



St Wilfrid's RC Primary, Bishop Auckland SEND Policy

This policy should be read in conjunction with The Code of Practice, The SEND Information report and the following:

- Equality Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy

DEFINITIONS

The overall definition of what constitutes a special educational need is stated within the Code of Practice (2014)

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.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning that the majority of others the same age, or*
- b) Has a disability which prevents or hinders him or her from making use if facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Special Educational Provision which meets the needs of the children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.



St Wilfrid's RC Primary, Bishop Auckland

SEND Policy

RATIONALE

St Wilfrid's recognises every child's right to have a broad and balanced curriculum. We strive to provide a positive learning environment where all children can achieve their potential.

Our Special Educational Needs policy and School Information Report acknowledges that many children throughout, or at different points in their school career may require additional support to make the best possible progress which they can.

This is different for each child and as a school we provide tailored additional support to ensure that children's needs are met, regardless of the extent or nature of the difficulty.

We are an inclusive school, catering for a wide range of SEND, including pupils with:

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

We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best way of supporting them. All parents of pupils with SEND will be encouraged to and supported in playing an active and valued role in their child's education.

Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met.

- To provide an enriching and stimulating environment which promotes positive learning experiences for all, which is differentiated to meet individual needs and abilities;
- To identify children with SEND as soon as possible and plan a programme of intervention and support to address their needs.
- To track regularly the progress of children with SEN throughout the school tracking systems, review meetings, lesson observations, provision maps and support plans;



St Wilfrid's RC Primary, Bishop Auckland

SEND Policy

- To provide regular and good quality training for staff in relevant areas of SEND;
- To evaluate the impact of staff training and provision/intervention programmes;
- To develop good relationships with parents/carers to ensure that all pupils with SEND are supported well at home and at school.
- To ensure that all staff working with children with SEND are clear about their roles;
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work efficiently with a range of other external agencies;
- To make good links other mainstream primary schools, secondary schools and special school.

ROLES AND RESPONSIBILITIES

Provision for pupils with Special Educational Needs is a matter for the school as a whole.

Governing Body

The governing body will have the following responsibilities. They will:

- Appoint a governor with specific responsibility for SEND:

Mrs Jeanette Shaughnessy

- Have regard of the SEND Code of Practice and should oversee its implementation and provide strategic support to the head teacher;
- Publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEND;
- Ensure that there is a qualified teacher designated as SENCO;

Mrs Caroline Roxborough

- Cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan;
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions;
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- Ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.



St Wilfrid's RC Primary, Bishop Auckland SEND Policy

The Head teacher

The head teacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the code of practice.
- Ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.
- Report to the governing body how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENCO)

The role of the SENCOs includes:

- Oversee day-to-day operation of school's SEN policy;
- Coordinating provision for children with SEN;
- Liaising with designated teacher where a Looked after Child has SEN; Overseeing SEND support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEND Support;
- Advise on use of delegated budget/ other resources;
- Liaising with parents of children with SEND;
- Maintaining links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Working with head and governors on Equality Act;
- Ensuring that SEND records are up to date;
- Contributing to the in-service training of staff.



St Wilfrid's RC Primary, Bishop Auckland SEND Policy

Class Teachers

Class teachers have the following responsibility to:

- Provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.



St Wilfrid's RC Primary, Bishop Auckland SEND Policy

Support Staff

At St Wilfrid's, class teachers work with all support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- TAs and HLTAs are part of the whole school approach to SEND working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Identification of SEND

Through their discussions, observations, assessments and data analysis the SENCO, class teachers, support staff, Parents/Carers and relevant outside agencies will identify any children who appear to have SEND.

When a child is identified as having SEND they will be placed on the SEND register as SEND Support which will indicate that they are receiving support *above and additional to that other people their same age.*



St Wilfrid's RC Primary, Bishop Auckland

SEND Policy

SEND Support

When a Parent/Carer, class teacher and the SENCOs identify a child with Special Educational Needs, the class teacher will provide additional support that are additional to those provided as part of the school's usual differentiated curriculum (known as Quality First Teaching)

The indicators for SEND support are that, despite receiving Quality First Teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Where necessary the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress, the school or parents should consider requesting an **Education, Health and Care Assessment**. To inform this decision the local authority will expect to evidence of action taken by the school.

These include:

- Records of regular interventions, strategies, review and their outcomes.
- The pupil's health including the child's medical history where relevant.



St Wilfrid's RC Primary, Bishop Auckland SEND Policy

- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational Psychologist.
- Views of the parents and the child.
- Involvement of other professionals such as health, social services or Education Welfare Service.
- A costed provision map.

Parents or school are the only partner who can request an Education, Health Care Assessment.

An Education, Health Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs, including any health needs.
- Identification of the special educational provision necessary to meet the pupil's Special Educational Needs.
- Long and short term outcomes for the child to work towards.
- Identification of the type and name of the school where the provision is to be made,
- Relevant non-educational needs of the child.
- Information on non-educational provision
- Reports and views of any other specialist involved.

All children with and EHCP will have short term and long term outcomes set for them that have been established after consultation with parents and the child. An EHCP will be reviews annually and will last until the child is 25 or all of the targets are met.



St Wilfrid's RC Primary, Bishop Auckland SEND Policy

Recording SEN

Detailed records are kept on all children with SEN. These record files are kept in a secure location in school.

It is the responsibility of the SENCO to keep the record up to date and share new paperwork with relevant staff. All reports and feedback should be shared promptly with parents/carers and their views recorded.

SEN register

The SEN register is a document which collates information about children with SEN in the school. It is kept electronically on SIMS and is updated three times a year during the school census. The SEN register is kept up to date by the SENCO, following conversations with all staff members. The register will state the following:

- Child's name
- Date of birth
- Their main need (Cognition and Learning, Social Emotional Mental Health, Sensory and Physical and Communication and Interaction)

Views of any specialist involvement and their subsequent reports will be uploaded onto SIM for all staff members to refer to.

The Headteacher maintains a copy of the Medical Register as the responsible person.

Copies will be kept in the school office, easily accessible by named first aiders:

Brigit Kinsey (for adults)

Christine Pickering (for children)

Susan Dowson (for children)



St Wilfrid's RC Primary, Bishop Auckland SEND Policy

The Medical Register may be amended throughout the year by the class teacher following consultation their team leader.

The SENCO will become involved should a child's medical attention present a barrier to their learning.

Pupil Files

Pupil files are kept up to date by the SENCO. All paperwork is stored in a secure location and is uploaded onto SIMS. It is shared confidentially with relevant staff and parents/carers.

Annual Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. For those on SEN support, parents/carers and other agencies, where appropriate, are invited to these. Reviews also form part of the Parent/Teacher progress reports and meetings in the Autumn, Spring and Summer terms. During these review meetings, feedback is given about a child's attainment and progress towards their personal outcomes. New outcomes are agreed where necessary.

Staff Training

The school monitors training needs carefully and allocates funding for training where necessary. Training courses are available to book on the school extranet and are made known through the SEN Network meeting which the SENCO reports.

Date of implementation: 1st November 2018

Date of review: 1st November 2019