



St. Wilfrid's Catholic Primary School

'Inspired by Christ we grow and learn together reaching our fullest potential'



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Contents

Aims	1
Legislation and Guidance	2
Definitions.....	2
Roles and Responsibilities	3
SEND Information Report	4
Access for disabled pupils.....	13
Monitoring Arrangements	18
Links with other Policies and Document.....	19

1. Aims

St Wilfrid's is a fully inclusive maintained primary school for children from the ages of 3-11 years. We recognize the gifts and talents of each individual child and aim to ensure that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

Provision for children with SEND is the responsibility of the whole school and every member of staff accepts and embraces this responsibility.

Class teachers are responsible for the learning and progress of all of the children in their class including those with SEND who may also be supported by specialist staff.

We recognize the need to work in partnership with parents/carers and value the contribution they make to their child's education. Children are encouraged to contribute their views. We work to provide an environment in which all children can learn and progress and where all are valued, their potential nurtured and their achievements celebrated.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

3. Definitions

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 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 made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO is Mrs. Gillian Trood

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have 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 EHC plans
- Provide 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
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

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

5. SEND Information Report

5.1 Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When pupils are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Pupils with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence. All pupils have access to a challenging curriculum, which is broad, balanced, relevant and differentiated. When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the pupil's wellbeing and development.

5.2 Identifying pupils with SEND and assessing their needs

We 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. 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.

Identification methods will include:

- Information from parents
- Information from previous practitioners (schools, early years settings)
- Information from '2 year old' check if available
- Screening and diagnostic tests
- Reception baseline
- Foundation Stage results
- Phonics Screen
- End of key stage results
- Teacher assessment
- Target Tracker assessment grids
- Reports
- Observations
- Pupils work
- Discussions with pupils

5.3 Consulting and involving pupils and parents

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 would always consider the concerns of parents
- 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 will formally notify parents when it is decided that a pupil will receive SEND support.

Parents and carers are involved in every stage of the assess, plan do review process and are consulted before referrals to other services or application for STAR funding or COSA with a view to an EHCP.

Pupils may be involved in setting and reviewing their targets and in planning their support and interventions.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of

Assess

Class teachers and the SENDCO carry out analysis of the pupil's needs. Assessments are reviewed regularly to identify and overcome barriers, match support to need and to evaluate the effect of interventions.

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

The assessment will be reviewed regularly.

Plan

Class teacher and SENDCO agree adjustments, interventions and support and the expected impact on progress with a clear review date. 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

Do

Class teachers are responsible for working with children with SEND on a daily basis. They are accountable for progress and development including where pupils access additional support or intervention away from class. The class teacher should work closely with such staff to plan, assess impact and to link with classroom teaching.

Review

The class or subject teacher will work with the SENDCO to carry out a review of the impact of interventions and ongoing pupil needs. During this pupil progress meeting staff will revise the support in the light of the child's progress. Outside agencies will also review the impact of programmes they have put in place.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Children will have at least two visits to their receiving high school. Where children may need more visits or additional support, this will be arranged with the receiving school.

5.6 Our approach to teaching pupils with SEND

Level 1:

Quality First Teaching (QFT)

Pupils receive inclusive quality first teaching (QFT) which may include further strategies in line with a graduated response. Some pupils at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2:

Additional School Intervention

Continued or increased concern may lead to pupils receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

Level 3:

High

Where a pupil continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's progress. If support is not impacting on the pupil's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- 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.

5.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when SEMH needs result in negative behaviours. Teaching assistants will support pupils in small groups when pupils have moderate or mild learning difficulties. All teaching staff have been trained in aspects of SEND such as:

- EEF Five a Day
- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Attention Deficit Disorder
- Separation Anxiety
- Dyslexia

- Sounds Write Phonics (Early Years and KS1)
- Primary Mental Health team and their role in supporting children

5.9 Expertise and training of staff

Our SENDCO has over 6 years of experience in this role. She has worked as SENDCo at St. Wilfrid's Catholic Primary and another school setting. Mrs Trood is allocated two days per week to manage SEND provision.

We have a team of 8 full time teaching assistants and one part time teaching assistant to deliver SEND provision. We use specialist staff for ASD and ADHD support, speech and language support, Hearing and sight support.

5.10 Securing equipment and facilities

The school is compliant for access and allocates money for building development which will support children with mobility or sensory needs. Additional equipment is sourced from the notional SEND budget on a case by case basis. Applications on behalf of children with SEND are made for STAR funding and EHCP plans and funding as required in individual cases.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks. Interventions which are obviously inappropriate may be cut short if impact is limited.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education, Health, Care Plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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) to Emmaus Youth Village and Ford Castle.

All pupils are encouraged to take part in sports day/school plays/special workshops, day trips.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- Admission of disabled pupils follows the usual admissions procedures with additional meetings with parents to establish access and medical needs.
- Buildings and equipment will be reasonably adapted to allow access for all pupils.

- After school clubs, extra-curricular activities, school visits, sports days, workshops and performances will be open to disabled pupils. The school accessibility plan is on the school website and is available in a variety of formats on request.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. The SENDCO may be involved at this stage.

The head teacher would deal with the complaint if it is not satisfactorily resolved at the first stage. If the complaint is unresolved they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND:

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

5.16 Contact details for raising concerns

Mrs P Johnstone 01670352919

Mrs Gillian Trood

We like to know about concerns as soon as possible so that we can investigate, take action and the matter can be resolved. We would hope that matters can be resolved at class or head teacher level. We have a complaints procedure which is published on our website.

5.17 The local authority local offer

Our local authority's local offer is published here: <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

6. Monitoring arrangements

The SENDCO will carry out planning and book scrutiny and pupil interviews (annually). This includes looking at differentiation, appropriateness of tasks, target setting, tracking, use of teaching assistants and teacher support and use of motivators and reward strategies. A parent's questionnaire will be sent out annually. This policy and information report will be reviewed by Mrs Trood every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions
- Behaviour
- Equality information and objectives
- Health and Safety
- Looked after children
- Complaints
- Supporting pupils with medical conditions

Appendix 1

Broad areas of need: From Code of Practice (0-25) 2014

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupils with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 6.33 Schools and colleges should have clear processes to support pupils and young people, including how they will manage the effect of any disruptive behaviour so it does

not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind pupils and young people is available through the Social Care for Deafblind Pupils and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.