



Special Educational Needs

Next review: Spring 2022

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Background

A new SEN Code of Practice came into force on the 1st September 2014.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about

public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

This was written a long time ago and is up to us to write our own statement – maybe this is something we could take back to governors committee meeting to check everyone is still happy with it? I would like to add something like the comment I've written in read.

At St Wilfrid's, we celebrate the differences between all our children and young people.

St Wilfrid's is a caring school, setting the highest standards of discipline, behaviour and education. We aim to balance the desire for academic achievement with the education of the whole child and have developed a creative curriculum that is regularly enriched and enhanced to facilitate this. The school is a Voluntary Controlled Primary School and derives its religious character from a partnership with the Church at parish and diocesan level.

We work hard to develop a partnership between parents, carers, staff, pupils and governors. We also work hard to encourage positive relationships between all members of the school community. The ethos of the school is one of realising potential in a climate of opportunity and support. We have worked hard to produce a vision and a set of core values that reflect the aims and aspirations of the school where the individual needs of the child are paramount.

Aspiring to Excellence Fostering Creativity

Promoting Christian Practices Realising Potential

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

We seek to provide a safe, challenging and stimulating educational environment in which pupils:

1. See learning as exciting and worthwhile.
2. Maximise their academic and social potential.
3. Are motivated to develop a responsible and caring attitude.
4. Encompassing the outcome of Every Child Matters.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services *[and feeding schools or early years settings – where applicable]* prior to the child's entry into the school. **All teachers are responsible for identifying pupils' SEN as soon as possible.**
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the *SENCo* and will be carefully monitored and regularly reviewed in

order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. **The SENCo coordinates the work with outside agencies (which are listed on pg10 of this policy)**
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing opportunities for children to be involved in their own education through attending meetings with teachers/SENCo and parents as appropriate and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. *membership of the School Council*].

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Ian Bullock, Head teacher.
- The person co-ordinating the day to day provision of education for pupils with SEN is Laura Griffiths, SENCO.
- At St. Wilfrid's we work closely with our teaching assistants who implement the day to day running of the special educational needs' support within the school, liaising with the SENCo and the class teacher.
- The Governing Body has a named person for ensuring the operation of the school's Special Educational Needs' Policy. **This is currently Mrs Lindsay Ainley.**

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, [take this out – IEPs](#), and subject targets for individual pupils.

All staff can access:

- The St. Wilfrid's C of E Primary School SEN Policy;
- A copy of the full SEN Register;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

Please also refer to St. Wilfrid's CE Primary School Admissions Policy which is available from the school office.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Regarding pupils with SEND, the schools Admissions Policy is followed with the addition that the SENCo also liaises with the pupils current setting over provision and how best to support the child, both through transition and once established within the school. September admission into the Reception class has the added benefit that the class teacher visits children in their current placements and will engage in a dialogue with staff over support for SEND pupils.

Specialist SEN provision

Our school is not a specialist in any area of Special Educational Needs, however a breakdown of our school is provided below.

We are committed to whole school inclusion. [For more information on our provision for inclusion see section 10. Take this out – our policy isn't written in sections.](#)

Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place. These are:

1. Level access to all areas of the upper building with a disabled lift providing access to the lower building. This provides access for wheel chairs and those with physical disabilities which restrict their ability to access the buildings.
2. Disabled toilets in both upper and lower buildings.
3. Adaptations in all toilets up to and including Year Three to support those with physical disabilities.
4. Fitted blinds in all classrooms to assist pupils Visual Impairments.
5. Provision for food allergies and currently also for Special Educational Needs' which lead to eating difficulties.
6. Selected staff members that are currently trained to perform specified physiotherapy and manual handling as directed by trained health professionals.
7. Auxiliary aids to support pupils with specific learning difficulties (e.g. dyslexia, dyscalculia).
8. A range of Literacy and Numeracy interventions to support pupils in making progress in all areas of the curriculum.
9. Support during assessments and examinations as appropriate.

For additional information, please refer to the schools Accessibility Policy which is available on both the school website and in the school office.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Within the school, resources are allocated based on need with the SENCo, through liaison with the head teacher, able to access school based funding to support individual pupils as need and budget allow. This budget also provides the salaries for classroom assistants to support special educational needs' throughout the school.

Funding for SEND pupils is allocated through discussion between the Headteacher, SENCo and class teacher, based on pupils' levels of need and the **school's** ability to meet those needs.

If required, funding can also be sourced to help provide inclusive technology to support pupils with such needs.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. **Where they are not involved, if this is felt to be appropriate, a request may be made for their involvement through a Family Springboard meeting following discussion and agreement from parents.**

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-

to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting Ask Us Nottinghamshire (Formerly Parent Partnership)

0800 121 7772

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

For all SEN pupils, consideration will be given to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for all staff on the subject of SEN and SEN teaching. School staff will be kept up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- **Ensuring targets are clearly recorded on an individual provision map.**

Inclusion of pupils with SEN

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Management Team including the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

At St Wilfrid's we aim to achieve excellence for all children, whatever their ability or need. We aim to do this through the removal of barriers to learning. For example, providing different coloured paper and reading rulers and ensuring all classrooms display a daily visual timetable.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. For staff, this can be given at all times in school. Parents and pupils are invited to termly review meetings to discuss pupil's progress and to set an action plan for moving forwards. Outside of these meetings, both parents and pupils are encouraged to discuss and concerns/progress with the class teacher or SENCo by contacting the school.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual evaluation of the effectiveness of the school SEN provision and policy with a formal evaluation carried out by the SENCo and SEN governor every three years. Information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums.

Additionally, information from the reviews will be published annually in the school SEND Information Report which is made available on Nottinghamshire's Local Offer webpage at:

www.nottinghamshire.sendlocaloffer.org.uk

Complaints procedure

Please refer to St. Wilfrid's Primary School Complaints Policy which is available from the school office and on the school website.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11). [Take this out.](#)

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Head Teacher or SENCo who will then inform the child's parents.

The following services will be involved as and when is necessary and are accessed through the termly springboard meetings with the Family SENCo's and Support Services:

- Schools and Families Support Services
 - Educational Psychology Service
 - Communication and Interaction Team
 - Cognition and Learning Team
 - Physical Disability Support Service
- Early Years Inclusion Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Health Team, including School Nurse
- Local Health Authority including Paediatricians and GPs
- Social Care
- Teachers of the Visually Impaired
- Teachers of the Deaf
- Family Care
- CAMHS
- Gedling Primary Behaviour Partnership

Working in partnerships with parents

St. Wilfrid's Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

School obtains feedback from parents via formal feedback addressed to the Head teacher, informal feedback through discussions with staff members, discussion at review and parents' meetings, written feedback forms provided with both interim and end of year reports and through contact with the school office. On occasions, additional feedback will be actively sought by school through the use of questionnaires, surveys and invites to discussion meetings.

If parents wish to make contact about particular concerns about their child or their provision, they can do so using post, phone or email using the contact details shown below:

School telephone: 0115 9652775
School email: office@st-wilfrids.notts.sch.uk

Head Teacher email: head@st-wilfrids.notts.sch.uk
SENCo email: laura.griffiths@st-wilfrids.notts.sch.uk
Postal address: St. Wilfrid's Primary School,
Main Street,
Calverton,
Nottinghamshire,
NG14 6FG.

Parents are kept up to date with their child's progress through termly progress reviews, parents' evenings, an interim report and the end of year report.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority **Ask Us** service where specific advice, guidance and support may be sought.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor, Laura Griffiths, may be contacted at any time in relation to SEN matters.

Links with other schools

Our SENCo also liaises regularly with the local family of SENCos who meet at least once a term. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

St. Wilfrid's Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- **School and Family Support Service (SFSS)**
- **Physical Disability Specialist Service (PDSS)**
- Social Services
- Speech and Language Service
- **Gedling Area Partnership**
- **Colonel Frank Seely Academy Family Senco**

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed:

Mark North, Headteacher

Date:

Signed:

Laura Griffiths, SENCo

Date:

Signed:

Lindsay Ainley SEN Governor

Date: