St. Joseph's Catholic Primary School, Poole

SEND Universal Offer

Our Commitment

At our school, we are committed to providing an inclusive, welcoming and supportive environment where every child can thrive. We recognise that children have different strengths, needs and ways of learning, and we aim to remove barriers so that all pupils can participate fully in school life.

Our **SEND Universal Offer** describes the support that is ordinarily available to all pupils, including children with special educational needs and/or disabilities (SEND).

Quality First Teaching

All pupils benefit from high-quality, inclusive teaching. This includes:

- Clear and consistent routines and expectations.
- Learning broken into manageable steps.
- Visual timetables, prompts and other visual supports where appropriate.
- Clear teacher modelling and worked examples.
- Opportunities for repetition, consolidation and overlearning.
- A range of teaching approaches and resources.
- Regular checks for understanding.
- Additional thinking and processing time where required.
- Differentiated resources and tasks where appropriate.
- Opportunities for pupils to demonstrate learning in different ways.
- Positive behaviour support and encouragement.
- Regular feedback and opportunities to improve.

Communication and Interaction

Where appropriate, pupils may receive:

- Visual supports and now-and-next boards.
- Explicit teaching of vocabulary and communication skills.
- Additional opportunities for discussion and rehearsal.
- Support with turn-taking, listening and social communication.
- Structured adult support during lessons and social times.
- Access to appropriate communication resources.

Cognition and Learning

We support pupils who may experience barriers with learning through:

- Targeted small-group or individual support.
- Pre-teaching and revisiting key vocabulary and concepts.
- Chunking instructions and learning tasks.
- Use of concrete resources and practical learning.

- Additional opportunities to practise key skills.
- Reading, spelling and mathematics interventions where identified as appropriate.
- Support with organisation, recording and completing tasks.
- Reasonable adjustments to classroom activities and resources.

Social, Emotional and Mental Health

Our pastoral approach includes:

- Positive and nurturing relationships with trusted adults.
- Consistent routines and expectations.
- Opportunities for pupils to talk to an appropriate adult.
- Support with emotional regulation.
- Access to quiet or calming spaces when appropriate.
- Social skills and friendship support.
- Support with transitions and changes in routine.
- Work on resilience, confidence and self-esteem.
- Partnership working with parents and carers.

Sensory and/or Physical Needs

Depending on individual needs, we may provide:

- Adjustments to seating and classroom environments.
- Access to movement or sensory breaks.
- Appropriate sensory resources.
- Adapted equipment or learning materials.
- Consideration of lighting, noise and other environmental factors.
- Support with physical access and participation.
- Advice from relevant external professionals where appropriate.

Accessibility and Inclusion

We aim to ensure that pupils with SEND can access:

- The full curriculum.
- School trips and educational visits.
- Assemblies and whole-school events.
- Clubs and enrichment opportunities.
- Break and lunchtime activities.
- PE and practical activities, with reasonable adjustments where necessary.

Working with Parents and Carers

We value parents and carers as partners in supporting children's progress. We will:

- Listen to parents' and carers' views and concerns.
- Share information about children's strengths and areas for development.
- Discuss appropriate support and reasonable adjustments.
- Review the effectiveness of support.

- Signpost families to relevant services and organisations where appropriate.
- Work collaboratively with external professionals when required.

Supporting Transition

We recognise that transitions can be challenging for some pupils. Support may include:

- Additional visits to new classrooms or settings.
- Visual transition resources.
- Social stories or transition books.
- Meetings between relevant staff.
- Sharing appropriate information with the receiving teacher or setting.
- Additional support when moving between year groups or schools.

Identification and Review

We use assessment, observation, pupil voice and information from parents/carers and professionals to identify emerging needs.

Where a child requires support beyond the school's universal offer, we will discuss this with parents/carers and consider appropriate **SEN Support**, including targeted interventions and involvement from external professionals where necessary.

Support is reviewed regularly to consider whether it is helping the child to make progress and participate successfully in school life.

Our Aim

Our aim is for every child to feel **valued, included, understood and able to achieve their potential**, regardless of their individual needs or starting point.