

The Bishop Wheeler Catholic Academy Trust

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

A VOLUNTARY ACADEMY

## SPECIAL EDUCATIONAL NEEDS/ DISABILITY and INCLUSION POLICY

St Joseph's School Mission Statement

*As a family with God in our hearts, we love, laugh and learn.*

St Joseph is our patron saint and he inspires us and guides us in our school mission.

Each one of us is part of God's family and we are all special.

As God's children and family, we love one another, pray together, play together and walk hand in hand with God.

God is our teacher and we are his gifts. He helps us to learn together, work hard and do our best to make our world a better place.

With fun, laughter and friendship we celebrate God's love.

We respect and care for everyone and for God's wonderful world.

Updated May 2021

**St Joseph's Catholic Primary School**  
**Policy for School Inclusion and Special Educational Needs**

**We offer a distinctive Catholic education for every child within a caring Christian community where every individual feels valued, confident and secure. We believe each person is loved by God and is gifted and unique. In partnership, our community creates a challenging, stimulating and positive environment where Christ is at the centre of all that we do and is our inspiration."**

We value each individual as gifted and unique and so we aim to provide an environment in which all our children can develop to their full potential.

**This policy is in line with the final Code of Practice September 2014**

**Responsibility and Arrangements for SEND provision**

The head teacher and governing body have delegated the responsibility for the ongoing implementation of the SEND policy to the SENDCo Special Educational Needs and Disability Coordinator.

- Our school SEN Co-ordinator is Miss Karen Hulbert.
- Our SEN School Governor is Ben Thompson
- The Acting Head Teacher, Mrs Kathryn Choma.

**Abbreviations used:**

- AIP Area Inclusion Partnership
- CAMHS Child and Adolescent Mental Health Services
- CAF Common Assessment Framework
- CoP Code of Practice
- EHCP Education Health Care Plan
- EMS Enhanced Mainstream School
- EP Educational Psychologist
- ESWS Educational Social Work Service
- FOW Family Outreach Worker
- SALT Speech and Language Therapist
- SEND Special Educational Needs and/or Disabilities
- SENCo Special Educational Needs Coordinator
- TA Teaching Assistant

From September 2014 there have been a number of changes to improve services for children and young people with special educational needs and disabilities (SEND). The changes are a result of the introduction of the Children and Families Act 2014 which became law on the 13th March 2014. The act aims to improve how different agencies and services work together and create a more joined-up approach to the statutory assessment process for children and young people with the most complex needs. The new approach will also give children and young people with complex needs and their families more choice and control about which services they can access. These changes are being introduced in order to create quicker and easier access to support and more joined-up working services. This will help achieve better outcomes for children and young people with SEND, helping them to achieve successful and fulfilling lives. At St Joseph's, we understand the importance of this act and believe that this will achieve the best outcomes for our children.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

At St Joseph's Catholic Primary we believe in promoting the individual child, within a happy, secure environment where children and staff feel valued and respect each other. We aim to ensure each child respects and is responsible for themselves and others; develop a sense of pride and self-esteem in each child and instill confidence so that they may become independent learners and active global citizens; promote high standards in both academic achievement and behaviour and forge close links and develop co-operation with parents, Governors, the local, national and global community.

### **Objectives of the policy**

All staff are required to adhere to the policy on how it can meet the needs of pupils with a wide range of SEND.

All staff will share responsibility for all pupils in the context of whole school provision and the SEND code of Practice 2014.

## **Philosophy**

At St Joseph's we believe that effective inclusion models Jesus Christ at the heart of the gospel; striving to bring the story and skills of every child to center of our teaching and learning. We ensure:

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes and differentiated to their needs.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.
- All stakeholders of the school will anticipate and plan for the entry of any new pupil, ensuring that the learning environment and other facilities are as accessible as possible.

## **Principles**

A child is defined as having Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014). Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010. Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

### **Policy Links**

This Policy links to other school policies:

Behaviour

Child Protection

Complaints

Admissions

Leeds Local Offer

SEN offer across Leeds to support all areas of SEND

<https://leedslocaloffer.org.uk/#!/directory>

### **The School's Commitment to Equality and Diversity**

All Pupils are equally valued.

The school intends that:

- All pupils are included as fully as possible into the educational and social life of the school.
- A range of support strategies are employed. Support is targeted at developing independence.
- School tries to remove all barriers to attendance and punctuality (see Behaviour and Attendance policy).
- Inclusion strategies extend beyond SEN to include looked after children, gifted and talented, refugee children, victims of bullying, travelers and young carers.

We will achieve this in the following ways:

- Pupils will only be withdrawn from learning with their peers for specific educational or social purposes.
- All staff will offer personalised approaches and Quality First Teaching.
- All pupils will be encouraged to join in extracurricular activities.
- LA services will be fully utilised.

This will be monitored using these indicators:

- Discussion with parents and pupils.
- Reviewing level of participation by vulnerable groups.
- Publicly acknowledging different types of success.
- Data on attendance.
- Targeted use of outside agencies.
- Inclusion Quality Mark

## **Procedures**

### **Identification**

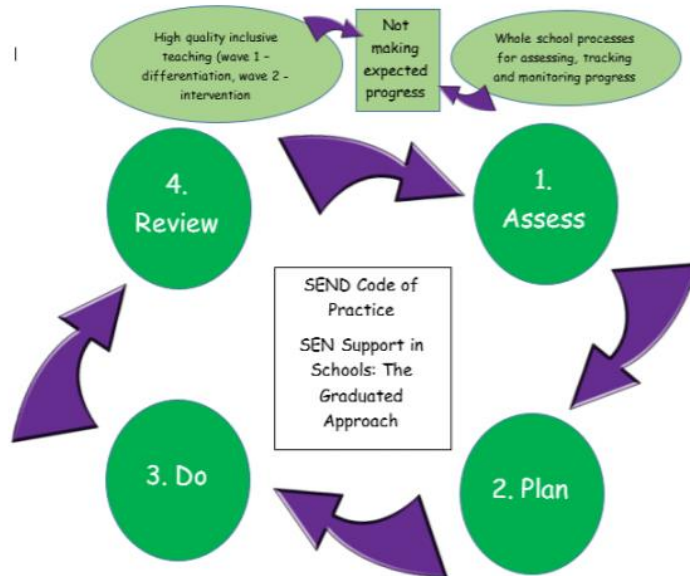
In accordance with the SEND Code of Practice (2104), the school uses a register to identify those children who require additional SEND support at the earliest opportunity. Children are identified through a monitoring and tracking process of ongoing planning, teaching and assessment. The views of teaching staff, parents and the child are considered in assessments. Children will be identified under four key areas of need:

- **Communication and Interaction**  
This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairments and those who demonstrate features within the autistic spectrum disorder and ADHD.
- **Cognition and Learning**  
This includes children who demonstrate moderate, severe or profound learning difficulties or specific learning such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health**  
This includes children who may have anxiety, depression, ADHD, stress, attention or conduct disorders or any child who express emotional, social or mental health concerns.
- **Sensory / Physical Needs**  
This includes children with sensory, multi-sensory or physical difficulties.

### Assess, Plan Do and Review Procedures:

Universal Provision: All children will be provided with differentiated quality first teaching to challenge and support all learners.

Those identified as not making the expected progress will be provided with a flexible continuum of provision and structured interventions using a graduated approach of: Assess, Plan, Do, Review.



Step 1: Any child falling behind in age-related expectations may be identified as requiring support by parents, class teacher, progress or data concern. They will be identified and recorded on the pupil progress list.

Step 2: Additional support in the form of Catch-up Intervention may be given to allow children accelerated learning opportunities to close the gap between current and age-related expectations. Attainment will be assessed, intervention planned and delivered and then reviewed using the graduated approach. Class teachers will continue to be required to set and review targets. Parents will be informed but children will not be put on the school SEND register.

Step 3: Where a child continues to make inadequate progress towards meeting age-related expectations despite high quality teaching and catch up support, the SENDCo will liaise with the parents, child and class teacher to assess whether the child has a special educational need. A child can be given a support plan with outcomes, which are reviewed three times a year by the teacher/ SENDCo, parents and child. The child will then be placed on the SEN register. Class teachers will continue to be required to meet the child's needs through the assess, plan do and review cycle and set and review targets on support plans.

Step 4: School may decide in conjunction with parents that additional more specialist support would help the child. Referrals can be made to professionals including Educational Psychologists, Speech and Language Therapists, Cluster support for TAMHS, Mental Health Support Worker or Family Support Worker, Mindmate, CAMHS, The Area Inclusion Partnership and the Leeds SENIT Learning and Inclusion Team. If school or parents consider a request for an Education Health Care Plan is required, this is discussed with the Educational Psychologist who will work with school and parents to create a graduated response and assessment to provide evidence for this request.

### **Roles and Responsibilities**

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. The Academy Council have the statutory corporate responsibility of ensuring that necessary provision is made for pupils with SEND. Therefore, they should have full access to the information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

The school intends that:

- The SEND policy will be available and regularly reviewed.
- The school's provision maps will reflect the current profile of the school's population.
- All school's policies will be anticipatory in nature so that the school is ready to admit pupils with a range of needs.
- The Academy Council will be supported in their monitoring role.



We will achieve this in the following ways:

- Review the SEND policy on a rolling programme.
- Include the Academy Council in the initiatives above.
- Keep up to date with training and new initiatives and research on SEND.
- Keep paperwork up to date and readily available in school.

This will be monitored using these indicators:

- The Academy Council minutes of meetings and feedback from monitoring visits
- Complaints re: SEND
- Annual SEND report from SENDCo
- Inclusion Quality Mark (2012)

Class Teachers have responsibility for the provision and progress of learners with SEND in their class. Class Teachers are required to:

- have learning conversations with parents to establish parental voice in desired outcomes
- identify areas for concern and contribute to the completion of support plans and/or group support plan.
- ensure that day-to-day provision to meet support plan targets are implemented and strategies are used to ensure quality first teaching (QFT).
- regularly communicate with teaching assistants, the SENDCo, parents and pupils in order to review the targets and to ensure good progress.
- share and sign off new support plans with parents three times a year, at the end of each term.

SENDCo is required to:

- support class teachers in learning conversations with parents
- maintain an up to date list of children requiring additional and different provision because of their SEND
- reflect any mobility and share this information with Headteacher and The Academy Council and SEND governor through termly updates.
- Children will be identified as Concern Noted (Step 1), Referral, Catch-up Intervention (Step 2), and Highly Personalised SEN support (Step 3), EHCP/Statement (Step 4).
- make referrals and effectively communicate with all outside agencies who may be available to support these learners.
- support parents in multi-agency dialogue where necessary/appropriate.
- support class teacher in parent/pupil liaison, making notes from meetings where necessary and appropriate.
- oversee support plan targets/reviews.
- prepare inclusion passports/individual provision maps where necessary and appropriate.
- prepare assessment tool with parents, child and class teacher to support Education Health Care Plan (EHCP) request where necessary/appropriate.
- use person centered reviews.
- Support teachers to assess need, plan support, implement support, and review using the graduated approach of assess, plan, do and review.
- timetable and allocate resources, and ensure the planned interventions are monitored and evaluated termly through scrutiny of records of intervention.
- monitor provision through lesson observation/intervention observation as part of the annual monitoring cycle.
- prepare for and chair annual reviews as required under the current CoP 2014.
- lead in developing staff training regarding SEND.
- monitor SEND provision in line with IQM (2012).

- be appropriately qualified with SEND qualifications and have the skills required to meet statutory duties.

This will be monitored using these indicators:

- Pupil tracking
- Review and evaluation of interventions
- Consultations with parents and pupils
- Annual Reviews
- Records of support services involvement

### **Parent and Pupil Involvement and Engagement**

The CoP 2014 focuses on outcomes rather than need objectives. Parents and children should be involved as partners.

The school intends that:

- Parents' knowledge and views are utilised as fully as possible in assessing and meeting the learning needs of their child.
- There will be ongoing consultation with pupils and their parents and their views will be respected and valued.
- Parent's input will be encouraged in supporting their child's learning at home.
- Systems will be in place, which enables all learners to talk about learning from their point of view.
- Parents know how to make a complaint if necessary.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.

We will achieve this in the following ways:

- Parents and child will liaise with SENDCo
- Parents will be encouraged to set long term desired outcomes for their child.
- There will be an 'open door' policy for parents, with the opportunity to make a further appointment for more detailed discussions.
- Access to external provision / professionals and cluster services.
- Access to Catholic Care.

- Full engagement of parents in reviews.
- Teaching Assistants trained to ensure all pupils, regardless of their communication needs, can make their views known.
- The complaints procedure is transparent and easily available to parents.
- School uses the local authority's Local Offer to inform the school offer.
- School website links to West Yorkshire Local Offer on SEND.

This will be monitored using these indicators:

- Regular contact with whole families
- Parent, pupil voice termly linked to support plan reviews
- Involvement of parents in policy review
- % attendance at annual reviews and parents evenings
- Parent Forum
- Parent View on school website
- Pupil feedback through a range of mediums
- Complaints

### **SEND Provision**

#### **Whole school approaches**

All pupils are entitled to a broad and balanced curriculum, which is personalised to allow each pupil to make maximum progress. Teaching and learning will be sensitive to the needs of all learners and recognise different routes to achievement.

The school intends that:

- All teachers will differentiate within all planning.
- Appropriate support will be available for pupils, including adaptations to the environment.
- The curriculum will reflect the needs of the current school community and will contribute to community cohesion - differentiated schemes of work, changes to the curriculum over time, themed curriculum reflecting the distinctiveness of the school.
- The curriculum will be planned to promote independence.

- Appropriate support will be provided to support pupils to access assessment and examinations.

We will achieve this in the following ways:

- The SENDCo/ Headteacher will offer advice on differentiation and strategies for meeting needs and preparing differentiated materials.
- The SENDCo will work with Head Teacher to request access arrangements for tests.
- Class Teachers contribute to the completion of whole school provision maps.
- Support plans and provision maps are available so that staff, pupils and parents know what reasonable adjustments are available.
- All staff have appropriate access to up to date information about pupils with additional needs.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.

This will be monitored using these indicators:

- Pupils' work
- Attainment and progress shown by tracking
- Analysis of support to individual pupils through Records of Intervention
- Planning scrutiny
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams.

#### **Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from external providers/ professionals.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments, education health care plans, or may be allocated a key worker.
- Person-centred reviews will be held regularly. The parents and pupil will be

respectfully listened to and their views will inform personalised learning pathways.

- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community

### **SEND provision**

- We offer a wide range of provision to support all SEN learning and wellbeing needs. Our wide range of provision can be viewed on the link to our provision map.

Please click [here](#).

- SENDCo will work with other local schools to share best practice where necessary/appropriate.

### **Assessment and Tracking**

Early and accurate identification of learner's needs is essential. The school intends that:

- Assessments are accurate and consistent across school.
- Assessments are moderated internally and with other professionals beyond the school.
- Tracking identifies under achieving and under attaining pupils.
- Identified pupils receive timely intervention.
- Pupils are involved actively in assessing their own progress and knowing what are the next steps to achievement.

We will achieve this in the following ways:

- Effective transition arrangements
- Termly teaching assessment
- Use of O Track/Class Track assessment tools throughout school

- Regular internal and cluster moderation meetings
- Expertise in the use of B squared assessment, P scales and Pre Key Stage Standards
- Statutory testing as appropriate
- Termly pupil progress meetings

This will be monitored using these indicators:

- Analysis of test results
- Analysis of progress data
- Analysis of teacher assessments
- Analysis of progress of all vulnerable groups
- Monitoring and evaluation of interventions
- Inclusion Quality Mark evidence
- Termly analysis of support to individual pupils to priorities and implement interventions

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management.

The school intends that additional, focused monitoring will take place to ensure good life outcomes for this vulnerable group.

We will achieve this in the following ways:

- Provision for pupils with SEND is reflected throughout school self-evaluation.
- Monitoring and evaluating of interventions, including their value for money.
- Analysis of data examining the progress of different vulnerable groups.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Completion of statutory functions by the SENDCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Planning scrutiny

- Exam/test arrangements
- Focused monitoring by the SENDCo, LA adviser, SEND governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

This will be monitored using these indicators:

- Appointing an SEND governor who is a champion for pupils with SEND
- Governors monitor data with respect to vulnerable groups
- Governors challenge the leadership through informed questioning
- Undertake learning walks in school with a focus on SEND
- Meet with parents and pupils
- Ensure there is appropriate continuing professional development taking place for all staff with regard to SEND

### **Continuing Professional Learning for all Staff**

All staff should be aware of the differing needs of the pupils they teach.

The school intends that:

- Staff will be provided with appropriate training in line with the school's priorities.
- Staff will receive regular updates on SEND legislation and policy.
- The training budget for staff is transparent.

We will achieve this in the following ways:

- Having available a transparent training budget.
- Reflecting provision for SEND throughout the school self-evaluation form (SEF)
- Using training materials (e.g. Inclusion Development Programme, IDP) to provide in-school training in SEND.



This will be monitored using these indicators:

- Course attendance and dissemination to all staff
- Tracking of pupil progress to indicate impact of the training
- Classroom observations
- Pupil feedback
- Performance Management
- Inclusion Quality Mark

**Support for improving social, emotional and mental health.**

We are a Mindmate friendly school. The school has a robust approach to supporting children who require social, emotional and mental health provision. Our offer includes:

- We offer therapeutic support from Catholic Care.
- Miss Hulbert and Miss Wilkinson have a Mental health England First Aid. Qualification.
- Mrs Deyes is our teaching assistant responsible for nurture provision.
- Our lunchtime club is available to support unstructured times.
- Nurture Interventions and support groups include: Lego Therapy groups, Therapeutic Story Writing, social stories and friendship groups.
- All staff are trained by CAMHS to deal with anxious young children.
- All staff are trained in STARs Autism Level 1 training.
- Miss Hulbert is Stars Autism Level 2 trained.
- Leeds Wellbeing club is established in school.
- Playground buddies and buddy stops are available in the playground.
- Assigned key adults offer pastoral care in the classroom to support emotional regulation using strategies and resources.
- Referrals to Mindmate and cluster provision are completed as required.

### **Facilities for children with a physical disability**

Access is available around school and into all playgrounds at ground level.

The disabled toilet facilities near the entrance hall are designed for and are wide enough for wheelchair access. All access doors in the school are wide enough for wheelchair access. The school will take all reasonable steps to ensure that pupils with a physical disability [including visual or hearing impairment] are not placed at a disadvantage or treated less favorably than non-disabled pupils. We recognise that some children may need to be treated differently so that they have the opportunity to experience the same outcomes as other children.

### **Children who are unable to attend school because of medical needs**

The school will notify the LA if a pupil is likely to be absent from school due to medical need for more than 15 working days. The named person will be responsible for liaising with other agencies as necessary and ensuring successful re-integration of the pupil into school.

### **Allocation of resources for pupils with SEN**

Funds are allocated in accordance with the needs of the pupils, the current budgetary position and the School Development Plan. Money is delegated by Leeds City Council to make provision for school inclusion and some EHCPs are maintained by the local authority. Additional funding provision is requested from Leeds City Council when criteria is met.

The Academy Council members of the school are aware that some cohorts of children may require additional resources because of extraordinary needs and will take this into consideration when allocating funds on a year by year basis as advised by the Head Teacher. Decisions are made by the Head of School, SLT and the SEND coordinator with regards to pupils with an EHCP, those with special educational needs and those with additional educational needs and recommendations are then discussed and approved by the Academy Council.

### **Arrangements for Inclusion**

At St. Joseph's we will ensure that all children are happy to be with us and feel able to work, play and socialise appropriately together. All barriers to inclusion and learning will be removed and the needs of individual children will be discussed and addressed. We will work closely with parents/carers to make it a school/parent partnership.

### **Access to External professionals/ services**

- Educational Psychologists
- Speech and Language traded service Away With Words
- Speech and Language Therapy Department NHS
- Social Services
- Early Years Team
- 0-16 Unit [Health Visitor/School Nurse]
- SENIT Leeds Learning and Inclusion Team
- SENDIASS
- AIP Area Inclusion Partnership
- STARS
- Traveller Education Team
- Outreach Service
- Family Liaison Officer
- Cluster provision including TAMHS / mental Health Practitioner
- Mindmate Spa / CAMHS
- Occupational Therapy
- Visual / hearing Impairment teams NHS
- Virtual Schools

### **Admission and Transfer Arrangements**

- Admission arrangements are laid out in the school prospectus where criteria for priority of admission can be found.
- When a child on our SEND register moves to a different school it is the responsibility of the SEND coordinator to make sure that all relevant paperwork is sent on as soon as possible.
- If a child comes from another school it is the responsibility of the SEND coordinator to ensure any necessary paperwork arrives at our school.
- High School transfer will be discussed at Year 5 Annual EHCP Reviews for pupils with an EHCP
- At Year 6 Annual Reviews the SEN/D coordinator or a representative from the

relevant High School will be invited to attend

- Arrangements will be made for children with an EHCP to visit their chosen High School with their peers and if appropriate on another occasion in collaboration with the school.
- Detailed transition arrangements will be made for any child with SEND.

### **SEND information Report**

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about: the kinds of SEND that are provided for, policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo (mainstream schools), arrangements for consulting parents of children with SEND and involving them in their child's education, arrangements for consulting young people with SEND and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEND, how adaptations are made to the curriculum and the learning environment of children and young people with SEND, the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEND, how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND, support for improving emotional and social development. This

should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families, arrangements for handling complaints from parents of children with SEND about the provision made at the school.

### **Conclusion**

At St. Joseph's Primary School we value every child for their uniqueness and all staff should create opportunities for each child to feel valued and special. A child with special needs, just as any other child in school, should feel special because of his/her talents and because he/she belongs to the community of St. Joseph's.

A child should not be made to feel different because of his/her special educational needs even though it may be obvious that he/she is being given special help. Whenever possible this help should not be given in isolation but within the normal classroom environment. Sometimes, for more focused intervention, it will be necessary to work away from the class group. The teaching assistant will generally be working with the child individually or as a member of a small group.

It is our hope that every child at St. Joseph's will reach his/her full potential and we aim to achieve this by all members of our school community working together and helping in whatever way they can. We hope to develop the whole person and to do this we fully support every stage of the child's life in school so that they feel a valued member of society.