

**love ~ joy ~ responsibility ~ creativity ~ respect ~ opportunity**

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| **St Wilfrid’s Catholic Primary School SEND Policy**  |

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| --- | --- | --- | --- | --- |
| Academic Year | Designated Senior Person | Deputy Designated Senior Person | Nominated Governor | Chair of Governors |
| 2012-2013 | Anne Weir | Maria Neville | Elaine Morrissey | Elaine Morrissey |
| 2013-2014 | Anne Weir | Jane BradleyNPSLBANational Award for SEN | Elaine Morrissey | Elaine Morrissey |
| 2014-2015 | Anne Weir | Jane BradleyNPSLBANational Award for SEN | Elaine Morrissey | Elaine Morrissey |
| 2015 -2016 | Anne Weir | Jane BradleyNPSLBANational Award for SEN | Elaine Morrissey | Elaine Morrissey |
| 2019-2020 | Anne Weir | Mickey DaviesNational Senco Award | Elaine Morrissey | Elaine Morrissey |
| 2021-2022 | Justine McEniff | Mickey DaviesNational Senco Award | Elaine Morrissey | Elaine Morrissey |
| 2022-2023 | Justine McEniff | Mickey DaviesNational Senco Award | Elaine Morrissey | Elaine Morrissey |

Policy Review Dates

|  |  |  |  |
| --- | --- | --- | --- |
| Review Date | Changes made | By whom | Date shared with staff |
| September 2012 | Update of Government legislation and school practice | M Neville | 10/10/12 Curriculum06/12/12 Governors01-01/13 Whole School |
| September 2014 | Re write policy | Jane BradleyElaine Morrissey | 30/9/14 |
| September 2015 |  |  |  |
| September 2016 | SEN Criteria Resource Provision  | Jane BradleyElaine Morrissey | September 2016 |
| September 2019 | Person’s responsibleReworded Resource provision so it is current | Mickey Davies | October 2019 |
| September 2021 | SEN – SENDChanged staff and SEN TA’s rolesUpdated to reflect the SEND Information report September 2021 | Mickey Davies | October 2021 |
| September 2022 | Taken out information that mentioned the resource provision. | Mickey Davies | September 2022 |

**MISSION CURRICULUM INTENT**.

“I have come that they may have life, and have it to the full.” John 10:10

Our Mission Curriculum at St Wilfrid’s Catholic Primary school is designed to enable children to develop their full potential through discovery of the gifts they have been given by God. We develop these gifts so that our children can “Live Life to the Full,” academically, socially, emotionally, physically and spiritually, Our Mission is values led: we **love** one another, show **respect** and accept **responsibility**. Embracing **opportunity** and nurturing **creativity** we share in the **joy** of Jesus. We teach our children to use their gifts to enrich, enable and enhance the lives of others in their own families, school, parish and wider community, nation and world, throughout their lives.

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**Special Educational Needs Code of Practice (DFES 2014)**

The school draws upon the Special Educational Needs Code of Practice (DFES 2014) for guidance and the statutory duties introduced by the Special Educational Needs and Disability Act 2014 as well as Local Authority Policy and Guidelines. This policy should be read alongside other School specific policies including: Teaching and Learning, Behaviour, Child Protection, Anti-Bullying, Equal Opportunities and Admissions.

**Principles and Objectives of St. Wilfrid’s**

St. Wilfrid’s is a Catholic school primarily concerned with the values of the Catholic faith and this is at the heart of all we do. The development of all children; spiritually, socially and academically is of great importance to Governors and Staff, irrespective of ability, be it learning or physical. As such it is our aim to ensure that all children have the opportunity to achieve their potential and through careful monitoring and the provision of additional support, where appropriate, seek to identify, support and break down barriers to learning.

**Arrangements for the Co-ordination of Educational Provision for Pupils with Special Educational Needs and Disability (SEND)**

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people…*

*Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

 *(Code of Practice 1.24 2014)*

**Responsibilities.**

* Every teacher is a teacher of SEND. Every teacher in our school understands and recognises the importance of identifying, assessing, understanding and personalising a teaching approach in order to meet the needs of children with SEND.
* The Special Educational Needs co-ordinator (SENCo) has responsibility for the co-ordination of provision, assessment, monitoring and reviewing procedures.
* Teachers are responsible for interventions for pupils with SEND.
* There are currently 2 SEND HLTA’s and 5 SEND teaching assistants who support children with EHCPs or Top Up funding. Their roles, responsibilities and hours of work vary depending on the needs of the children they support.

**SECTION 1: COMPLIANCE**

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

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0 – 25 (July 2014)
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014
* The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
* Safeguarding Policy
* Accessibility Policy
* Teachers Standards July 2011 (introduction updated June 2013, terminology updated July 2021)

This policy was created by the school’s SENCO and with the SEND Governor in liaison with the SLT and staff.

The regulations associated with the Children and Families Act 2014 are:

* The Special Educational Needs and Disability Regulations 2014
* The Special Educational Needs (Personal Budgets) Regulations 2014
* The Order setting out transitional arrangements

**SECTION 2: AIMS**

At St Wilfrid’s we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. We are committed to raising the aspirations of and expectations for all pupils with SEND. We have introduced and are developing systems and procedures that provide a focus on outcomes for children and young people and not just hours of provision/support.

Policy and practice reflects the philosophy and fundamental principles within the SEND Code 2014:

*“These principles are designed to support:*

* *The participation of children, their parents and young people in decision- making*
* *The early identification of children and young people’s needs and early intervention to support them*
* *Greater choice and control for young people and parents over support*
* *Collaboration between education, health and social care services to provide support*
* *High quality provision to meet the needs of children and young people with SEND*
* *A focus on inclusive practice and removing barriers to learning*
* *Successful preparation for adulthood, including independent living and employment.”*

*(Code of Practice 1.2 2014)*

**Equal Opportunities**

The Staff of St Wilfrid’s believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

**To achieve our aims we will:**

* Identify need as early as possible and provide effective support.
* Work within the guidance of the 2014 Code of Practice.
* 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 Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
* To provide support and advice and continuing professional development and training for all staff working with special educational needs pupils
* View our special needs provision as an on-going, developing process.
* Provide appropriate in-class support through quality first teaching which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage.
* Incorporate special educational needs procedures including SEND Pupil Profiles into curriculum planning through the differentiation of curriculum subjects, teaching styles and support.
* Meet the needs of our most complex SEND children through access to our internal resource provision in the morning.
* Develop an effective partnership between school, parents and outside agencies.
* Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
* Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
* Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
* Ensure all those involved with children with special educational needs work as a team to support the child’s learning.
* Ensure transition from one setting to another for our children with SEND is smooth and consistent.
* Track and monitor and amend provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.

**SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

*“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”*

*(Code of Practice 2014 6.14)*

In Part 6.27 of the Code of Practice it clearly states that there are four clear areas of need:

**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), through to profound and multiple learning difficulties (PMLD), where children 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 developmental co-ordination disorder.

**Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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; 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.

**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.

**Sensory and/or Physical Needs**

Some children 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 children 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.

**Procedure for Identifying SEND:**

At St Wilfrid’s we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also consider other factors that may impact on progress and attainment that are **NOT** considered **SEND** and these may include:

* Attendance and Punctuality
* Health and Welfare
* EAL
* Being in receipt of Pupil Premium
* Being a Looked After Child
* Being a child of Serviceman/woman

We also recognise that any concerns relating to child or young person’s behaviour should be described as an underlying response to a need which we as a provider will recognise and identify and not categorise as a SEND need itself.

**The Graduated Approach**

The SEN Code of Practice sets out a graduated response to meeting children’s special educational needs. Children within the Early Years Foundation Stage are identified, assessed and provided for through foundation stage assessments. Children in Key Stages 1 and 2 are identified, assessed and provided for through the Graduated Approach.

**The process of ASSESS – PLAN – DO – REVIEW is followed several times in order to fully understand a child’s difficulties.**

* ASSESS – Teacher assessments / Internal assessments / Specialist assessments / External agency advice
* PLAN – Teacher plans differentiated / personalised approach / applies appropriate interventions / liaises and gets advice from SENCo
* DO - Teacher implements differentiation / personalised approaches / Teacher/TA class based interventions are employed
* REVIEW – Teacher / TA review of provision / SENCO consults with teacher to advise on different strategies.

After external/ internal detailed assessments and after consultation and agreement with parents, referrals may be made to external agencies e.g. Autism Team, Speech and Language Specialist, Paediatrician, CAMHs, Occupational Therapy etc…

Following consultation of all parties and having used high quality and accurate formative assessment, planned and implemented interventions, instigated appropriate levels of support which are reviewed: a decision may be made to place a child on the SEND Support Register.

**St Wilfrid’s SEN Register**

At St Wilfrid’s we have introduced a three tiers system, to create a clear pathway of identification of needs through Assessment, Planning, Reviewing and Doing

Children meeting the criteria for EHCP or Disabilities will automatically be placed on our School SEND Register.

Other pupils needing additional SEND support will be placed on SEND SUPPORT or SEND MONITORING dependent on the following criteria:

**SEND SUPPORT**

*Criteria- 2 or more of the following need to be met:*

* Clear diagnosis or difficulty e.g. Dyslexia, Dyscalculia, Developmental co-ordination disorder, Autism (ASD) or ADHD through internal or external assessments
* In receipt of targeted and rigorous interventions that focus on their area of need for at least one term (SEND Pupil Profile)
* Presents persistent emotional, social or mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in our setting
* Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
* Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning
* Has involvement of one or more external specialist e.g. Autism team, professional S&L, Ed Psychologist or Paediatrician
* Made little or no progress in line with their outcomes for a period of at least two terms.
* Is working at a level “B” or “Below” their age related expectations or baseline targets and not in line with their peers for a period of two terms or more.

**SEND MONITORING**

*Criteria - 2 or more of the following need to be met:*

* Working at level “B” or “Below” in data assessments for a period of one term.
* Parental Concern- related to behaviour, attainment, focus and concentration.
* Teacher Concern- related to behaviour, attainment, focus and concentration.
* Internal assessments are being accessed to provide evidence of barriers to learning.
* Beginning of the involvement of external agencies.

**SECTION 4: MANAGING PUPILS NEEDS ON THE SEND REGISTER**

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”*

*(Code of Practice 2014 6.36)*

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”*

 *(Code of Practice 2014 6.37)*

**ASSESS**

* If concern is raised that a child is not making expected progress in line with the criteria previously mentioned the class teacher will carry out an assessment of the child’s needs. The Class Teacher will seek advice of the school SENCo at this point.
* If a teacher has carried out all assessments they possibly can then the SENCo may assess the child for more specific difficulties e.g Dyslexia screening, Dyscalculia screening or Tomal memory testing.
* In some cases an external assessor may be deployed by the school to ascertain specific guidance or diagnosis for an individual child.
* If a concern about a child is raised by a parent we will take the concerns seriously and investigate. The results of an assessment will be recorded and compared to our own school assessment data.
* Assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
* In some cases, outside professionals from health or social services may already be involved with the child. These professionals’ opinions will help inform our internal assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

**PLAN**

* Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above.
* All teachers and support staff who work with the pupil should be made aware of their needs.
* Additional and on-going training for all staff to help them meet the needs of all learners will be organised by the school SENCo. External professionals will be encouraged to help train staff where appropriate e.g Autism Team, Educational Psychologists etc.
* The teacher with advice and support from the SENCo, will select and introduce a programme of support and intervention to meet the outcomes identified for the pupil.
* Parents will be informed of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

**DO**

* The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
* Pupil profiles will be used to monitor and track any child on an EHCP, Top Up funding, SEND Support and in some cases SEND Monitoring.
* Pupil Profiles (see below) will help a class teacher and SLT to track and monitor the ‘outcomes’ and progress of each individual child.
* The SENCo will be monitoring the completion of these Pupil profiles and ensuring all staff are adequately meeting the needs of all SEND children.
* The SENCo will liaise with external professionals regarding the provision and support in place for any child with an EHCP, Top Up funding or is on the SEND Support Register.
* The SENCo will liaise with the Local Authority to ensure reviews take place annually and where necessary as an interim review and high quality provision is in place for all our SEND children.
* The SENCo will be responsible for ensuring all applications for additional funding are completed to ensure children’s needs are fully met. (In line with the new LA funding policies that require our school to fund the first £6000 of support).
* The SENCo will publish the schools SEND Information on the website and ensure it is kept up to date.
* The SENCo will work in conjunction with our Family Liaison Officer to ensure all TAF meetings/ Child Protection concerns are dealt with appropriately and consistently.

**REVIEW**

* The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed in line with the agreed date.
* The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
* Where a pupil has an EHC plan, or Top Up funding the local authority and school will review the plan as a minimum every twelve months. (Annual Review for EHCP or Top Up funding)

**Writing Pupil Profiles for children with EHCP, Top Up funding or are on the SEND SUPPORT REGISTER:**

Pupil Profiles are written and reviewed three times a year in December, April and July. Pupil profiles include:

* Long term outcomes to be completed by the end of the Key Stage.
* Short-term outcomes relating to addressing the key barriers to learning for the child.
* Information about the child’s strengths and Special educational need in all of the 4 areas of SEND.
* The provision to meet the outcomes which is costed.
* Pupil and parental comments.
* Timescales to achieve outcomes.
* Outcomes to be evaluated when the Pupil Profile is reviewed.

**Conducting PUPIL PROFILE Reviews**

There will be three opportunities a year for a Pupil Profile to be reviewed and discussed with parents this will be during Parents evenings.

*“Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.”*

*(Code of Practice 2014 6.65)*

The SENCo will be available to discuss with the parents any issues relating to the pupil profiles. Possible questions below;

* What are the child’s current levels of attainment relating to Pupil Profile outcomes?
* What progress has the child made towards meeting the overall objectives set out in the Pupil Profile?
* What are the parents’/carers’ views of the child’s progress?
* What are the child’s views of their progress?
* Is the current provision appropriate to the child’s needs?
* What outcomes should be set?
* Have there been any significant changes to the child’s circumstances?
* Have there been any significant changes in the child’s special educational needs and therefore do they need to move within the graduated stage?
* How will the child’s progress be assessed?
* Are there any particular strategies that have led to improvement?
* Are there any particular requirements to promote inclusion?

**Statutory Annual Reviews**

For a child who has an Education Health Care Plan ,the Local Authority has a statutory duty to formally review his/her EHCP, at least annually. Annual Review Meetings are organised in school by the SENCO. Children with Top Up funding will also have an annual review to discuss whether Top Up funding is still appropriate or if an Educational Health Care Needs Assessment is required.

**The Annual Review Is In Four Parts:**

* Collection and collation of information
* Annual Review Meeting.
* SENCO’s report of the Annual Review Meeting.
* LA Review.

**Annual Review Procedure**

**The SENCO:**

* Maintains a calendar of review dates.
* Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, parent/carers, LA representative (for Year 5 EHCP annual reviews) and health professional). Often other professional provide reports instead of attending the annual reviews.
* Seeks the views of the child and invites him/her to all or part of the meeting.
* Plans Annual Review Meetings at least two months in advance and contacts professionals through the EHC Hub.
* Seeks written advice on the child’s progress from all invited to the meeting, including the parents/carers.
* Sends out invitations to parents/carers through the EHC Hub.
* Ascertains the child’s views regarding progress through an appropriate medium.
* Offers to assist parents/carers and children in preparing reports for the meeting.
* Advises parents/carers and children that they may bring a friend or relative to the meeting.
* Reports from professionals are placed on the EHC Hub for all parties to access.
* Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

**The Review Aims to:**

* Assess the child’s progress towards meeting the objectives within the EHCP
* Discuss appropriate Outcomes for the child.
* Review the educational progress made by the child.
* Consider the effectiveness of the ECHP in light of the child’s progress.
* Set new targets for the coming year, or determine whether amendments to the EHCP are necessary.
* Record information which the school and other professionals can use to plan provision and support for the child.

**The Annual Review Meeting**

* The meeting should consider the following questions:
* What are the child’s current levels of attainment in English and Maths?
* What progress has the child made towards meeting the overall objectives set out in the EHCP?
* What progress has the child made over the past year, especially in relation to each SEND?
* What are the parents’/carers’ views of the past year’s progress?
* What are the child’s views of the past year’s progress?
* How successful has the child been in meeting the targets in the SEND Pupil Profile?
* Is the current provision appropriate to the child’s needs?
* What outcomes should be set for the coming year?
* Have there been any significant changes to the child’s circumstances?
* Have there been any significant changes in the child’s special educational needs?
* How will the child’s progress be assessed?
* Are there any particular strategies that have led to improvement?
* Are there any particular requirements to promote inclusion?
* Are any amendments to the EHCP necessary?
* Should the LA recommend ceasing or maintaining the EHCP?
* If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice 2014 and CWAC procedures.

**Reporting of the Annual Review Meeting**

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Annual Review Paperwork. Copies of all reports are uploaded on the EHC Hub.

**Local Authority Review**

The Local Authority review the EHCP in the light of the SENCO’s report of the review meeting report, and decides whether to amend the EHCP or cease to maintain it.

**SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

* If a child who is on the SEND Support Register makes progress and ‘closes the gap’ in line with national and local expectations then a review meeting may be held in school to discuss a child being taken off the SEND Support Register.
* Parents will be included in any discussion and fully informed of the schools actions.

**SECTION 6: SUPPORTING PUPILS AND FAMILIES**

***“What is the Local Offer?***

*4.1 Local authorities* ***must*** *publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.*

*4.2 The Local Offer has two key purposes:*

* To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

*To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review “*

*(Code of Practice 2014 4.1/4.2)*

* The SENCO will guide parents towards the LA local offer (See School SEND Webpage) (Regulation 53, Part 4) See above.
* The SENCO will ensure an up to date SEND Information Report (See SEND Webpage) (Regulation 51, Part 3, section 69(3)(a) of the Act )
* The SENCO will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil.
* The schools admission arrangements are published on the website.
* The SENCo and Head Teacher ensure Access Arrangements for children requiring them are implemented consistently and fairly and in line with National (SATS) expectations.
* The Head Teacher, Deputy Head and SENCo are responsible for ensuring that the needs of children with SEND are consistently met and especially during class to class transition, across Key Stages and from one school to another. (Including secondary transition)
* With regard to managing Pupils with Medical Needs please see the Medical Needs Policy on our website under SEND.

**SECTION 7: 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 (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed
* A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

**School should:**

* Notify the Local Authority/Education Welfare Officer if a pupil is likely to be away from school due to medical needs for more than 15 working days.
* Supply the appropriate education provider with information about a pupil’s capabilities, educational progress and programmes of work.
* Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary.
* Ensure pupils be kept informed about social events and are able to participate through homework if necessary.
* Facilitate liaison with peers through visits and videos if necessary.
* Ensure pupils have access to public examinations possibly as external candidates.

**SECTION 8: MONITORING AND EVALUATION OF SEND**

The school regularly monitors and evaluates the quality of provision of SEND.

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”*

 *(SEN Code of Practice 2014 xiii.)*

* The SENCo completes observations of Teacher and TA interventions and provision for SEND.
* The SENCo and Head Teacher are responsible for ensuring all staff receive relevant training.
* The SENCO meets with the SEND designated governor once every term to ensure effective monitoring and evaluation occurs.
* These evaluations form an important part of the SEND Action/Development Plan which is revised annually by the SENCo.

**SECTION 9: TRAINING AND RESOURCES**

* The SEN Team is funded by a Notional SEN Budget provided by CWAC based on a pre-determined formula.
* The staff audit helps to identify Staff training requirements.
* The SENCo plans staff training in consultation with the SLT.
* In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
* All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO 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 SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

*“The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. “*

 *(Code of Practice 2014 6.4)*

**SECTION 10: ROLES AND RESPONSIBILITIES**

**The Governing Body: Elaine Morrissey**

**Chair of Governors / SEND Lead Governor.**

The Governing Body, in consultation with the Head Teacher, determines the school’s policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school’s work. The Governing Body, having regard to the Code of Practice:

* Ensure appropriate provision is made for any child with SEND.
* Reports annually to parents on the school’s policy for children with SEND.
* Ensure all children; including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
* Appoints a representative of the Governing Body to oversee SEND provision.
* Ensure discussions with parents regarding SEND matters at relevant meetings.
* Ensure that pupils with SEND are fully involved with school activities.
* Ensure they are involved in developing and reviewing SEND Policy.

**The Head Teacher : Mrs Justine McEniff**

**Safeguarding Lead member of Staff**

The Head Teacher is responsible for the day-to-day management of all aspects of the school’s work, including provision for special educational needs and disability. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND. The Head Teacher/SENCo informs parents of the fact that SEND provision has been made for their child.

**Admissions**

In every instance, when a parent seeks a place for a child at St Wilfrid’s Catholic Primary School, the Head Teacher:

* Ascertains whether or not the child is the subject of an EHCP or SEND support (parents are to record this information on the school’s admission form)
* Informs the parent that the child cannot be admitted to the school if it is not named in the EHCP until the Local Authority have been consulted
* Informs the Local Authority that an approach for admission has been made.

**Admission Arrangements**

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent pupil profile prior to agreeing to admitting a child transferring from another school.

**SENCO: Miss Mickey Davies**

**Safeguarding Lead member of Staff: Mrs Justine McEniff**

The role of the SENCO involves:

* Overseeing the day-to-day operation of the school’s SEND policy.
* Ensuring an appropriate budget allocation to meet SEND.
* Manages all SEND staff including Specialist TA’s and SEND Class based TA’s.
* Interpreting legal requirements for staff, parents and governors.
* Co-ordinating and evaluating provision, including interventions, for children with SEND.
* Monitoring the progress of children with SEND alongside the class teacher.
* Liaising with and advising teachers whenever necessary.
* Monitoring and evaluating the quality of provision.
* Overseeing the records of all children with SEND.
* Maintenance of the SEND Support register.
* Liaising with parents of children with SEND.
* Organising and delivering INSET training in order to meet the needs of staff.
* Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies.
* Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
* Overseeing the pupil profiles and review process for both EHCP, Top Up funding and SEND Support Children.
* Reporting to Headteacher and Governing Body once a year on summary/update of SEND Department.

**Special Educational Needs Teaching Assistants (SENTA)**

**Line Manager: SENCo : Miss Mickey Davies**

The SEND TAs work under the direction of the class teachers and SENCo. They:

* Work with ALL EHCP and Top Up funding pupils, attend annual reviews, assess progress and contribute to the planning of Pupil Profile.
* They plan the individual additional work needed to work towards ‘Outcomes’ agreed and differentiate and moderate class planning as agreed with the Class teacher to enable full access to the curriculum.
* Deliver individual occupational and physiotherapy plans in accordance with pupil Care Plans.
* Work closely with the class teacher, SENCO and other outside agencies to meet the child’s needs.
* Support individual and small groups of pupils towards attaining targets identified in their Pupil Profiles.
* Continuously assess pupil progress and identify the next steps to learning.
* Are aware of the school’s procedures for the identification and assessment of, and subsequent provision for, pupils with SEND.
* Complete termly assessments on identified SEND pupils and assist teachers in completing B Squared if required.
* To keep parents informed of pupil progress.
* Accompany pupils on trips and residential to enable the pupil to fully participate.

**Teachers**

**Line Manager: Mrs Justine McEniff**

Clearly identify the role of teaching and support assistants. They will:

* Understand that they are responsible for meeting the needs of ALL leaners in their class. They must be able to identify, assess and provide for those children with SEND in their classrooms.
* Identify and assess, and provide subsequent provision for, pupils with SEND.
* Work with the SENCO to decide the action required to assist the pupil to make progress.
* Work with the SENCO to collect all available information on the pupil.
* Develop and review Pupil Profiles for pupils with additional needs or who require SEND Support.
* Plan for and work with SEND pupils on a daily basis to deliver the individual programme set out in the Pupil Profile.
* Develop effective relationships with SEND pupils, parents and support assistants.
* Take responsibility for ensuring parents of children with SEND are communicated to and involved effectively.
* Encourage pupils to participate in decision-making.
* Be involved in the development and review of the school’s SEND policy.
* Continuously assess pupil progress and identify the next steps to learning.
* To keep parents informed of pupil progress.(3 termly meetings as a minimum to discuss Pupil Profiles during Parent’s evenings)
* Work with the SENCO to identify their own training needs around SEND.

**Family Liaison Officer: Mrs Debbie Jackson**

**Line Manager: Mrs J McEniff**

* Provide relevant support to identified pupils and families with social, emotional, mental health difficulties.
* Develop positive working relationships with pupils, parents, teachers and other professionals.
* Run and oversee TAF meetings, Child in need and Child protection meetings where appropriate.
* To work alongside the Head and SENCo in Child Protection / Safeguarding cases.
* Deliver appropriate social skills, anger management interventions.
* Assist with the recording, monitoring and evaluation of pupils’ progress.
* Assist with the identification and effective provision of appropriate resources.
* Attend liaison, team and service meetings and undertake appropriate INSET training.
* Work alongside the SENCO and teaching staff in the preparation of Pupil Profiles where appropriate.

**Pupil Premium – Miss Mickey Davies**

**Line Manager: Headteacher: Mrs Justine McEniff**

* To have an overview of all pupils in receipt of Pupil Premium
* Track and monitor the progress of all these students and place annual summary of past and current effectiveness of Pupil Premium on the school’s website each September.
* Ensure appropriate interventions, programmes, opportunities are provided to all relevant children to ensure they make expected or above expected progress in terms of academic attainment and social and emotional development.
* Assist with the recording, monitoring and evaluation of pupils’ progress and the setting of revise outcomes and interventions.
* Assist with the identification and effective provision of appropriate resources.
* Attend liaison, team and service meetings and undertake appropriate INSET training.
* Work alongside the teaching staff in the preparation of Provision Maps/Pupil profiles

**Speech and Language HLTA – Mrs Rachel Owen**

**Line Manager: SENCo: Miss Mickey Davies**

Work closely with the class teachers, SENCO and other outside agencies to meet the child’s needs.

* Support individual and small groups of pupils towards attaining targets identified in their Pupil Profiles or SALT Care plans.
* Work with children or SENCo in their specialist area of expertise of work to help implement the SEND Code of Practice in line with St Wilfrid’s SEND policy.
* Assist with the recording, monitoring and evaluation of pupils’ progress.
* Assist with the identification and effective provision of appropriate resources.
* Attend liaison, team and service meetings and undertake appropriate INSET training.
* Work alongside the SENCO and teaching staff in the preparation of Pupil profile.

**Medical Needs Children responsibility: SENCo – Mickey Davies/ Adrienne Bennett**

* To ensure all staff are aware of Medical Needs Policy and follow correct procedures.
* Keep an updated list in school of any children with any relevant medical needs.
* Procedures regarding medical needs and trips to be covered in Medical Needs Policy.

**Pupil Participation**

The school actively encourages the involvement of children in their education. With reference to all children requiring SEND Support, we:

* Involve the child in decision making regarding the methods by which their individual needs will be met.
* Invite the child to attend all or part of review meetings.
* Discuss the purpose of assessment arrangements and the implications of the Pupil Profiles with the child.
* Encourage the child to comment on his or her SEND provision through an appropriate medium.
* Involve the child in the implementation of the Pupil Profile.
* Aim to further develop the child’s self-confidence, self-esteem and independence as a learner to the extent the child is able.

**Parent/Carer Participation**

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child’s special educational needs. We:

* Involve the parent/carer in decision making regarding the methods by which their child’s individual needs will be met.
* Invite the parent/carer to attend all review meetings and communicate regularly with the class teacher, TA’s SENCo or Head Teacher to alert any concerns about their child’s learning or provision.
* Discuss the purpose of assessment arrangements and the implications of the Pupil Profile with the parent/carer providing them with a copy through an encrypted email.
* Encourage the parent/carer to be actively involved in working with their child to achieve the outcomes set in their Pupil Profile.
* Encourage the parent/carer to comment verbally and in writing on their child’s SEND provision.
* Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child’s SEND provision.
* Aim to further develop the parent/carers’ confidence in the provision made for their child’s special educational needs.
* Provide details of the Parent Partnership Service who provide free advice and guidance and training to parents of children with SEND.

**SECTION 11: STORING AND MANAGING INFORMATION**

* SEND Related Documents are password protected on the schools P Drive Computer.
* SEND children’s files are stored in a lockable filing cabinet in the SENCo’s room.
* Please see the schools Policy on Information Management and Confidentiality policy.

**SECTION 12: REVIEWING THE POLICY**

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school’s procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

* Levels of differentiation by task and by outcome reflected in weekly planning and evidenced in lesson observations.
* Measurable progress made by individual children.
* Monitoring reports on classroom observations prepared by Head Teacher, Deputy Head teacher and SENCo.
* Termly evaluations of the quality of Pupil Profiles.
* Collation of children’s and parent’s/carer’s comments following review meetings.

**SECTION 13: ACCESSIBILITY**

* The school is aware that the DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
* Please refer to the Schools Accessibility Policy 2021 which we recognise is a Statutory Duty (see website.)

**SECTION 14: DEALING WITH COMPLAINTS**

The school’s complaints procedure is outlined in the School Prospectus. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

**SECTION 15: BULLYING**

* Please refer to the schools’ Anti-Bullying Policy and Behaviour policy. (see website.)
* We fully understand our duty to safeguard the needs of pupils with SEND, promote independence and build resilience in their learning.
* Please also refer to our policy/guidance regarding the use of Social Media / Facebook and our responsibility to protect those more vulnerable children.

**SECTION 16: APPENDICES**

Please see Appendix A which is the SEND Information Report which is updated termly by the School SENCo on the schools website;

[www.st-wilfrids.cheshire.sch.uk/page/sen/5852](http://www.st-wilfrids.cheshire.sch.uk/page/sen/5852)

Please contact the School SENCO on:

01606 663630 or senco@st-wilfrids.cheshire.sch.uk