



# St Joseph's Catholic Primary School – SEND Intent, Implementation and Impact Statement



## **Mission Statement**

*“Jesus light our way on our faith journey.  
Be our guide, our joy and our hope, as we learn, live, love and pray together.”*

## **Special Educational Needs and Disability Statement of Intent**

At St Joseph's Catholic Primary School, we aim to provide a fully inclusive curriculum to all our children. Every child at St Joseph's is an individual, who has a wide range of academic and personal needs. Children with Special Educational Needs and Disabilities (SEND) at St Joseph's will all have the opportunity to work with a range of appropriate, external agencies to help identify specific needs.

We strive to ensure that every child at St Joseph's is given equal opportunities to access resources and the curriculum. Our SEND children will be given the opportunity to participate in a range of appropriately planned and delivered interventions. These interventions will endeavour to reduce any gaps in learning that our children may have.

If any child at St Joseph's is newly identified as needing extra support, staff will always talk to parents about this. A child at St Joseph's who is identified with extra educational needs, has an Individual Target Plan (ITP) written with the class teacher and support staff, which will be shared with both parents and the child, to support their progress.

## **Special Educational Needs and Disability Implementation Statement**

The following has been implemented in order for SEND pupils to succeed:

Staff are given opportunities to improve their knowledge and understanding of a range of SEND needs through CPD and training opportunities. These opportunities are facilitated both in house and from outside agencies. This training allows staff to stay up to date with developments to SEND provision, but also to feel supported when working with a child who may have specific needs which haven't been encountered before.

Staff implement our aim to provide a fully inclusive curriculum to all our children, by ensuring that conversations are had, not only between other members of staff, but with parents and outside agencies. These conversations often result in children being given a Language and Literacy or Maths Framework continuum. These continua then allow for children's specific needs and gaps in learning to be identified and for staff to plan an appropriately differentiated curriculum.

Support is not just available in whole class settings, appropriately planned interventions are in place, taking into account the individual needs of the learner. The children are initially assessed so that interventions can be planned and delivered to support the specific needs that learners have. Frequent assessments throughout the period of intervention will aim to ensure that gaps in learning are reduced.

All classrooms have access to appropriate resources to support SEND pupils. A maths resource box is available in each year group. These boxes provide easily accessible resources to help support the learning that is going on within that year group. The children also benefit from the use of “working wall” displays which can be found throughout school. These working walls allow for staff to be able to display current curriculum content to allow individual learners to access support where it is needed. All classrooms and



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teaching areas have a visual timetable. These visual timetables provide stability and routine to be visually represented. This is something which can often be required from SEND learners.

### **Special Educational Needs and Disability Impact Statement**

The impact of the provision for our Special Educational Needs and Disabled children at St Joseph's Catholic Primary School is that we ensure our children are happy, safe and have their needs met appropriately. Our children are able to receive an education that is planned and resourced for their needs, in an environment which is suitable to support them.

Our children and their families, have the access to support from outside agencies, who through formal meetings and informal events such as coffee mornings are able to engage and receive the support they require. This support not only can assist in formal processes but also allows for day to day support too. Where possible and appropriate, our SEND children are encouraged to be as involved as is possible with choices about their education also.

Our families are kept informed of all aspects of their child's education from both classroom staff and through conversations and meetings with the SENCO and other members of the SLT. The impact of these positive relationships and dialogues is parents feel as though they are being listened to and supported too.