8

.....

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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 in line with the National Curriculum and the Special Educational Needs code of practice. 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 become ready to make a successful transition into secondary school and then on into adulthood.

In line with our school ethos, every child should be supported to have a sense of self-worth and belief, aspire to be curious and knowledgeable about God's Earth and always reach for the stars! Access to a broad and varied curriculum is done through Quality First Teaching from class teachers and with the support of our experience class teaching assistants.

For some children there may be times when further additional support may be needed to help them achieve their targets. St Joseph's aims to work closely with our community of children, staff, parents, carers, governors and outside agencies who may be called upon to provide additional support where appropriate.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation and guidance:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Wiltshire Local Offer describes the range of services and support for children and young people, aged 0-25, with Special Educational Needs and/or Disabilities (SEND).

- <https://www.wiltshire.gov.uk/local-offer>
- The Wiltshire Parent Carer Council (WPCC) is a voluntary organisation, managed BY parents and carers FOR parents and carers.
https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Teena Jones

They will:

- Oversee the day-to-day operation of the school's SEN policy.
- Co-ordinate provision for children with SEN.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN.
- Advise a graduated response to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEN.
- Liaise with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Each class teacher is responsible for:

- The monitoring, progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. At St Joseph's, we monitor the progress of all pupils three times a year to review their academic progress. We use a range of assessments with all the pupils at various points and across all areas of the curriculum. Class teachers will make use these regular assessments of progress for all pupils to identify those whose progress

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our teaching, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record using our Early Concern Forms and given to their parents. It may be necessary to provide a child with a school based My Support Plan if we find a need is on-going or long-term or the child is not making sufficient progress, despite support. This is a non-statutory document. Parents will be involved in the co-production of the plan and the child's views are always sought. The plan will be reviewed and updated regularly in collaboration with all parties. Parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review in collaboration with all parties.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. (St Joseph's Graduated Response Flow Chart 2026/7).

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

St Joseph's are determined to prepare all of our pupils for a positive transition between phases, into secondary school and beyond. We will share information with the secondary school, or with other settings the pupil may be moving to. We will agree with parents and pupils which information will be shared as part of this.

Our school prepares pupils for transition by ensuring that they have additional transition sessions at their new school where appropriate and if required.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Precision Teaching
- ELSA support
- NESSY
- Reading interventions
- Comprehension support
- Handwriting support
- Speech and language support
- Soundwrite support
- Hands on Maths interventions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, speech to text.
- Aids for accessing learning such as standing desk, therabands, ear defenders, support cushions for chairs and feet, talk tins and speech to text.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching and overlearning of key vocabulary, reading instructions aloud, processing time etc.

5.8 Additional support for learning

In our school, we have teaching assistants who are trained to deliver interventions such as NESSY, Precision Teaching, SoundsWrite boosters and emotional literacy support.

Teaching assistants will support pupils on a 1:1 basis when appropriate.

Teaching assistants will support pupils in small groups when appropriate.

We work with the following agencies to provide support for pupils with SEN:

Educational Psychologist, Specialist SEN Service, Speech and Language Service, Behaviour Support Service, Forest School specialists, Social Services, health specialists and other local authority personnel.

5.9 Expertise and training of staff

Through the monitoring and evaluating of our provision, the SENCO will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives.

Staff who attend further courses will provide feedback at staff meetings on those courses attended and their contents. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN/D provision

5.10 Securing equipment and facilities

There are no specialist facilities for children with SEN at St Joseph's

All equipment is stored securely by the appropriate member of staff.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets and outcomes each term
- Reviewing the impact of interventions at the end of a term
- Using pupil/parent questionnaires
- Monitoring by the SENCO
- Holding regular My Support Plan review meetings with parents
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/sporting events at other schools

No pupil is ever excluded from taking part in these activities because of their SEN or disability and reasonable adaptations are put in place in order to support them to access these activities.

Normal admission arrangements apply. The admission policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, ethnicity, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure that the child's needs are fully met. If a child is transferring into the school with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Please refer to the school's accessibility policy on our school website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, Pupil Leadership Teams and Chaplaincy Team.
- Pupils with SEN are given access to ELSA support with the trained ELSA school practitioner

We have a zero-tolerance approach to bullying. Please see our school's behaviour policy and our anti-bullying policy.

5.14 Working with other agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for the children with SEN/D. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychologist, Specialist SEN Service, Speech and Language Service, Behaviour Support Service, Social Services, Mental Health and health specialists and other local authority personnel. Any of these agencies may be involved in the construction, delivery or review of targets set in the child's support plan in order to ensure their attainment is raised.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

We will always support parents in accessing appropriate support and will signpost them to the appropriate services, for example CAMHS.

5.17 Contact details for raising concerns

If pupils or parents have a concern about the SEN provision, they can contact Mrs Teena Jones (SENCO) or Mrs Wilkins (Headteacher) in the first instance.

5.18 Copy of Information for SEN page on the school website

See Appendix 1

6. Monitoring arrangements

This policy and information report will be reviewed by The Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour / Anti-bullying
- Equality and diversity policy
- Teaching and learning policy
- Complaints policy

Appendices

- SEN information for the school website
- Provision map

Appendix 1

SEND Curriculum Intent
(Location – School Website)



Appendix 2 St Joseph's Graduate Response

