

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Mount St Joseph Document Control Table			
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Document History		
Version	Date	Notes on Revisions
1	01 Sept 2013	
2	31 Mar 2016	School name changed to Mount St Joseph (Removal of Business & Enterprise College) Revision of staffing roles
3	01.09.2017	SEND Code of Practice Bolton Code of Practice Staffing
4	01.09.2018	Reviewed – no amendments other than staffing changes
5	01.09.2019	Reviewed – minor amendment to service name p13 and staffing
	01.09.2020	Reviewed no amendments required.
	01.09.2021	Reviewed – removed IDL info as no longer used
	01.09.2022	Reviewed – no amendments required.
	01.09.2023	Reviewed – no amendments required.
	01.09.2024	Reviewed – no amendments required
6	13.08.2025	Reviews – Minor amendments
7	30.06.26	Reviewed – Minor updates around the inclusion standards DFE 2026

Basic Principles

The leadership, staff and governing body are committed to supporting every child and promoting the well-being and welfare of all its students, staff and visitors.

Introduction

This policy is written in accordance with the Children and Families Act 2014, the SEND Code of Practice: 0–25 years (2015), the Equality Act 2010, the SEND Regulations 2014, relevant provisions of the Education Act 1996, the Area SEND Inspection Framework (Ofsted/CQC), and the Department for Education's SEND and Alternative Provision Improvement Plan – Right Support, Right Place, Right Time (2023).

It also reflects the expectations of Ofsted's 2025 Education Inspection Framework and state-funded schools inspection toolkit, which place inclusion at the heart of school improvement and require schools to demonstrate how barriers to learning are identified, reduced and evaluated to improve outcomes for all pupils.

The current statutory framework remains the Children and Families Act 2014 and the SEND Code of Practice (2015). However, Mount St Joseph also recognises the direction of travel set out in the DfE's 2026 SEND Reform Programme, including the proposed National Inclusion Standards, and will continue to strengthen inclusive practice through high-quality adaptive teaching, early identification, effective partnership working and rigorous evaluation of impact.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable individual students to participate fully in society and to contribute to and benefit from it.

- High quality teaching that is adapted for all and underpins progress for all students, including those with SEND while ensuring that all students access the same curriculum offer

- The school will avoid lowering ambition for pupils with SEND. Adaptations should remove barriers to learning and participation while maintaining access to the same broad, balanced and ambitious curriculum wherever possible.

- In line with the Excellence at MSJ strategy, DfE reform and Ofsted expectations, inclusive practice begins with high-quality, adaptive teaching in every classroom. Teachers ensure all pupils can access ambitious learning through explicit instruction, modelling, assertive monitoring, targeted checks for understanding, explicit teaching of vocabulary, effective scaffolding, reasonable adjustments and responsive adaptation, enabling pupils with SEND to learn successfully alongside their peers.

- Students who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

- Students should have special programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

The management of SEND

The SEND co-ordinator is **Mr M Hulton** and he has the responsibility for the day to-day operation of the SEND policy and Department.

The SEND co-ordinator will:

a) Oversee the strategic and operational leadership of SEND provision, ensuring high-quality support through whole-class, small-group and individual interventions.

b) Lead, deploy and develop the Learning Support Assistant team to maximise pupil independence and impact.

c) Maintain the SEND Register, statutory documentation and accurate records in line with legislative requirements.

d) Monitor the progress, attainment and wellbeing of pupils with SEND, ensuring provision is reviewed regularly through the Assess, Plan, Do, Review cycle.

e) Work collaboratively with pupils, parents/carers, staff and external agencies to secure the best possible outcomes for pupils with SEND.

f) Coordinate and quality assure Person-Centred Reviews and annual reviews for pupils with Education, Health and Care Plans (EHCPs).

g) Provide strategic advice and guidance to teachers and leaders to ensure high-quality adaptive teaching, reasonable adjustments and effective implementation of pupil profiles across the curriculum.

h) Monitor and evaluate the quality and impact of SEND provision, including provision maps, classroom practice and outcomes, ensuring the graduated response is implemented consistently.

i) Analyse whole-school SEND data, including attendance, behaviour, achievement, curriculum access, enrichment and pupil voice, to identify barriers to learning and drive continuous improvement.

j) Lead SEND professional development, ensuring staff are confident in implementing the school's inclusive practice, the Excellence at MSJ pedagogical approach, current statutory guidance and emerging national inclusion priorities.

k) Report regularly to the Headteacher and Governing Body on SEND provision, statutory compliance, quality assurance findings and the impact of provision on pupil outcomes.

Admission arrangements

The school adheres to the admission policy of the LA and therefore has no special provision under admission arrangements for limiting or promoting access for students with special educational needs or disabilities who are without Education, Health and Care Plans. It does, however, endeavour to provide appropriate support for students with a range of special educational needs/disabilities.

SEND specilaisms

The school accommodates provision for students who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical
- Medical conditions

In particular, the school caters for students who have additional Physical Needs and Autism.

Inclusion and belonging

At Mount St Joseph, inclusion is a whole-school responsibility embedded within leadership, teaching and pastoral practice. We ensure pupils with SEND are known, valued, feel safe and experience a strong sense of belonging, enabling them to participate fully in all aspects of school life, including the curriculum, Catholic Life and Mission, personal development, careers education, enrichment, leadership opportunities and educational visits.

We use the graduated response to identify and remove barriers to learning, regularly evaluating the impact of provision through pupil progress, attendance, behaviour, participation, pupil and parent voice, learning walks, work scrutiny and quality assurance activities.

Where additional support is required, including targeted intervention or provision within The Hub, this is carefully planned, time-limited and outcome-focused, with the primary aim of enabling pupils to access and succeed within the mainstream curriculum alongside their peers wherever appropriate.

Leaders monitor participation and outcomes for pupils with SEND and use this information to continually refine provision, ensuring inclusive practice is embedded across the school rather than operating as a separate SEND process. High-quality adaptive teaching, supported by the Excellence at MSJ strategy, remains the foundation of our inclusive approach

Access for the disabled

Mount St Joseph is committed to ensuring that disabled pupils can access all aspects of school life. In accordance with the Equality Act 2010, the school makes reasonable adjustments to remove barriers to learning and participation, ensuring that no pupil is placed at a substantial disadvantage. High-quality adaptive teaching forms the foundation of our universal provision and includes accessible classroom routines, appropriate seating plans, explicit instruction, structured modelling, scaffolding, explicit vocabulary teaching, retrieval practice, assistive technology where appropriate, and assessment arrangements that reflect a pupil's normal way of working. Teachers remain responsible and accountable for the learning and progress of all pupils with SEND. Learning Support Assistants and targeted interventions are used to complement, rather than replace, high-quality classroom teaching and planned adaptations delivered by the class teacher.

Special educational needs / disabilities budget allocation and analysis in relation to the delivery of SEND support

With regard to the annual allocated budget as set out in LA documentation and in line with the aims and beliefs of this policy document, the following information outlines the basis on which the School plans for the delivery of SEND support.

Analysis of Best Value

The SEND Co-ordinator and Senior Leadership Team will evaluate the effectiveness of SEND provision using a combination of quantitative and qualitative evidence to ensure resources are deployed effectively and improve outcomes for pupils with SEND. Best value will be judged by the extent to which provision improves access to learning, curriculum progress, attendance, behaviour, participation, independence, wellbeing and preparation for adulthood.

Evaluation will include:

- Progress, attainment and achievement data for pupils with SEND, including comparison with individual starting points and expected outcomes.
- Reading, spelling, literacy and other diagnostic assessments to evaluate the impact of interventions over time.

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- Progress, attainment and achievement data for pupils with SEND, including comparison with individual starting points and expected outcomes.
- Reading, spelling, literacy and other diagnostic assessments to evaluate the impact of interventions over time.

- Standardised assessment information and internal assessment data to identify strengths, barriers to learning and next steps.
- Attendance, behaviour, exclusion, participation and enrichment data to monitor inclusion and belonging.
- Quality assurance activities, including learning walks, lesson visits, work scrutiny and pupil profile reviews, to evaluate the effectiveness of adaptive teaching, reasonable adjustments and classroom practice.
- Pupil, parent/carer and staff voice to evaluate the quality, accessibility and impact of SEND provision.
- Regular review of provision maps, interventions, staffing deployment and use of resources to ensure support is evidence-informed, targeted and represents best value.

Future Planning

Future planning on SEND takes place in accordance with:

- Ongoing evaluation of best value
- Annual SEND budget allowance
- Ongoing LA and government directives
- SEND Departmental Improvement Plans
- Whole School Provision

Identification, assessment, record keeping and review

Students are identified as having Special Educational Needs/Disabilities initially through liaison with feeder primary schools. The SEND management team attend transitional reviews at feeder primaries, interview Year 6 class teachers, work with and observe students in their primary classrooms, meet with prospective parents at meetings, welcome evening and our additional transition coffee morning. Continuity of provision is made in this way and through transfer of LA recording documentation and transition documentation.

Students who arrive at Mount St Joseph at the beginning of Year 7, or who have transferred from other secondary schools, are identified as having Special Educational Needs/Disabilities through the use of the criteria set out below:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques or behaviour policy usually employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Students can additionally be added to the SEND Support Register via referral or by gathering information through the following channels:-

1. Liaison with teachers.
2. Liaison with pre-school provision / primary schools
3. Liaison with parents by school parents' meetings and individual contact: school-parent / parent-school.
4. Liaison with external agencies where students may have been known to their service.
5. Liaison with external medical provision

The 'Graduated Approach' to SEND provision

Decisions about SEND Support are never based on a single source of evidence. The school uses a graduated approach, triangulating assessment data, classroom evidence, teacher observations, pupil and parent/carer views, attendance, behaviour and wider participation to identify barriers to learning at the earliest opportunity. Where concerns are identified, timely adaptations to teaching and targeted support are implemented and reviewed through the Assess, Plan, Do, Review cycle.

In line with the direction of the DfE SEND Reform Programme (2026), Mount St Joseph recognises that SEND is identified through barriers to learning, development and participation rather than diagnosis alone. Whilst the four broad areas of need within the SEND Code of Practice (2015) remain the current statutory framework, staff are supported to consider a wide range of needs, including executive functioning, speech, language and communication, sensory and physical needs, motor development, social, emotional and mental health, and cognition and learning.

A pupil may be considered for inclusion on the SEND Register where evidence indicates a sustained special educational need, including, but not limited to:

- Persistent barriers to learning despite high-quality adaptive teaching.
- Reading age below 9 years 6 months.
- Spelling age below 8 years 6 months.
- Significant discrepancies within CAT4 profiles (e.g. verbal or quantitative scores 10 or more points below non-verbal ability).
- CAT4 average score below 85, alongside evidence of ongoing educational need.
- Literacy, cognition or learning difficulties requiring additional provision.
- A diagnosed medical, physical or neurodevelopmental condition that has a significant impact on learning, participation or access to the curriculum.
- Evidence from external professionals, teachers, parents/carers or the pupil indicating that additional SEND provision is required.

    - Dyslexia
    - Dyspraxia
    - ADHD
    - ASD
    - OCD
    - Anxiety (under CAMHS)
    - Behavioural issues
    - Students where intervention by HOY has had no little or no impact over a period

of 2 terms

In Summary, assessment is carried out by professionals using a range of standardised assessments, observations, meetings with parents/carers and students and through discussion with classroom teachers. Students who meet the criteria as set out above will be given support and offered intervention according to need as set out on the school's provision map.

Assess, Plan, Do, Review Cycle

We follow the Assess, Plan, Do, Review (APDR) cycle to ensure provision is responsive, evidence-informed and focused on improving outcomes. Teachers remain responsible and accountable for the progress of pupils with SEND, even where additional support is provided by others. High-quality adaptive teaching is the first response to identified need, supported by targeted, evidence-based interventions where appropriate. Each APDR cycle identifies the pupil's barriers to learning or participation, intended outcomes, universal classroom strategies, targeted provision, responsible staff and review arrangements. Provision is planned in partnership with pupils and parents/carers, regularly reviewed through formal and informal assessment, and evaluated not only by the delivery of support but by its impact on curriculum access, progress, independence, confidence and participation in school life.

Managing students on the SEND Support Register

Provision for students with SEND is a whole school responsibility, reviews and evaluation of that provision must involve all who are involved in the students' academic and social education. This is achieved through:

- Regular standardised testing and analysis of progress in internal and external examinations.
- Student progress into further education or work is monitored through liaison with students, parents, further education colleges and the careers service (Connexions).
- Students' Profiles and progress towards achieving stated targets are reviewed at least termly.
- In line with requirements of the SEND Code of Practice reviews for students receiving SEND support occurs at least 3 times per year. One of these reviews will take place at the annual parents' evening, one will be arranged as part of the SEND coffee morning and the third will be a formal meeting in the form of a person centred review. Views of parents/carers, students, subject and pastoral staff, support assistants and other support agencies are recorded and review outcome informs target setting. Students are fully involved in the setting of those targets. Likewise, they will evaluate their own progress through

comment at the review meeting and through written comment produced before and discussed at the meeting.

- Formal meetings are arranged regularly between the SEND team and the Assistant Headteacher with responsibility for SEND, and informal liaison occurs on a daily basis.
- A full SEND report, Departmental SEF/DIP reports and Action Plans are presented to the governors for discussion annually.
- The SEND management team meet weekly to discuss effectiveness of provision and to review the SEND register.
- Formal and informal meetings between the SEND, pastoral and subject staff, are arranged regularly.
- Examination of students' reports and reported grades.
- Reports and evaluations from specialist teachers and outside support agencies.
- Progress made towards achieving Educational Health Care Plan objectives.

Criteria for exiting the SEND Support Register

Students who make significant progress may require support at increasingly lower levels of intensity. Where a student exceeds the criteria for entry onto the SEND register, or if their progress is in line with their peers, then discussion will be held within school, and in consultation with professionals, parents/carers and the student, around removal from the SEND Support Register.

Provision available for SEND students

Provision will be organised through a graduated model aligned to emerging National Inclusion Standards: universal support available to all pupils; targeted support for pupils requiring additional short-term or sustained help; targeted plus support involving specialist advice or multi-agency input; and specialist statutory provision for pupils with an EHCP or where statutory assessment is required. This wording anticipates national reform but does not remove any existing statutory entitlement.

Provision for SEND students is set out in the School's Offer which can be found on the school website. In summary these provisions are set out below:-

Cognition and Learning

Students who have literacy, numeracy, working/long-term memory difficulties or who otherwise find learning difficult can be offered a wide range of interventions. These interventions include, but are not limited to, the following:-

- Small group teaching
- teaching
- ICT based solutions
- Access to working with outside agencies

Communication and Interaction

Students who have literacy, numeracy, working/long term memory difficulties or who otherwise find learning difficult can be offered a wide range of interventions. These interventions include, but are not limited to, the following:-

- Small group teaching
- Access to speech and language interventions
- support sessions
- Access to working with outside agencies

Social, Emotional and Mental Health Difficulties

These interventions include, but are not limited to, the following:

- Behaviour management work
- support sessions
- Access to nurture sessions
- Small group social support/anxiety management group

Physical and Sensory Difficulties

Support for Physical and Sensory difficulties is always provided in consultation with the sensory support services, physiotherapy and occupational therapy services and in light of the school's accessibility plan.

Access to the curriculum

To accommodate students, who are designated as having a special educational need/disability, the school provides:

- One specialist teacher and / or learning support assistants to provide support enabling appropriate access to the curriculum via in-class, small group and individual support.
- Individual teaching programmes designed to meet the needs of each particular child.
- Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).
- Specialist equipment.
- Student profiling identifying individuals needs
- Specific teacher training
- Emotional Support
- Specific Year 7 nurture group

The school aims to include all students with special needs and disabilities into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best

solution is withdrawal for special intensive programmes to be taught.

Any decision to withdraw a pupil from a subject, lesson or wider opportunity will be exceptional, clearly justified, time-limited, communicated with parents/carers and reviewed for impact. The presumption remains that pupils with SEND should participate in mainstream curriculum and wider school life wherever this is in their best interests and can be achieved through reasonable adjustment.
Curriculum access will be quality assured through departmental reviews, learning walks, work scrutiny and pupil voice. Leaders will check whether pupils with SEND are learning the intended curriculum, using appropriate scaffolds, receiving feedback, developing key vocabulary and being supported to remember and apply knowledge over time.

Parents and students will always be involved in discussion when these situations arise and the student's welfare will be the major factor considered when decisions are taken.

Internal and external assessment

At key points within the school year students will be required to sit internal and external assessments and exams. The SEND department offer a wide range of support

mechanisms to facilitate the needs of SEND students to ensure that all students have the best possible chances of maximising their potential, these include:

- LSA support within the classroom
- Scribes and readers
- Extra time allocations within assessments
- Small exam/assessment environments
- ICT facilities
- Rest breaks
- A range of SEND resources to facilitate learning and assessment

Access arrangements are implemented in accordance with the current Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments (AARA) and Instructions for Conducting Examinations (ICE) regulations, which are reviewed and updated annually. The school maintains robust evidence of a pupil's assessed need, normal way of working and the effectiveness of agreed adjustments. Access arrangements are approved only where they reflect a pupil's usual classroom practice and support arrangements, and will not be introduced solely for external examinations. All applications, evidence and records are managed in line with current JCQ requirements and retained for inspection.

Specialist Staff:

- Ladywood Outreach
- Educational Psychologist
- Behaviour Support

- Sensory Impaired
- Physiotherapist
- Occupational Therapist
- SENDco
- School Counsellor

LSA Team

Learning Support Assistants (LSAs) are deployed by the SEND co-ordinator to support identified students on the SEND Support Register. LSAs are responsible for supporting students in the classroom setting, contributing to target setting and monitoring progress in relation to agreed targets. LSAs support a small number of named students across the curriculum in order to foster a good relationship and to help encourage independence. Students with a Statement/EHC Plan are allocated support according to their Plan with focus on the core and practical subjects. Some of the time available through the 'School Offer' will be used to support students on the SEND Support Register but this will often be of a short-term nature. Regular team meetings are held by the SEND co-ordinator to review provision and the progress of students.

Evaluating success

SEND Records

The school SEND records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual students will be available in school for scrutiny at any time:

- Special Needs Register
- Description and nature of student's difficulty
- Strategies to be adopted
- Student profiles
- Reviews
- Reports from outside agencies.

Monitoring of Provision

The effectiveness of SEND provision is monitored through a range of quantitative and qualitative evidence to ensure support improves outcomes and removes barriers to learning. Evaluation includes attendance and persistent absence, behaviour and suspensions, curriculum progress from starting points, reading and literacy development, participation in enrichment and leadership opportunities, pupil and parent/carer voice, and the quality of classroom adaptations. Monitoring also includes learning walks, lesson observations, work scrutiny, the effective use of pupil profiles, targeted support, specialist resources and reasonable adjustments, alongside regular review of progress towards individual outcomes. This evidence enables the school to evaluate whether pupils with SEND are making progress, accessing the full curriculum, feeling safe, known and included, and experiencing a strong sense of belonging within the school community.

Value Added

The notion of 'value added' is an important one to Mount St Joseph and is monitored by student achievements in relation to assessments and results in the following ways:

- Examinations/tests, both school based and external
- School's award schemes
- Extracurricular activities
- Work experience success and the destinations at the end of the student's school career

This information provides a valuable insight in to the progress of students with special educational needs and disabilities.

The Role of the Governors

The Governor with responsibility for SEND will provide termly reports to the Governing Body based on a planned programme of monitoring, quality assurance and stakeholder engagement. The Governing Body will receive an annual report evaluating the effectiveness of the school's SEND provision, including statutory compliance, identification of need, quality of teaching, deployment of resources, pupil outcomes and the implementation of this policy. In line with current Ofsted expectations, governors will provide strategic challenge and support by evaluating how effectively leaders identify and remove barriers to learning, develop staff expertise, deliver high-quality adaptive teaching, implement targeted provision and improve the attendance, achievement, participation, wellbeing and sense of belonging of pupils with SEND.

- Identification of needs
- Notification to parents of a child who is deemed to have special educational needs and disabilities
- Assessment of need
- Provision for meeting special educational needs and disabilities
- Provision of an inclusive environment for all
- Methods of monitoring, recording and reporting
- SEND funding and spending
- Deployment of equipment, personnel and resources
- The use made by school of the outside agencies and support services
- SEND as an integral part of the school development plan

Parent and Carer partnership

Contact with Parents and Carers

Parents and carers are valued as key partners in their child's education and will be kept fully informed about their child's progress, wellbeing and educational provision. They will be consulted throughout the graduated approach and involved in decisions relating to identified needs, planned support, intended outcomes and review

arrangements. In line with the SEND Code of Practice and the direction of DfE SEND reforms, the school is committed to early, meaningful and collaborative engagement with families, ensuring information is communicated clearly, accessibly and, where required, through translation or interpretation services. Parents and carers will be encouraged to contribute to provision planning, review meetings and decision-making to support the best possible outcomes for their child.

1. SEND co-ordinator to communicate with parents/carers and discuss student's placement on the SEND register
2. Part of the cycle of reviews to take place at scheduled attainment day/parents' evenings when possible
3. SEND co-ordinator to initiate additional meetings / reviews to take place where appropriate or where there may be a concern over the student's progress
4. SEND co-ordinator to meet with parents/carers where a request for formal assessment is to be made.
5. In addition to the reviews / parents' evenings, those parents/carers who have a child with an Educational Health Care Plan will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents/carers are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate. This request must be made in writing to the Headteacher and a cost will be incurred and charged for photocopying. The school will seek to engage the services of a translator where requested by parents or deemed necessary by the SEND co-ordinator to ensure partnership in developing strategies to help an individual student.

Queries and complaints

Parents/carers are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation. If on pursuing complaints the parents/carers are not wholly satisfied with the response of the school they may wish to seek further advice / assistance from the LA. If at this point they do not agree with the schools and LA's decision they have a right to appeal to the authority's SEND tribunal.

In Service Training

In-service training is available in respect of SEND for whole school, departmental or individual members of staff/support staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy. It will be delivered by one of the following:

- SEND co-ordinator
- Individual members of staff within the school who have a designated specialism
- LA support services
- External consultants / trainers

The SEND Co-ordinator, in partnership with the Director of Teaching, will maintain a record of SEND professional development and evaluate its impact on classroom practice. Staff training will focus on developing expertise in high-quality adaptive teaching, early identification of need, speech, language and communication, executive functioning, sensory needs, SEMH, autism, literacy, reasonable adjustments, effective deployment of Learning Support Assistants and the graduated response. The effectiveness of professional development will be evaluated through quality assurance activities, including learning walks, work scrutiny, pupil outcomes and feedback, ensuring that training leads to sustained improvements in inclusive practice rather than attendance alone.

External agencies/ facilities and support services

The school works closely with parents/carers and a range of external agencies to identify, assess and meet the needs of pupils with SEND. In line with the SEND Code of Practice, this collaborative approach ensures integrated, high-quality support that is centred on the individual needs and aspirations of the pupil. Advice from external professionals is translated into practical classroom strategies, pupil profiles, provision maps and the Assess, Plan, Do, Review cycle, ensuring that specialist recommendations are embedded within everyday teaching and learning and contribute to improved outcomes.

The following services / agencies are available to / involved with the school:

- School / student support
- Sensory Support Service
- Ladywood Outreach
- Emotional and behavioural support (BSS –Behaviour Support Service)
- Home-school tuition
- Social services
- Health services
- Child and Adolescent Mental Health Services (CAMHS)
- Connexions Services
- Voluntary organisations – Catholic Rescue Counselling Service

Links with other schools

Our partner Primary Schools are a supportive and welcome contact. Liaison takes place via either the Year 7 Head of Year, Primary Transition Co-ordinator and/or the SEND co-ordinator. An induction programme for Years 5 & 6 students coming to Mount St Joseph operates in order to establish a welcoming environment.

Liaison with schools in our phase takes place via the Primary Transition Co-

ordinator or SEND co-ordinator who is involved in extensive two-way information sharing to ensure adequate information is available regarding any individual student and their particular needs. Links with a number of Special Schools has been established as part of the school's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences
- Exchange visits as part of the everyday curriculum programme
- Shared staff expertise
- Shared resources

This policy forms part of the school inclusion policy together with other policies such as:

- Behaviour
- Admissions
- Attendance