



Autumn

25-26

St Joseph's Catholic Primary School

*Special Educational Needs & Disabilities  
Policy*

Date ratified by Governors:	Autumn 2025
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This policy is reviewed:	Annually

**Learn together and grow in God's love**

Aspiration - Compassion - Community - Faith - Respect – Responsibility

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## Section 1: Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014, updated 2015, 2020) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014 (updated 2015 and 2020)
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan 2023
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England Key Stage 1 and 2 Framework, 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Medical Conditions 2014

## Section 2: Introduction

St. Joseph's guiding principle is one of inclusion, which is summed up in the school motto: 'To learn together and grow in God's love.' The school welcomes and celebrates the diversity within the school, which shapes the positive Christian ethos of the school. Every teacher is a teacher of every child including those with special educational needs (SEN). The school aims to identify and break down possible barriers to learning and believes that diversity is an opportunity for learning not an obstacle.

## Section 3: Our Vision and How we Hope to Achieve it

The school fundamental values for all children, adults and the wider community are:

- Aspiration
- Compassion
- Community
- Responsibility
- Respect and faith

## Section 4: Our Aims at St Joseph's for Children with SEN

- At our school, we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.
- Our aim is to ensure that all children have equal access to a broad, balanced curriculum which is scaffolded to meet needs and abilities of all. We have high expectations for all children. There should be no 'ceiling' for any child. All children are entitled to experience success.
- Our aim is for children to be autonomous individuals and as independent as possible in their learning and wider experiences, so that they are equipped with the skills and qualities for positive outcomes in their educational journey.

## **Section 5: Our Objectives in Making Provisions for Children with SEN**

- Our school community will acknowledge and draw on parental knowledge and expertise in relation to each child. The school recognises that educational provision is more effective if children and parents are fully involved with the school.
- It is the responsibility of all teachers to identify and meet the SEN of pupils so that all children become successful learners.
- Class teachers are responsible for providing first quality teaching to ensure that all needs are met. Good special needs practice is good practice for all children.
- Consideration of the needs of pupils with SEN crosses all curriculum areas and all aspects of teaching and learning, including: academic, social, emotional, behavioural, physical and medical.
- Opportunities for students with SEN are maximised to enable them to join in with all the activities of the school.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEN policy and promote inclusive practice.
- To provide support, advice and training for all staff working with children who have SEN.
- To work within the guidance provided in the SEND Code of Practice 2014 (updated 2015 and 2020).

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- What are we doing for those children who we know are not achieving their best?
- Are all of our actions effective?
- Are we successful in promoting harmony and preparing pupils to live in a diverse society as global citizens?

### **A Graduated Approach to SEN – Assess, Plan, Do, Review**

## **Section 6: Identification and Assessment of SEN**

All children are entitled to quality first teaching.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice describes four categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health

- sensory and/or physical need

These four broad areas give an overview of the range of needs. At St. Joseph's we identify the needs of children by considering the needs of the whole child which will include not just the SEN of the child. The school will use as its guide the criteria in the SEND Code of Practice. Is the child making progress (learning and / or wider development or social needs) which:

- 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 gap between the child and their peers?

The school acknowledges that the following may impact on progress and attainment but are not considered SEN:

- disability (the Code of Practice outlines the "reasonable adjustments" under current Disability Equality legislation, but disability alone does not constitute SEN)
- attendance and punctuality
- health and welfare
- EAL
- being in receipt of pupil premium
- being a Looked After Child
- behaviour as a need is no longer an acceptable way of describing SEN, but is an underlying response to need.

### Early Identification

Early identification is essential in ensuring that children receive the right support that they need early on. Staff in Reception gather information from the previous setting before children start school and work in partnership with parents if concerns are raised. The Reception team carry out observations and assessments as part of their everyday practice and use Tapestry to record and celebrate each child's unique learning journey. Some children enter Reception with high needs and where this is clearly the case, involvement of specialist services are sought so that the cycle of assess, plan, do and review can be promptly implemented. The Reception teacher and SENCo meet regularly to ensure that each is aware of any concerns.

### Assessment in Reception

In Reception children are assessed in the following ways:

- Holistically through ongoing observations of self-directed and adult-led learning
- Reception baseline assessment
- The Early Years Foundation Stage Profile
- Little Wandle phonics assessment
- WellComm screening tool

### Assessment at Key Stage One and Key Stage Two

In Key Stage One / Key Stage Two, children are assessed in the following ways:

- Ongoing teacher assessment which includes pupil attitude, work, common exception words, Little Wandle assessments
- Phonics screening check at the end of year one and year two (for those that did not pass in year one)

- SATS at the end of Year Two and Year Six
- Teacher assessment frameworks for writing
- B-squared ongoing assessment for children working significantly below age related expectations
- EGPS / NFER assessment materials

### **Further Assessment**

If there are further concerns about a child's rate of progress, information gathering and assessment may take place depending on need. With parental agreement a referral may be made to external agencies and professionals for more specialised assessment, advice and support for strategies.

## **Section 7: Pupil and Parent Voice**

### **Pupil Voice**

St. Joseph's Catholic School is developing its person-centred culture. Children with SEN often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education.

The school holds pupil-centred annual reviews. Children contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. Children contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress is shared, previous targets are reviewed and new targets and actions are agreed with parents.

### **Parents Voice**

Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. The school recognises that parents hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active and valued role in their child's education.

Parents of any pupil identified with SEN may contact the Greenwich Parent Carer Participation Forum, who provide opportunities to meet with other parents:

<https://greenwichpcpf.org/>

Parents are able to access support and information by viewing the Local Offer:

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/home.page>

Parents are invited to attend all annual reviews and 'Team around the Child' (TAC) meetings. Parent conferences for all children are held twice a year, in the spring and summer term with the class teacher. Information will be gathered from parents to develop an understanding of the child's areas of strength and difficulties.

Parent participation is engaged, through half-termly coffee mornings and workshops by specialist services. Parents of all children are regularly invited to attend a wide range of whole school events to celebrate their child's success and learning journey.

## Section 8: Provision

### Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils access support from teaching assistants or specialist staff. All children are entitled to receive quality first teaching and an inclusive, balanced and broadly based curriculum. High quality teaching that is scaffolded is the first step in responding to children who have or may have SEN. At St. Joseph's, scaffolding (e.g. learning walls, concrete materials, sentence stems etc.) forms part of our inclusive pedagogy. All children will receive help through quality first teaching, but if a child does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with SEN., including those who have particular abilities or talents. The SENCo will work with staff to ensure that those children who may need additional or different support are identified at an early stage. Identification for assessing pupils with SEN will draw upon the teacher's assessment and experience of the pupil as part of the whole school approach to assessment and monitoring.

### Provision

The school runs a vast number of interventions. These are planned and evaluated jointly by the person delivering the intervention in collaboration with the class teacher. Communication is key as the class teacher maintains overall responsibility for the learning of all children in the class.

The school receives top-up funding for pupils with EHC Plans which can provide additional support in class as required and appropriate for that child's needs, according to their level of Banding. The allocation of resources within the school is based on providing the best possible provision to meet a pupil's needs according to their EHCP to ensure that they make good progress and learn well. The details of how individual pupils receive support are recorded on their Personal Learning Plans and annual review documents. This may take the form of:

- Quality first teaching which is matched to the child's ability and way of learning.
- Targeted support from the class teacher, teaching assistant or allocated 1:1 teaching assistant.
- Additional resources or specialist equipment.
- A referral may take place to the School Counsellor, Draw and Talk Practitioner, ELSA Practitioner or STEPS Lead.
- Support may take the form of an intervention on a one-to-one or small group basis to address a specific need.
- Sometimes it may be appropriate for the child to have an individualised programme of support during parts of the school day.
- A programme of work may be provided by external agencies.
- Specialist services (e.g. Waterside Outreach) might work directly with a pupil.
- Work may need to be modified or adapted to increase accessibility and independence.

### Review and Criteria for Exiting the SEN Register

- The school has a cycle of review procedures. The progress and attainment made by all pupils is regularly monitored and reviewed as part of pupil progress meetings with the headteacher. Rate of progress and attainment inform decisions around interventions. Assessments and recommendations by specialist services help inform specific interventions or strategies. In consultation with parents and the teacher, a child may exit the SEN Register if they have made

progress in line with their peers (at the same starting point) and are no-longer a cause for concern.

In light of the Green Paper, the school will continue to review its approach in accordance with current legislation and Local Authority guidance.

### **Admission Arrangements and Transition**

The school complies with the Equality Act 2010. Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body follows the LEA admissions criteria. The school liaises closely with the LA SEN and Pupil Admissions to support admissions practice.

Transition can be an anxious time for both children and parents especially for some children with SEN. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for pupils in Year 6 is essential to allow appropriate options to be considered. Similarly, arrangements are made for children who will be joining our reception class.

### **Children Transferring Within School**

- A transition document for children on the SEN register is written, so that there is continuity of strategies upon transition.
- The current and receiving teachers meet to discuss the child and transition process.
- The headteacher and SENCo work closely together to consider staffing and endeavour to ensure that where it will be beneficial for the child, a familiar adult transitions with children who have high needs.

### **Children Transferring to or from Other Settings and Schools**

- The SENCo endeavours to visit the child's previous setting to learn more about the child, meet with the key-workers and parents.
- Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the child's educational well-being are invited to attend. Information is shared and actions needed.
- The SENCo liaises with the SENCos of the receiving secondary schools to ensure that effective arrangements are in place to support pupils prior to transfer.
- The secondary school SENCo is invited to attend key end of term meetings e.g. PSP or AR.
- The child and parents are invited to attend Open Days and visits at St Joseph's.
- Individual children are invited to visit the Reception class at the end of the summer term with their parents or key worker from their current setting, if parents and professionals feel that this will benefit the child.
- A staggered transition is discussed with parents of children with high needs to support their emotional well-being for a smooth transition to Reception.
- Additional visits to secondary school are arranged for children who will benefit from developing greater familiarity with their new school setting and adults.
- When pupils move to another school their records are transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

### **Supporting Children at School with Medical Conditions**

Pupils at St. Joseph's with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Arrangements are in place at St. Joseph's to support children with medical conditions. The school follows the statutory guidance Supporting Pupils at school with Medical Conditions 2014. Some children may be disabled and where

this is the case the school will comply with its duties under the Equality Act 2010. The SEND Code of Practice 2014 is followed as some children may have an EHC Plan which brings together health and social needs, as well as their special educational provision.

The school works in partnership with healthcare professionals to provide the appropriate support for children who have medical conditions. Mrs O'Regan is the school's designated staff member who oversees the medical needs of all children. This also includes ensuring that the correct medication is in school, sharing information with the class teacher and ensuring that all medication records are kept up-to-date. Every medicine administered is logged in the medical log book.

### **Monitoring and Evaluation of SEN**

The quality of SEN is monitored through whole school evaluation procedures which include observations, Local Authority visits, specialist services observations and feedback, learning walks, evaluation of interventions, School Self Evaluation (SSE), parent and pupil views. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **Training and Resources**

Monies from the Government to the Local Authority provide the school with funding in its budget towards meeting the needs of pupils with SEN. The school plans and provides for pupils with SEN from its dedicated budget. The school spends this money on:

- Training for all teachers and teaching assistants so they can meet pupil's needs more effectively
- A team of teaching assistants who work with children individually, in groups, in class
- Cover time for class teachers to meet with the SENCo and specialist staff to plan effective provision for children
- Equipment and resources
- Interventions for children who need additional support
- School Counsellor, STEPS Leads, SALT Assistant and ELSA
- Cover time to release the ELSA Lead to attend supervision sessions and maintenance of the ELSA accreditation.

The details of how individual pupils receive support are recorded on their 'Pupil Learning Plans' and annual review documents.

The school receives top-up funding for pupils with EHC Plans which can provide additional support in class as required and appropriate for that child's needs, according to the EHC Plan.

The allocation of resources within the school is based on providing the best possible provision to meet pupils' needs and to ensure that they make good progress and learn well. The impact is measured by key school staff at pupil progress meetings and at annual reviews.

The SENCo is part of a cluster group of schools. The school SENCo attends the Greenwich SENCo meetings. The school makes full use of the support provided by the ASD Outreach and Waterside Outreach teams.

## **Section 9: Roles Within the school**

### **Governing Body**

The school governors have the following legal responsibilities to:

- Do their best to ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that children's needs are made known to all who are likely to teach them.

- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEN.
- Consult the Local Authority (LA) and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN. This should be both reasonably practical and compatible with the needs of the child and the efficient education of the pupils with whom they are educated.
- Ensure that parents are consulted about decisions by the school that SEN provision is being made for their child.

In doing so Governors will have regard to SEN Code of Practice. One member of the Governing Body has a designated responsibility for SEN and inclusion and takes responsibility for monitoring that aspect of the school's work and policy and reporting to the full Governing Body. It is important that there is good liaison between the SENCo and the Governing Body in order that the members are fully aware of SEN issues and provision within the school.

### **The Headteacher**

The Headteacher, Suzanne Long has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The head teacher keeps the governing body fully informed and meets regularly with the school's SENCo. The Headteacher, Suzanne Long seeks out and shares best practice with the LA and other schools. Specific responsibility as lead designated teacher for safeguarding has been delegated to Judith Harvey, Deputy Headteacher.

### **The School Staff**

All teachers are teachers of children with SEN and do their best to creatively adapt the curriculum to meet a range of needs. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN. Teachers meet regularly with the SENCo to discuss and review pupils on the SEN register.

### **The Special Educational Needs Co-ordinator (SENCo)**

The SENCo is Katherine Maciejewski. She is a qualified teacher who holds the National Award for SEN Co-ordination. She works part time and can be contacted on the school's main telephone number. Her responsibilities include:

- Co-ordinating and overseeing provision for pupils with SEN.
- Liaising with the Headteacher where a looked-after child has SEN.
- Liaising with and advising fellow teachers.
- Line management of individual 1:1 teaching assistants
- Liaising with parents of pupils with SEN.
- Liaising with Nursery and Secondary school SENCos, educational psychologists, school nurse, speech and language therapists and other health services.
- Liaising with the Governors and in particular the SEN governor.
- Liaising with other members of the Inclusion team including Zinette Andall (School Counsellor) Olajumoke Awesu (SaLT Assistant), Tammy Martin (STEPS Lead), Tajudeen Alao (SEN Teaching Assistant) and Hayley Openshaw (ELSA Practitioner)
- Liaising with the School Premises Manager about premises and access issues.

## **Section 10: Accessibility**

The school caters for all areas of SEN within a mainstream context. The school **does not** have an additionally resourced provision. The school building is multi-storey. There are no lifts. 3 classrooms are situated on the ground floor. The school hall is on the ground floor. There is a school car park. There is one adult disabled toilet.

Children attend trips with their peers as part of the curriculum offer. Class teachers will consider and make accessibility arrangements and complete risk assessments when planning school trips.

Children with SEN will have the same opportunity to attend activities outside of the school day in the same way as all children. Out of School Hours Learning is currently provided by school staff and AW Football Coaching.

The governors will make every effort to accommodate a pupil's particular needs and work with the Local Authority to improve facilities.

## **Section 11: Bullying and Complaints**

The school has an Anti-Bullying Policy. All staff have a responsibility to foster an inclusive learning environment, be aware of the signs of bullying, mitigate risk of bullying of vulnerable learners and ensure that action is taken and correct procedure is followed.

### **Dealing with Complaints**

If a parent wishes to make a complaint they are able to make an appointment to speak with the Headteacher, Suzanne Long or put their complaint in writing. The Headteacher will do all that she can to resolve the matter. If a parent remains dissatisfied in the way in which their complaint has been handled, they are able to write to the Chair of Governors. All complaints will be dealt with under the terms of the Complaints Policy. A copy of this can be requested from the school office.

Under The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an EHC Plan with the LA through the Disagreement Resolution Service or Mediation Service. The school will make further information about this process available on request.

## **Section 12: SEN Success Criteria**

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually.

Specific success criteria for each year are laid out in the SEN Action Plan which is informed by and feeds directly into the School Development Plan.

## **Section 13: Review**

Our offer to children with special educational needs was created in September 2023 and reviewed in November 2025 by the schools SLT. Members of the school community were involved in contributing to this policy in the spirit of current reform.

This policy will be reviewed annually

This policy is shared annually with staff and Governors.

A copy of this document has been agreed by the Governing Body

