



The Federated Schools of St. Joseph's Catholic Infants and St. Joseph's Catholic Juniors

Special Educational Needs and Disability (SEND) Policy / Information Report

Review Date: September 2021

Next review date: September 2022

Reviewed by: R.Subebe / M.D'Souza

Signature of Chair: _____

Contents

Sections	Page
1. Introduction	3
Aims	3
Key objectives	3
2. Legislation and Guidance	4
SENDCO at St. Joseph's	5
3. Roles and Responsibilities	5
4. Identifying Special Educational Needs	7
Definition of SEND	7
Assessing Need	8
5. SEND Information Report	10
Graduated Approach to Supporting pupils with SEND	11
Quality First Teaching	11
Managing Pupils Needs on the SEND Register	12
Planning Intervention	14
Working with External Agencies	14
Expertise and Staff Training	16
6. Supporting Pupils and Families	17
Enabling pupils with SEND	18
Supporting Pupils at School with Medical Conditions	19
7. Monitoring and Evaluation of SEND	20
8. Storing and Managing Information	20
9. Complaints Procedure	21
10. Children and Families Act 2014	22
Equal Opportunities, Inclusion and Diversity	23

Introduction, Aims and Objectives

At St. Joseph's Catholic Infant and Junior School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability

We deliver the requirements of the Early Years Foundation Stage and National Curriculum adapted to meet individual needs. We strive to provide high quality effective teaching that recognises the differing circumstances and abilities of our children; ensuring that pupils are treated as individuals. We utilise good and relevant resources, parent and school liaison and the effective use of additional adult support within the school and classroom.

This SEND policy was created by the school's Special Educational Needs and Disability Coordinator (SENDCO) in liaison with the School Leadership Team, staff and parents of pupils with SEND. This policy details how we ensure that the needs of all our pupils with Special Educational Needs and Disabilities are met.

Aims:

Our staff will;

- Provide the highest **quality first teaching**
- Identify and teach key skills within curriculum areas
- Ensure that children are provided with good modelling of spoken English
- Provided additional support where needed
- Provide individualised and strategic programs of study when needed

Key Objectives:

- To identify and provide for pupils who have Special Educational Needs and additional needs

- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with pupils with Special Educational Needs

Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013 - last updated June 2018
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The National Curriculum in England Key Stage 1 and 2 framework document published September 2013 - last updated December 2014
- Safeguarding Policy 2021-2022
- Accessibility Plan
- Teachers Standards 2012

Our School SENDCO

SENDCO: Mrs Subebe is the SENDCO and Assistant Headteacher

Mrs Subebe works across St. Joseph's Catholic Infant and Junior schools alongside the headteacher, Mrs D'Souza, who holds the National Accreditation for SEND.

You can contact the Mrs Subebe via the school office phone numbers at St. Joseph's Catholic Infants or St. Joseph's Catholic Juniors or via the school email accounts:

School: St. Joseph's Catholic Infant School

Phone: 020 8539 3000

Email: office@st-josephs-inf.waltham.sch.uk

Or

School: St. Joseph's Catholic Junior School

Phone: 020 8539 5971

Email: school@stjosephsjun.waltham.sch.uk

Roles and Responsibilities

The SENDCO is responsible for:-

- Working within the SEND Code of Practice (2014), the guidance and practice within the local authority and policy documents within school.
- Working with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care Plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date

The SEND Governor will:

- Ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the 2014 Code of Practice
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- The Governors, through the Resources committee will allocate necessary funds to meet the needs of children. There are statutory limits and school will apply to the Local Authority for additional funding where appropriate.

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Identifying Special Educational Needs

All teaching staff are directly responsible for identifying the needs of children within their class and for providing differentiation within their class. The purpose of identification is to work out the action our school needs to take to support a pupil with SEND.

Children considered to have difficulties that are greater than their peers will be referred to the SENDCO. If the child on entry already has an identified need, this information will transfer from feeder provisions and will be used to form a secure starting point for each individual child.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

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

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that is made generally for other children or young people of the same age by mainstream schools.

Assessing Needs

St. Joseph's will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Considers progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

In deciding whether to make special educational provision for a pupil, the class or subject leader will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous and current progress and attainment
- Other teachers' assessments, where relevant
- The pupil's progress in comparison to national data and expectations for progress
- The pupil's progress in comparison to their peers of similar experiences
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The Federated Schools of St. Joseph's Catholic Infants and Juniors uses both high quality, robust, formative, and summative assessment materials. These include:

- Statutory Reception Baseline assessments
- Statuary Year 1 Phonics Assessment
- Statutory Year 4 Multiplication Assessment
- Statutory End of Key Stage 1 and Key Stage 2 Assessments
- Half termly Target Tracker assessments (based on National Curriculum Age Related Expectations)
- White Rose Maths end of topic assessments
- Read Write Inc Phonics assessments
- Standardised in house tests
- Speech and language assessments
- Assessments from external agencies where sought
- Day to day and weekly formative assessments such as weekly reading comprehensions, writing moderation, mental maths and spelling tests

At The Federated Schools of St. Joseph's Catholic Infants and Juniors, we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the Special Educational Needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

We consider the following areas, which may impact on progress and attainment yet will not necessarily constitute Special Educational Needs:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman

These areas will be recorded on the inclusion register. The children on this register will be monitored closely to ensure circumstances are not impacting on their learning and/or progress.

Children who are working significantly below their potential level of attainment identified in their on-entry data, and those children who are working at significantly lower levels than their peers against National Curriculum expectations, will be further assessed.

SEND Information Report – School Offer

St. Joseph’s is a mainstream school and provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Epilepsy
- Mild/moderate and multiple learning difficulties

If you feel that your child may have special educational needs and requires additional support, please make an appointment to speak to the school SENDCO. We will advise you on the support we are able to offer as a school depending on your child's level of need and inform you of where we may require further external specialist advice or support.

Our Approach to supporting pupils with SEND

At St Joseph's, we adopt a graduated approach to support pupils with Special Educational Needs, in compliance with the SEND Code of Practice and SEND Reforms.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- Assess – what can the child do and what they need to do next
- Plan – who can help them learn what they need to learn
- Do – take action and do what is needed, in school and at home
- Review – with parents, carers, staff, outside agencies and children the impact of our actions and next steps and strategies

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We acknowledge the 2014 SEND changes which state 'Quality First Teaching' is the right of every child.

We make the following adaptations to ensure all pupils' needs are met by:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, varying teaching style, content of the lesson, etc.
- Adapting our resources, environment, and provision to suit the needs of learners
- Considering carefully, access to support teaching assistants and specialised staff
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

As a school we regularly review and monitor the quality of teaching for all pupils, including those at risk of under achievement thorough learning walks, lessons observations, book looks and pupil discussions.

The SENDCo and leadership team will support teachers' in reviewing and, where necessary, improving their understanding of strategies used to identify and support vulnerable pupils and their Knowledge of SEN most frequently encountered.

Managing Pupils Needs on the SEND Register

Once a pupil has been assessed or identified as requiring additional support:

- A 'Record of Concern' is completed by the class teacher and discussed with the SENDCo.
- Additional monitoring and assessments will then take place coordinated by the SENDCO.
- For higher levels of need, the school will draw on more specialised assessments for external agencies such as the speech and language support service, educational psychologist and/or CAHMS.

A decision to place a pupil on the SEND register will be undertaken involving parents/carers. The views of young people will be gained where appropriate to their age and level of understanding. We will formally notify parents when it is decided that a pupil will receive SEND support.

There is a single category of support, SEN SUPPORT, and the school will decide on the necessary steps that need to be undertaken to best meet the pupils needs. The intervention required will be personalised to meet the needs of pupils and ensure positive outcomes.

Once a pupil is included on the SEND register, a Personal Learning Plan (PLP) will be drawn up by the class teacher in consultation with the SENDCO, parents/carers and the pupil, where possible. Advice may be sought from external agencies to inform effective intervention. The Personal Learning Plan allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly, either at open evening or in a formal PLP meeting. Where necessary, reviews will take place more frequently than once a term for some children.

The SENDCO will:-

- Meet with the class teacher at least half termly to discuss targets/ provision and ascertain progress and outcomes
- The SENDCO will be alerted to newly arising concerns through a system of early screening and identification
- The SENDCO will liaise with parents/carers and external agencies such as Speech and Language Therapists, Educational Psychologists etc.

We will formally notify parents when it is decided that a pupil will receive SEN support.

A decision to remove a pupil from the SEND register will be made if the pupil is deemed to be making sufficient progress or where their need no longer negatively impacts on

their ability to be included in all aspects of the curriculum. This decision will always be made in consultation with parents and will be noted in a Personal learning Plan including the reasons for the decision. A pupil will not be removed from the SEND register if the school perceives it to be detrimental to a pupil's current or future progress.

Planning Intervention

Additional interventions may take place in class or outside, depending on level of support needed. A pupil may be withdrawn for interventions and these interventions are closely monitored and adjusted in order to maintain an overview of the support given. Interventions are delivered by highly skilled and well-trained staff. St. Joseph's currently provide the following interventions:

- Read Write Inc Phonics small group and 1-1 support
- Speech and language groups
- Nurture/ well-being groups
- Small group maths intervention
- Small group reading intervention
- Small group writing intervention
- Lego Therapy
- Learning Mentor Support

Working with external agencies

St. Joseph's works with the following agencies to provide support for pupils with SEND:

- One to one counselling support with Brentwood Catholic Children Society
- Waltham Forest Speech and Language Service
- Joseph Clarke Service for Visually Impaired
- Waltham Forest Educational Psychologist Service
- Early Help Service

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. In planning support, it is envisaged that our SENDCO will use:

- Personalised child centred approaches
- Care Plans
- Medical Plans

If we are unable to fully meet the needs of the pupil through our own internal provision and expertise, evidenced by lack of progress or poor engagement with intervention, we seek guidance and support from Waltham Forest's SEND team and other relevant specialist external agencies.

We continue to use additional services such as Counsellors, Speech and Language Therapists and the school employs an Educational Psychologist to ensure that we develop further ways to support each child in working towards and achieving a successful outcome.

The school has previously used outreach specialist teachers for example to support visually impaired pupils or pupils with Autism. We try to work with such specialists where appropriate so that we develop a holistic view to the needs of every child. Please see our School Offer Document which is available on our website for further information about external and internal support and resources.

If as a school we identify the need for additional funding and support from the Local Authority High Needs Block, a referral for an Educational Health Care Plan (EHCP) will be initiated in liaison with parents and carers. A single agency referral will be completed outlining the support required and pupil's current progress. Pupil's views will be sought where appropriate.

Parents/ carers of children with SEND will also have access to our School Offer. This is in addition to the Local Offer which can be found at:

<https://www.walthamforest.gov.uk/service-categories/local-offer>

Expertise and Staff Training

As a school, we strive to ensure our staff are well trained to meet the needs of all its pupils.

Our SENDCO and Assistant Headteacher, Mrs Subebe, is an experienced SENDCO and has previous experience as an Early Years, KS1 and KS2 Phase Leader, planning and leading on Intervention in an Outstanding school.

Mrs Subebe works closely with the headteacher, Mrs D'Souza, who has 10 years experience as an accredited SENDCO having trained with the Institute of Education.

St. Joseph's have a team of teaching assistants, including Higher Level Teaching Assistants (HLTAs), who are trained to deliver SEND provision. In the last academic year, staff have been trained in Lego Therapy, Autism, Dyslexia, Mental Health and Wellbeing (Place2Be), Speech and Language, behaviour support, Read Write Inc and take part in a number of training opportunities initiated by the borough.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, training needs of staff are identified through an annual training audit and opportunities for continuing professional development are planned for the oncoming years. All staff are encouraged to undertake training and development which can be online or face to face.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the Local Authority's SENDCO network meetings and training to keep up to date with local and national updates in SEND.

Supporting Pupils and Families

As a school, we work hard to include parents and/or carers at all stages of their child's education. We believe that parents are their child's primary educator and that a strong partnership will benefit the child. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.

We welcome views from parents/carers and have an open-door policy. We appreciate the support that our parents/carers give and provide opportunities gain views through:

- SENDCO being available to discuss any concerns or queries
- Use of a home school communication book
- Community Assemblies / Social events
- Termly Review Updates
- Parent Consultations
- Annual Reports
- Periodic survey of parental views

- Parent Forum

In addition, the SENCO will always try to involve children as well as listen to them; their welfare is our priority. For parents of children with SEND we will ensure:

- Collaboration between education, health and social care to provide personalised support for each child
- Parents/ carers are aware of the progress that their child should be making as well as their actual progress
- Information on who parents/ carers may talk is provided if they are worried
- Parents/ carers no who to go to seek further support or information
- Enhanced provision though access to specialist support works i.e., visually impaired teacher or indeed additional support in school both inside and outside of the classroom
- A carefully planned transition for pupils with SEND from class to class, across Key Stage or schools, including to the junior or secondary schools.
- Necessary arrangements are made for pupils with SEND to access exams and assessments or disappplied where appropriate.

Enabling pupils with SEND

As a school we strive to ensure that all our children have access to the curriculum and are not disadvantaged due to special educational needs or disability.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day, school plays and special workshops.

- No pupil is ever excluded from taking part in these activities or treated less favourably than other pupils because of their SEN or disability.
- We ensure that any pupils with a disability or special education needs that may impact on their ability to take part in an activity are risk assessed and adjustments made to allow their participation.
- In the Infant school all classrooms are on one level to allow easy access.
- There are accessible toilets and facilities located in each school.
- Please see our Admissions Policy which is inclusive for pupils with special educational needs or disabilities.
- Our School Accessibility Plan is also available to view on the school website.
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in clubs to promote teamwork/building friendships
- Pupils with SEND are encouraged to be RE Ambassadors
- St. Joseph's has a zero-tolerance approach to bullying

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school puts measures into place to support pupils at school with medical conditions. Please see the school's policy for supporting pupils with medical conditions which is available to view on the school website.

Monitoring and Evaluation of SEND

St. Joseph's reviews the needs of the pupils within the school and endeavours to put in place provisions in order to be able to cater for their needs. The Senior Leadership Team and the SENDCO meet regularly where the progress for all pupils are discussed. There is a specific focus on the progress and attainment of children with SEND. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their target each half term
- Setting new targets or amending current targets as necessary
- Using provision maps to monitor intervention and progress
- Holding annual reviews for pupils with EHC plans
- Planning interventions and differentiation in learning
- Breaking down tasks into smaller chunks to support a successful outcome for pupils
- Varying teaching styles to support pupils' learning and whole class approaches to inclusion

In monitoring and evaluating the quality of provision we offer all pupils, the SENDCO will regularly carry out a SEND audit as well as sample parental, pupil, and staff views.

The SENDCO will provide a SEND information report to Governors to detail current progress and promote an active process of evaluation and improvement.

The SEND Policy and Information Report will be reviewed annually by SENDCO and Governing Body.

Storing and Managing Information

The UK General Data Protection Regulation (UK GDPR) works with the Data Protection Act 2018 (DPA 2018) to form the UK's data protection framework.

It determines how people's personal data is processed and kept safe, and the legal rights individuals have over their own data.

The UK adopted the EU's GDPR in 2018, but since the UK's withdrawal from the EU it has used its own version, known as the UK GDPR.

Please see our school Privacy Notice and Policy for Storage and Retention of Records and Documents available on our website for more information.

Special Needs Records can be retained from Date of birth plus up to 25 years (allowing for special extensions to statutory limitation period).

Complaints Procedure

The normal arrangements for the treatment of complaints at St. Joseph's are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with the class teacher, SENDCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If a parent or carer has a concern regarding the care, welfare, or provision for their child they should, in the first instance, speak with the SENDCO, either by phone or school email, who will endeavour to resolve the issue or advice on formal procedures for complaints.

The Code of Practice (2014) makes clear that in carrying out their functions under the Act in relation to disabled children and young people and those with SEN, local authorities must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents

- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

As a school we will endeavour to ensure that any concerns are heard and make steps towards reaching a resolution. If a parent or carer requires further advice, please make an appointment to speak to the headteacher who will endeavour to assist them.

In the event of an insufficient resolution being found, a parent/carer may be referred to the school's complaints policy, which is located on the school website.

Children and Families Act 2014

Many children and young people who have SEN may have a disability under the Equality Act 2010—that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that the Federated Schools of St. Joseph's Catholic Infants and St. Joseph's Catholic Juniors has towards children with disabilities and young people:

We do not:-

- Directly or indirectly discriminate against, harass or victimise disabled children and young people
- Discriminate for a reason arising in consequence of a child or young person's disability

We try to make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children with disabilities and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory—it requires thought to be given in advance to what children with disabilities and young people might require and what adjustments might need to be made to prevent that disadvantage.

Equal Opportunities, Inclusion and Diversity

Through all subjects we ensure that the school meets the needs of all pupils. It is important that at St. Joseph's, we meet the diverse needs of our pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

This policy is to be reviewed in: **October 2022**