



*Saint Joseph's*  
CATHOLIC SCHOOL

---

# **SEND Policy**

Version 15.0 – January 2026

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY



## Success Criteria:

**Aim:** At St Joseph's we believe that each pupil and employee are made in the image and likeness of God and are therefore deserving of equal respect, value and success irrespective of religion, ethnicity, national origin, ability, gender, socio-economic status, sexual orientation, gender reassignment, pregnancy or disability. We are committed to ensuring that all pupils and employees are able to enjoy the same opportunities by removal of any barriers to learning or personal development.

## Monitoring Procedures:

<b>By Whom:</b> SENCO/Academic Governor's Committee	<b>When:</b> Annually	<b>How:</b> Reports to the Academic Governors Committee
---	--------------------------	---

## Evaluation:

<b>By Whom:</b> Headmaster and the Academic Governors Committee	<b>When:</b> Annually	<b>How:</b> Reports to the Academic Governors Committee & Headmaster
---	--------------------------	--

## Revision History:

Version	Approved and Ratified	Review Date	Additional Notes
V 15	Jan 2026		
V 14	Jan 2025	Sept 2025	Re-write
V 13	Dec 2021	Dec 2023	Update
V 12	May 2017	May 2019	Re-write
V 11	July 2014	2015	-
V 10	July 2013	2014	-
V 9	June 2012	2013	-
V 8	June 2011	2012	-
V 7	June 2010	2011	-
V 6	June 2009	2010	-
V 5	June 2008	2009	-
V 4	July 2007	2008	Rewrite
V 3	June 2006	2007	-
V 2	June 2004	2005	-
V 1	June 2003	2004	Re-write





## School Mission and Vision Statement:

**Mission:** With God's love and inspiration, we aspire to achieve excellence.

**Vision:** St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts**. In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

## National Policies and guidance/courses referred to and incorporated into SJCS Policy:

### Document/Course Title:

The SEND Code of Practice 2014

The Equality Act 2010

Disability Discrimination Act 1995

## Other SJCS Policies that relate to this Policy:

Accessibility Plan

Behaviour Policy

Complaints Policy

Equality and Diversity Policy

Exams Policy (Section 7)

Safeguarding Policy

SEN Information Report

Supporting Pupils with Medical Needs Policy

## Ethos and our Philosophy

At St Joseph's Catholic School, we believe in participation and progress for all. We want all our young people to participate in learning and we celebrate the achievements of all members of our community. We aim to create an inclusive culture in our school, and we are keen to enhance our responsive approach to the diversity of children's backgrounds, interests, experience, knowledge and skills.



# 1. Aims

Our Special Educational Needs and Disabilities (SEND) Policy and Information Report aims to:

- a. Set out how our School will support and make provision for pupils with SEND.
- b. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

## Vision Statement

At St Joseph's Catholic School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities, alongside adaptive teaching and learning strategies provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our School and the wider community.

## Aims and Objectives

### Aims

We aim to be fully inclusive and provide every child with access to a broad and balanced education in line with the *Special Educational Needs Code of Practice 2014*.

### Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.**  
This is most effectively done by gathering information from parents, primary settings and Education, Health and Care services prior to the child's entry into the School. If already a pupil with us, we use our SEN concern form and GRSS to support next steps. Reading age assessments and MidYis/CAT4 baseline testing is used to inform teaching and to highlight discrepancies.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND.  
Continuous monitoring of those pupils with SEND by their teachers and, when deemed necessary, specialist teachers, will help to ensure that they are able to reach their full potential.



- **Make appropriate provisions to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum.** This will be coordinated by the Assistant Head – Inclusion (Mrs Fran Nobis) in conjunction with the SENCO (Mrs Emma Maher), Assistant SENCO (Mrs Wendy Jones), Deputy Heads (Richard Rooney & Kevin McGuiness) and Headmaster (Mr Matthew Higgins). Supportive provisions (Universal, Targeted or Specialist) will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress as part of the Plan, Do, Review cycle.
- **Seeking the support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services will include Wiltshire Local Authority, Speech and Language Therapy, Children, Adult Mental Health Service (CAMHS) and the Network of SENCOs operating in the local area.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinion of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through School by wider opportunities.

## 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:

- [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, SEND coordinators (SENCOs) and the SEND information report
- **Definitions of special educational needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014**

The SEND Code of Practice suggests four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health difficulties
- Sensory and/or physical needs



A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### 3. Processes and Definitions

**Special Educational Needs & Disabilities (SEND):** Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of same age
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in school.

**Special Educational Provision:** Special Educational Provision (targeted or specialist) is support which is additional to or different from the support generally available to pupils of the same age. (Other than special schools). The Provision is required to match the Pupil's SEND.

**SEN Register:** Pupils placed on the SEND register are categorised using 4 codes.

E Code – Educational Health Care Plan established

K Code – Special Educational Need identified and provisions established to support them

G Code – Pupils are in the process of being access to ascertain whether they have SEND.

H Code – Historical identification of possible SEND, reviewed but found not present.

**Education, Health and Care Plan (E Code):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by local authority after an EHC needs assessment of a child or young person has determined that an EHC plan (EHCP) is necessary, and after consultation with relevant partner agencies. The EHCP is reviewed annually in conjunction with parents, the local authority and school.

**Learning Plan (K Code):** Learning Plan is a way of supporting young people who do not meet/have not met the criteria for an EHCP but have a Specialist Educational Need. Provisions to supported pupils are established (Universal, Targeted or Specialist)



**Graduated Response to SEND Support GRSS (G Code):** Pupils that are currently being assessed to establish whether a Learning Plan and interventions are required.

**Specialist SEN Service (SSENS):** SSENS is a team of Specialist Advisory Teachers, supporting children and young people as part of Wiltshire Council's 0-25 SEND Service. They specialise in practical and realistic teaching and learning strategies which are underpinned by current educational research. The service helps schools and settings understand and meet the needs of children and young people with identified or suspected special educational needs and/or disabilities.

**Medical Condition:** There is no statutory definition of 'Medical Conditions' but the implication of the legislation is that pupils must not be disadvantaged in the provision of education if they require support or special procedures due to a medical problem which may be long term, short term or include a disability (if the last, the Equality Act 2010 also applies). The requirement not to be disadvantaged does not apply if there is an infectious disease that could be dangerous to any pupil or staff member. A pupil with a medical condition may have an Individual Healthcare Plan.

**Parent(s):** Refers to birth parent(s), guardians(s) or any person who has parental responsibility for the pupil or who has care of him/her.

## 4. Roles and Responsibilities

### 4.1 The SENCO and Assistant SENCO

The SENCO is Mrs Emma Maher and the Assistant SENCO is Mrs Wendy Jones. Their contact details are: [senco@sjcs.org.uk](mailto:senco@sjcs.org.uk) / 01722 335380. Mrs Maher and Mrs Jones will:

- Work with the Assistant Head Inclusion and SEND governor to determine the strategic development of the SEND Policy and provision in the School;
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND (K Code), including those who have EHC plans (E Code);
- Ensure the Plan, Do, Review cycle is robust for all pupils on the SEND Register;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the School's approach to providing SEND support;
- 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 Senior Leadership Team and Governing body to ensure that the School meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements;
- Ensure the School keeps the records of all pupils with SEND up to date.

## **4.2 Assistant Head (Inclusion)**

The Assistant Head (Inclusion) is Francesca Nobis. She will:

- Provide strategic oversight and support to the SENCO;
- Ensure the correct progress is made for pupils with SEND;
- Coordinate Year 6/7 Transition

## **4.3 Deputy Heads (Academic and Pastoral)**

The Deputy Head Academic is Richard Rooney and the Deputy Head Pastoral is Kevin McGuinness. They will:

- Ensure the Curriculum is accessible for pupils with SEND;
- Work with the SEND department to ensure interventions are effective;
- Support the SEND department to ensure Adaptive Teaching and learning strategies are in place;
- Ensure Pastoral support is provided, if required.

## **4.4 Headmaster**

The Headmaster is responsible for:

- Work with the Assistant Head Inclusion, SENCO and SEND governor to determine the strategic development of the SEND Policy and provision in the school; and
- Have overall responsibility for the provision and progress of learners with SEND.

## **4.5 Class teachers**

Each class teacher is responsible for:

- The 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 SEND Policy;
- Ensuring they access information on individual pupils' Special Educational Needs, including learning plans, and EHC plans.
- Details of classroom strategies for SEND pupils are detailed on Class Charts and the learning plans and EHC plans are all available on Class Charts. Here staff can access





practical advice, teaching strategies, and information about special educational needs and disabilities.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## 4.6 The SEND Governor

The SEND Governor, Ms Joanne Kingston, will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this; and
- Work with the Assistant Head Inclusion and the SENCO to determine the strategic development of the SEND Policy and provision in the school.

This policy is made accessible to all staff and parents to aid the effective co-ordination of the School's SEND provision.

## 5. Monitoring arrangements

This policy and information report will be reviewed by Mrs Emma Maher (SENCO) **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.

## 6. Links with other policies and documents

This Policy links to our SEN Information Report, Accessibility plan, Behaviour Policy, Complaints Policy, Equality and Diversity Policy, Exams Policy (section 7), and the Supporting Pupils with Medical Needs Policy.



## Useful Links

Website/Resource	Link
SEND Code of Practice for Parents and Carers	<a href="http://www.gov.uk/government/publications/send-guide-for-parents-and-carers">http://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a>
National Network of Parent Carer Forums	<a href="http://www.nnpf.org.uk">www.nnpf.org.uk</a>
Children's Education Advisory Service (CEAS)	<a href="https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas">https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas</a>
Family and Childcare Trust	<a href="http://www.daycaretrust.org.uk">www.daycaretrust.org.uk</a>
Autism Education Trust	<a href="http://www.autismeducationtrust.org.uk">www.autismeducationtrust.org.uk</a>
Bullying Guidance	<a href="http://tinyurl.com/DfE-Bullying-Guidance">http://tinyurl.com/DfE-Bullying-Guidance</a>
Communication Trust	<a href="http://www.thecommunicationtrust.org.uk">www.thecommunicationtrust.org.uk</a>
Dyslexia SpLD Trust	<a href="http://www.thedyslexia-spldtrust.org.uk">www.thedyslexia-spldtrust.org.uk</a>
I CAN (Pupils' communication charity)	<a href="http://www.ican.org.uk">http://www.ican.org.uk</a>
MindEd	<a href="http://www.minded.org.uk">www.minded.org.uk</a>
National Sensory Impairment Partnership	<a href="http://www.natsip.org.uk">www.natsip.org.uk</a>
Epilepsy Action	<a href="https://www.epilepsy.org.uk">https://www.epilepsy.org.uk</a>
Wiltshire Parent Carer Council	<a href="http://www.wiltshireparentcarercouncil.co.uk">www.wiltshireparentcarercouncil.co.uk</a>
Wiltshire Parent Partnership Services	<a href="https://www.actionforchildren.org.uk/in-your-area/">https://www.actionforchildren.org.uk/in-your-area/</a>
Wiltshire SENDIASS	<a href="https://www.kids.org.uk/wisa">https://www.kids.org.uk/wisa</a>
Barnados SEND Support Hub	<a href="https://www.barnados.org.uk/support-hub/send">https://www.barnados.org.uk/support-hub/send</a>

