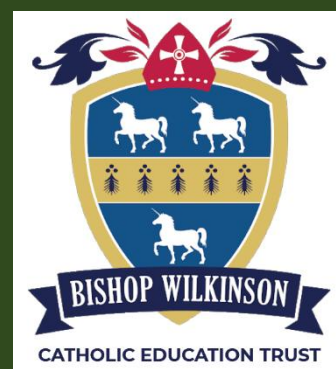




St. Joseph's Catholic Infant & Junior Schools Birtley

Special Educational Needs
and Disability Strategy
September 2026



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Statement of intent



St. Joseph's
Catholic Infant
& Junior Schools
Birtley



OUR MISSION

Let us build a house where hands will reach beyond the wood and stone, to heal and strengthen, serve and teach, and live the Word they've known.

Built of hopes and dreams and visions, rock of faith and vault of grace; here the love of Christ shall end divisions:

All are welcome in this place.

OUR VISION

Lord, in our daily lives, may we:

Love and serve like St. Joseph, care and protect like St. Joseph, work and teach like St. Joseph, show compassion and loyalty like St. Joseph, have trust and faith like St. Joseph.

We follow St. Joseph's virtues and remember our significance in God's world. Amen.



St. Joseph's Catholic Infant and Junior Schools, Birtley, values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation for adulthood, including independent living and employment

I. Legal framework

I.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

I.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Keeping children safe in education (2026)'
- DfE (2026) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

I.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy: Pupils
- Pupil Confidentiality Policy
- Data Protection Policy
- BWCET SEND Strategy Documentation
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Strategy
- Exclusion Policy
- Relationships and Behaviour Strategy
- Complaints Procedures Strategy
- Accessibility Plan

2. Identifying SEND

- 2.1. The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.
- 2.2. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.
- 2.3. 'Less than expected progress' will be characterised using the following stipulations:
 - Progress is significantly slower than the class average, from the same baseline
 - Progress does not match or better the pupil's previous rate of progress
 - Progress fails to close the attainment gap within the class
 - The attainment gap is widened by the plateauing of progress
- 2.4 The school follows the BWCET SEND Inclusion Strategies, which support and advocate for the early identification of SEND.

3. Definitions

- 3.1. For this policy, a pupil is defined as having SEND if they have a:
 - Significantly greater difficulty in learning than most others of the same age.
 - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.
- 3.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 3.3. The school reviews how well equipped we are to provide support across the following areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory, physical and medical needs

The school has had substantial involvement in formulating the four BWCET Trust SEND Strategies which align to the four broad areas of SEND in the SEND Code of Practice.

Communication and interaction

- 3.4. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- 3.5. The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction, flexibility of thinking.
 - The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
- 3.6. The SENDCo will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

- 3.7. Pupils with learning difficulties may require support – the school will offer learning support in line with its local offer as outlined on the school website.
- 3.8. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.
- 3.9. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

- 3.10. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.
- 3.11. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Relationships and Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

- 3.12. There are some conditions whereby a child may have secondary sensory/physical needs because their primary area of diagnosis and/or disability is Autism. Staff will remain vigilant for those pupils who have additional sensory/physical needs and ensure that the provision used to support them is both evidence-informed and is purposeful. There is much conflicting information available on the internet relating to sensory/physical needs. Staff should consult the BWCET Sensory/Physical Strategy for further information.
- 3.13. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), or hearing impairment (HI) may have SEND that requires reasonable adjustments. The school will ensure staff understand that:
- Some conditions can be age-related and can fluctuate over time.

- A pupil with a disability is covered by the definition of SEND if they require special educational provision and long-term reasonable adjustments to enable them to access the curriculum.
- 3.14. Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:
- A tendency to set fires
 - A tendency to steal
 - A tendency to commit physical or sexual abuse towards others
 - Exhibitionism
 - Voyeurism
- 3.15. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

4. Objectives

- 4.1. The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:
- To ensure adaptive teaching is the first response to meeting additional needs before considering additional interventions
 - To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
 - To monitor the progress of all pupils to aid the earliest possible identification of SEND

5. Roles and responsibilities

- 5.1. The local governing committee will be responsible for:
- Communicating with pupils with SEND and their parents when reviewing policies that affect them.
 - Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
 - Securing the special educational provision called for by a pupil's SEND.
 - Designating an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils with SEND.
 - Appointing a designated teacher for Children in our Care (CIOC)/LAC, where appropriate.
 - Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
 - Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils.
 - Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.

- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing a governor to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.

5.2. The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
- Providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the local governing committee in appointing a designated teacher for LAC/CIOC, who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that the SENDCo is provided with training, with an emphasis on mental health, on an annual basis.

5.3. The SENDCo will be responsible for:

- Collaborating with the local governing committee and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Monitoring the link between SEND and attendance and will monitor attendance closely for pupils with SEND.
- Ensuring teachers have an established understanding of different types of SEND.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Pupil Data Protection and Safeguarding policies.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the local governing committee on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.

- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

5.4. Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

6. Early years pupils with SEND

- 6.1. The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.
- 6.2. The school will ensure staff listen and understand when parents express concerns about their child's development.
- 6.3. The school will listen to any concerns raised by children themselves.
- 6.4. The school will ensure that:
- Children with SEND get the support that they need.
 - Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
 - The SENDCo is responsible for coordinating SEND provision.
 - Parents are informed when the school makes special educational provision for their child.
 - A report is prepared and sent to parents that includes the following:

- The implementation of our SEND Policy
- Our arrangements for the admission of children with SEND
- The steps being taken to prevent children with SEND from being treated less favourably than others
- The facilities provided to enable access to the school for children with SEND
- Our Accessibility Plan, showing how we plan to improve access over time

7. Children with specific circumstances

Child in Our Care (CIOC)/Looked After Children (LAC)

- 7.1. Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being a 'child in our care' (looked after child/ren).
- 7.2. The school recognises that pupils who are looked after often have additional needs; and some may have an EHCP.
- 7.3. The school has a designated member of staff for coordinating the support for CIOC.
- 7.4. Where that role is carried out by a person other than the SENDCo, designated teachers will work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an Additional Language (EAL)

- 7.5. The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 7.6. The school will consider the pupil within the context of their home, culture and community.
- 7.7. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- 7.8. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
- 7.9. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

8. Admissions

- 8.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:
 - Not refusing admission for a child that has named the school in their EHC plan.
 - Considering applications from parents of children who have SEND but do not have an EHC plan.

- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
 - Not refusing admission for a child who does not have an EHC plan.
 - Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- 8.2. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

9. Involving pupils and parents in decision-making

- 9.1. Parents of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.
- 9.2. Parents will always be formally notified when the school provides their child with SEND support.
- 9.3. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.
- 9.4. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.
- 9.5. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:
- Focus on the pupil as an individual, not allowing their SEND to become a label.
 - Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
 - Highlight the pupil's strengths and capabilities.
 - Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
 - Tailor support to the needs of the individual.
 - Organise assessments to minimise demands on parents.
 - Bring together relevant professionals to discuss and agree together the overall approach.
- 9.6. The class teacher, supported by the SENDCo, will meet with pupils and their parents on three occasions per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

10. Joint commissioning, planning and delivery

- 10.1. The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 10.2. The school will work closely with local education, Trust, health and social care services to ensure pupils get the right support.
- 10.3. The school/Trust will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this

promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

- 10.4. The school reserves the right to allow external agencies permission to observe pupils in school. Should a parent commission a private service to support their child, then permission for the agency to observe the child in school will not automatically be granted by the senior leadership team. BWCET's Inclusion Team will help to support the school and parent to make a decision in the best interests of all parties.
- 10.5. The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:
 - Population and demographic data.
 - Prevalence data for different kinds of SEND among children and young people at the national level.
 - Numbers of local children with EHC plans and their main needs.
 - The numbers and types of settings locally that work with or educate pupils with SEND.
 - An analysis of local challenges or sources of health inequalities.
- 10.6. The school's General Data Protection Regulation Policy will be adhered to at all times.
- 10.7. The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
 - Improved educational progress and outcomes for pupils with SEND.
 - Increasing the identification of pupils with SEND prior to school entry.
- 10.8. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- 10.9. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

11. Funding

- 11.1. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils. This is usually £6,000 of school allocation.
- 11.2. Personal budgets are allocated from the LA's high needs funding block; the school will work in collaboration with the LA and parents should a personal budget be assigned to a pupil with an EHCP.

12. Local Offer

- 12.1. The school's local governing committee will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:
 - **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.

- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

12.2. The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

13. Graduated approach

13.1. Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENDCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.



14. Assessment

- 14.1. The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- 14.2. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.
- 14.3. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- 14.4. The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.
- 14.5. In tracking the learning and development of pupils with SEND, the school will:
 - Base decisions on the insights of the pupil and their parents.
 - Set pupils challenging targets.
 - Track pupils' progress towards these goals.
 - Review additional or different provisions made for them.
 - Promote positive personal and social development outcomes.
 - Base approaches on the best possible evidence and ensure that they are having the required impact on progress.
- 14.6. Detailed assessments will identify the full range of the individual's needs, not just the primary need.
- 14.7. Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 14.8. Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.
- 14.9. The school has had substantial involvement in formulating the BWCET SEND Strategies and works in partnership with the National Institute of Health and Care Research to support cross-sector collaboration. There is a progression document available in each BWCET SEND Strategy document, which clearly identifies the necessary pathway to follow, should parties have concerns about a child's progress.

15. Training

- 15.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo, as well as external agencies, where appropriate.
- 15.2. Training will cover both the mental and physical needs of pupils with SEND.

- 15.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- 15.4. During staff induction, all staff will receive SEND training.
- 15.5. Training will cover the following:
- Identifying SEND in pupils
 - Liaising with the school's SENDCo
 - Implementing support measures
 - Monitoring the success of those support measures
 - De-escalation techniques
 - Restraining techniques
 - How to develop peaceful learning environments
 - How to develop lessons so they are engaging for pupils with varying forms of SEND
 - Reasonable adjustments
 - How to help with emotional development

16. Promoting mental health and wellbeing

- 16.1. The school implements the BWCET Social, Emotional and Mental Health (SEMH) Policy.
- 16.2. The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.
- 16.3. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- 16.4. Specialist services will be available where a pupil requires such services.
- 16.5. Where appropriate, the school will support parents in the management and development of their child.
- 16.6. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.
- 16.7. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.
- 16.8. For pupils with more complex problems, additional in-school support will include:
- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
 - Additional educational one-to-one support for the pupil.
 - One-to-one therapeutic work with the pupil, delivered by mental health specialists.
 - An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
 - Providing professional mental health recommendations, e.g. regarding medication.

- Family support and/or therapy, upon the recommendation of mental health professionals.

16.9. The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

16.10. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

17. Provision in Collective Worship for pupils with SEND

- The inclusion of children with special educational needs in collective worship should be at the core focus of the school's inclusion strategy. As with any special educational need when accessing the curriculum or collective worship, consideration should be given to the child's individual SEND profile and the four broad areas of the SEND Code of Practice.
- For a child with mild cognitive difficulty, it is unlikely that this difficulty would be a prohibitive factor to pupil participation in collective worship. However, for a pupil who has a profound or severe learning disability (e.g. non-verbal autistic spectrum disorder), there may be times where their participation in whole-class collective worship may not be appropriate; however, separate inclusive provision should be made to allow the child to express their faith by alternative means, in keeping with their special educational need or disability.
- Any decisions around collective worship for those children with learning disabilities, particularly severe neurodisability, should be made in conjunction with the SENDCo, parent or carer and be in the best interests of the child.
- For example, it may be unrealistic to ask a child with severe learning disabilities to sit for 25 minutes in whole-school collective worship; however, separate provision may be offered in an alternative location or for a proportion of the whole school collective worship, in keeping with the pupil's aptitude and ability. Further consideration around inclusion for those children with SEND, should always be made in conjunction with the SENDCo and senior leadership team, involving parents and carers at all steps of the process.
- The school should also pay attention to participation when there is an audience present e.g. taking SEND needs into consideration. For some pupils with SEMH or sensory/physical needs, there may be reasons as to why/how an audience may trigger an increase in SEND presentation. Taking these factors into consideration; the school and parents/carers, should work together for the best interests of the pupil, while ensuring preferences and participation in performances does not exacerbate symptoms or presentation of SEND.

18. EHC plans

18.1. The school will fully cooperate with the LA when research about the pupil is being conducted.

18.2. The school will provide the LA with any information or evidence needed.

18.3. All relevant teachers will be involved in contributing information to the LA.

18.4. Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

- 18.5. The school will meet its duty to provide views on a draft EHC plan within 15 days.
- 18.6. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- 18.7. If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- 18.8. The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.
- 18.9. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- 18.10. All reasonable provisions will be taken by the school to provide a high standard of education.
- 18.11. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- 18.12. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.
- 18.13. The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.
- 18.14. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the SENDCo will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- 18.15. The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.
- 18.16. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.
- 18.17. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
- 18.18. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- 18.19. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

- 18.20. The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

19. Reviewing the EHC plan

19.1. The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

20. Safeguarding

20.1. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND. We refer to the DfE's Keeping Children Safe in Education (2026) to help support us to keep our pupils safe. We know that pupils with SEND may:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- Face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Be greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.
- Face communication challenges or barriers.
- Experience peer-on-peer abuse.

20.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability

without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

- 20.3. The headteacher and local governing committee will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 20.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

21. Transferring between different phases of education

- 21.1. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.
- 21.2. The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools, if the child has an EHC.
- 21.3. The key transfers are as follows:
 - Early years provider to school
 - Infant school to junior school
 - Primary school to middle school
 - Primary school to secondary school
 - Middle school to secondary school

22. SEND tribunal

- 22.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- 22.2. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first – we are unable to influence SEND tribunal.
- 22.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the Trust and/or LA and will direct parents to SENDIASS, when required.
 - Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
 - Parents are made aware that Ofsted can consider complaints relating to whole school SEND and early years provision, if the problem has not been resolved informally.
- 22.4. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

- 22.5. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.
- 22.6. If disagreements are not resolved at a local level, the case will be referred to the DfE.
- 22.7. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 22.8. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

23. Supporting successful preparation for adulthood

- 23.1. The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. progression into Key Stage 3/secondary school.
- 23.2. The school will engage with secondary schools, as necessary, to help plan for any transitions.
- 23.3. The school will transfer all relevant information about pupils to any educational setting that they are transferring to, in accordance with safeguarding and GDPR responsibilities.
- 23.4. If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education; however, this will be carried out in accordance with the BWCET Trust Alternative Provision policy. Alternative provision will be used only where it is in the pupil's best interests and will be subject to ongoing review.

- 23.5. The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.
- 23.6. The schools educate pupils of primary age, but we will ensure we help support secure independent, impartial careers guidance and note that for pupils in Years 8-13 they should have:
 - Discussing preparation for adulthood in planning meetings with pupils and parents from Year 8.
 - Helping pupils and their parents prepare for the change in legal status once a pupil is above compulsory school age.
 - Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
 - Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.
- 23.7. The school's personal development and careers programme includes details on how the school will work with pupils with SEND to ensure they are prepared for the workplace.

24. Data and record keeping

- 24.1. The school's records will:
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
 - Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
 - Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- 24.2. The school keeps data on the levels and types of need within the school and makes this available to the LA.
- 24.3. The SEND information report will be prepared by the local governing committee, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.
- 24.4. All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

25. Confidentiality

- 25.1. The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:
- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
 - On the order of any court for any criminal proceedings.
 - For the purposes of investigations of maladministration under the Local Government Act 1974.
 - To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
 - To Ofsted inspection teams as part of their inspections of schools and LAs.
 - To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
 - To the headteacher, head of year, or SENDCo of the setting at which the pupil is intending to start their next phase of education.
- 25.2. The school will adhere to the Pupil Confidentiality Policy at all times.

26. Resolving disagreements

- 26.1. The school is committed to resolving disagreements between pupils and the school.
- 26.2. In carrying out of duties, the school:
 - Supports early resolution of disagreements at the local level.
 - Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- 26.3. The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

27. Publishing information

- 27.1. The school will publish information on the school website about the implementation of this policy.
- 27.2. The local governing committee will publish details of the SEND information report on the school website.
- 27.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

28. Monitoring and review

- 28.1. The policy is reviewed on an annual basis by the headteacher in conjunction with the local governing committee; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.
- 28.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.
- 28.3. The next scheduled review date for this policy is annually or sooner, if changes are identified.

Appendix A



St. Joseph's
Catholic Infant
& Junior Schools
Birtley



Date

Dear Parent/Carer,

SEND Provision for NAME – Stage*****

We have recently reviewed our SEND provision in order to best meet the needs of the children on our SEND overview and provide a clearer stepped approach to our provision.

At St. Joseph's Catholic Infant and Junior Schools, we have 5 stages of provision for children who require additional support, or adjustments to their learning or environment.

Stage 1 pupils have access to the following provision:

- Specific strategies to support your child in the classroom (*reasonable adjustments*).
- Low-level interventions to support their needs. This could be phonics, writing, maths, emotional literacy support etc.
- Monitoring of progress by SENDCo half-termly.

Stage 2 pupils will have access to stage 1 provisions plus:

- Regular intervention, or additional support from a teacher or TA.
- A one-page personalised profile, which outlines the child's strengths and needs.

Stage 3 pupils will have access to stage 1 & 2 provisions plus:

- **Name is on the school's SEND Register and is recorded as receiving SEND Support.**
- May have current specialist service involvement (e.g. Educational Psychologist, CYPS, Speech and Language etc.)
- Receive longer term interventions and require additional support from a teacher or a TA.
- An SEND Support Plan is in place, which outlines specific targets to support the needs of the child, which are reviewed on a regular basis and updated twice a year (December and June), alongside discussions with outside agencies (if appropriate) and parents and carers.

Stage 4 provisions are for those children who require further specialist support and potential funding to ensure their needs are met. At this stage a request for a statutory needs assessment is submitted to the Local Authority (LA) SEND Team.

Stage 5 the request for a statutory needs assessment is successful and an Educational Health Care Plan (EHCP) has been awarded. Please note, EHCPs are only awarded for children with the most complex needs in the LA.

Your child is currently on: Stage****

If you have any questions regarding the contents of this letter, or require any further information, please do not hesitate to contact me on the email address or telephone numbers at the top of the letter.

Kindest regards,

St. Joseph's.

Appendix B – SEND Support Plan Example



Support Plan (SP) - V2 Export

Anthony Stewart | 2025-26 | Term 1
St Jude's



Tutor: 4A | Year Group: 6
Exported: 24 Mar 2026, 14:11

All About Me

Aspirations, strengths & interests

Enjoys being outside when he can, riding his bike or walking the family dog. Happy to come to school and enjoys seeing his friends. Strong relationships with his family, especially his mam and sister. Would like to do something practical.

Dislikes: Maths and having to do long tests. I need adults to help break things down for me and give me space when I am struggling at times and to notice early signs of overload. I respond positively when feedback is short, calm and linked directly to one next step I can apply straight away. I make strongest progress when success criteria are clear and adults check my understanding before independent work starts.

Nature of Difficulty

Recent assessments have shown Anthony to be a 'late emerging reader'. His word reading and comprehension are very low compared to age expectations. Difficulties include poor phonological awareness, difficulty retaining and using phonic knowledge, issues with language and communication and limited vocabulary.

Cognitive assessments show Anthony to have a learning disability - in particular non-verbal reasoning difficulties. This means Anthony will have difficulties with following instructions, slow processing, problem solving, inconsistencies in performance and find tasks such as drawing or interpreting graphs difficult.

These combined issues can leave Anthony feeling frustrated and have greatly impacted his self-esteem. This often presents as Anthony 'opting out' or at times displaying low level behaviours as a stress response. He has some verbal reasoning difficulties that impact his ability to retell an event, empathise with others or predicting what could happen next.

Anthony finds it difficult to see the 'bigger picture' This issue with central coherence can impact Anthony's engagement with learning and his ability to read contextual clues. This can leave Anthony reacting inappropriately or in an untypical manner. Anthony is waiting for assessment for ADHD/Autism.

External Agencies

Agency	Contact Details	Referral Date	Start Date	End Date
Educational Psychologist	Local Authority EP commissioned at SENDCo request	03 Nov 2025	08 Dec 2025	15 Dec 2025
CYPS	Local Authority ND Pathway	18 Dec 2025	-	-

Cognition and Learning - 2025-26 / Term 1

Rank/Priority: 1

Range/Threshold: 3

Needs / Support - Cognition and Learning

Need	Strategies that Work Well
Anthony requires adapted curriculum access due to a learning disability, slow processing and working memory difficulties.	- Highly adapted tasks in all lessons, using simple language and small manageable periods of learning. - High level of adult support, including 1:1 sessions outside the classroom. - Daily reading intervention and opportunities for pre-teaching. - Frequent opportunities for repetition and practice to ensure fluency. - Adults to check understanding and attention using his name and non-verbal gestures. - Visual support such as visual checklists to promote independence. - Additional processing time in daily activities. - Access arrangements including extra time and a reader.
Anthony needs support to understand and respond to curriculum questions due to language comprehension difficulties and limited vocabulary.	- Highly adapted tasks with visual aids like pictures, diagrams and flowcharts. - Provide sentence starters or multiple-choice options to guide responses. - Regular practice sessions to answer 'how' and 'why' questions in a supportive environment. - Give immediate feedback and positive reinforcement. - Extra time to process information and movement breaks when needed. - Targeted teaching of vocabulary with opportunities to revisit.

Targets - Cognition and Learning

Aim	Target	Additional Provision/Support	Evidence	Review Outcome
Anthony will develop his understanding of core curriculum concepts.	Anthony will, with a high level of adult support, be able to consistently identify the essential learning/content from a lesson (at the end of that lesson)	- Highly adapted tasks in all lessons, using simple language and reduced to small manageable periods of learning - A high level of adult support to deliver this in a bespoke and meaningful manner (ideally, or at least in some instances, outside the classroom so that support sessions can be geared to Anthony's level of understanding and his pace of learning) - Opportunities for pre-teaching - Frequent opportunities for repetition and practice to ensure fluency - Adults to check Anthony's understanding and attention, using his name and non-verbal gestures - Visual supports (e.g., visual checklists) to promote independence - Additional processing time	Anthony is able to identify the main learning from the lesson when this is delivered in small, manageable steps and reinforced through regular adult support. He benefits from simplified language, repetition, visual prompts and checking for understanding throughout the lesson.	Achieved
Anthony will develop his ability and confidence to respond to curriculum questions during lessons.	Anthony will be able to accurately answer 'how' and 'why' questions related to curriculum topics (e.g. science experiments, historical events) using visual aids and structured prompts, when asked by a familiar adult.	- Highly adapted tasks - Provide visual aids (pictures, diagrams, flowcharts) to help Anthony understand and respond to questions - Provide sentence starters or multiple-choice options to guide responses - Conduct regular practice sessions answering 'how' and 'why' questions in a supportive environment - Give immediate feedback and positive reinforcement to encourage progress - Extra time to process information - Movement breaks when Anthony shows sensory-seeking behaviours or signs of dysregulation - Targeted teaching of vocabulary with opportunities for review	Anthony is beginning to answer simple 'how' and 'why' questions related to lesson content when supported by a familiar adult, visual prompts and structured sentence starters. He responds best when questions are broken down, linked to recent learning and followed by immediate feedback.	Achieved

Communication and Interaction - 2025-26 / Term 1

Rank/Priority: 2

Range/Threshold: C

Needs / Support - Communication and Interaction

Need	Strategies that Work Well
Anthony requires guided and modelled support to engage in social interactions due to communication and social skills challenges	- Adults guide and model interactions, prompting sentence starters and role-play scenarios. - Adults model and recast Anthony's speech, providing appropriate commentary. - Use conversation strips or prompt cards as visual supports. - Adults co-regulate, demonstrating empathy, positive facial expressions and a calm voice. - Adults to remember that Anthony struggles to see another person's perspective and will respond in this way-for example if off task as looking for a pen in his bag and a teacher challenges him, he will not be able to independently see that this could look like a deliberate or chosen act-he will then respond from his perspective.

Targets - Communication and Interaction

Aim	Target	Additional Provision/Support	Evidence	Review Outcome
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Aim	Target	Additional Provision/Support	Evidence	Review Outcome
Anthony will develop his ability to seek help in an appropriate way with familiar and unfamiliar adults.	Anthony will be able to respond appropriately to all adult interactions (for example when asked if he understands a task, needs help or is given an instruction; he will be able to answer and hold a reciprocal conversation with 2 exchanges using simple language when guided by adults)	- Adults to guide and model interactions (prompting sentence starters and role-play scenarios) - Adults to model and recast Jay's speech appropriately, providing commentary - Use conversation strips or prompt cards as visual supports - Adults available to co-regulate (demonstrating empathy, connection, positive facial expressions, and a calm voice to regulate stress)	Anthony is beginning to respond more appropriately to adult interactions when supported by modelling, prompt cards and simple sentence starters. He is able to ask for help or answer simple questions with familiar adults and can take part in a brief reciprocal exchange when guided.	Achieved

Social, Emotional and Mental Health - 2025-26 / Term 1

Rank/Priority: 3

Range/Threshold: C

Needs / Support - Social, Emotional and Mental Health

Need	Strategies that Work Well
Anthony needs strategies to regulate his sensory processing and energy levels to maintain attention and engagement.	- Adults prompt using Anthony's name to refocus attention. - Provide movement breaks in class and access to secondary style fidget tools as needed. - Break tasks down into smaller chunks to aid focus. - Implement a daily check-in system and adults to be vigilant for signs of overwhelm.

Targets - Social, Emotional and Mental Health

No targets in this section.

Attendance - 2025-26 / Term 1

Term	Actions
Term 1 (95.6%)	Phone family if arrival after 09:10 to check reason and safety

Review Feedback - 2025-26 / Term 1

Field	Value
School Feedback	Anthony has made steady progress towards his targets this term. He is increasingly able to identify the main learning from a lesson when this is broken down into small steps and reinforced by an adult using simple language and visual prompts. He is also beginning to answer simple 'how' and 'why' questions about familiar lesson content when given structured support, additional processing time and guided sentence starters. In his interactions with adults, Anthony is showing growing confidence in asking for help appropriately and can now take part in short reciprocal exchanges with familiar adults when prompted. He continues to need a high level of adult support, particularly when learning is less familiar or when he is feeling dysregulated, but the strategies in place are helping him to feel more secure, engaged and successful in class. Continued focus on repetition, vocabulary development, visual scaffolds and supported communication will help to build on this progress.
Parent Feedback	Anthony seems more positive about school and is more willing to talk about his learning at home than he was previously. We have noticed that he is beginning to ask for help more appropriately instead of becoming as frustrated straight away, especially with adults he knows well. He is also starting to explain things a little more clearly when questions are kept simple and broken down for him. We feel that the visual supports, repetition and encouragement are helping his confidence. He still needs reassurance and support when work feels difficult, but we are pleased that he is making progress and would like the current support to continue.
Pupil Views	I like it when adults help me and explain things clearly. The pictures and prompts help me know what to do. I am getting better at asking for help when I need it. I like it when someone helps me answer questions and gives me time to think. Sometimes work is still hard, but I feel better when things are broken down and someone talks me through it.
Date of Review	10 Dec 2025
Reviewed By	J Bruce

Appendix C – One-Page Profile Example

St. Joseph's Infant and Junior Schools - One-Page Profile - Stage 2

Name:						Insert photo of child.
School:						
Year:						
Age:						
Date created:						
Review date:	1 year from date created, or last reviewed.					
Written by:						
Area of need: Please refer to the 4 areas of need from the SEN code of practice – if more than one area, please number then in order:	Cognition and Learning:		Sensory, Physical and Medical:			
	Communication and Interaction:		Social, Emotional and Mental Health:			
Academic data (if applicable) – standardised assessment, where possible:	English Reading:	English Writing:	Mathematics:	Phonics:		
	Nuffield Early Language Intervention Overall Percentile Rank:	Expressive Speech:	Speech and Language Screening Tools: e.g. Language Screen			
		Receptive Speech:	Comment on: 2/3/4 part understanding			
		Listening Comprehension:	Comment on: 2/3/4 part oral sentence structure			
	Sentence Repetition:	Renfrew Action Picture Test (RAPT):				
Contextual data:	English as an Additional Language: (State home language)	Pupil Premium:	SGO/CIOC/ Post-LAC:	Summer born:	Medical Needs (if applicable):	
	Early Help Assessment:	Single Assessment:	Child In Need:	Child Protection:		
Suggested additional and different approaches:			Reasonable adjustments:			
- Use his name to focus attention - Seat in a position in the classroom where he is less likely to get distracted e.g. near teacher - Give short instructions and visual cues - Provide modelled examples/ word banks/ sentence starters/ practical equipment - Ensure an adult checks NAME understands what he needs to do before he starts a task			- Access to a quiet area at break and lunchtimes - Support to complete homework in school - Work differentiated and scaffolded for needs - Provide immediate feedback - Extra time to complete tasks - Literacy intervention - Weekly ELSA sessions			
Areas of strength:						
- NAME is a polite, kind and friendly boy - NAME enjoys football - NAME is highly motivated by adult attention						

- NAME has a functional reading age
- Assessments show expected progress in ?? subjects
- Mostly good behaviour and attitude in lessons

Areas of difficulty:

- Prior EP involvement
- NAME can be easily distracted
- Recent assessments show that NAME is currently making less than expected progress in Maths. English (reading and writing) , Food technology and PE.
- NAME struggles to work independently and needs lots of adult support and reassurance to engage.

Historic Multi-Agency Involvement (if applicable):

- Historic intervention from: _____
-

