



St Wilfrid's CE Primary School

Special Educational Needs and Disabilities Policy

Next Review: Autumn 2023

Glossary of terminology

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autistic Spectrum Disorder

APD - Auditory Processing Disorder

BSP - Behaviour Support Plan

CAMHS - Child and Adolescent Mental Health Service

CoP- Code of Practise

EHC - Education, Health and Care

EP - Educational Psychologist

HI - Hearing Impairment

IBP - Individual Behaviour Plan

IEP - Individual Education Plan

IPP - Individual Pupil Profile

LO - Local Offer

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

OCD - Obsessive Compulsive Disorder

OT - Occupational Therapist

PMLD - Profound and Multiple Learning Disability

SALT/SLT - Speech and Language Therapists

SEND- Special Educational Needs and/or disabilities

SEN- Special Educational Needs

SENCo- Special Educational Needs Co-ordinator

SLCN - Speech, Language and Communication Needs

SLD - Severe Learning Difficulties

SpLD - Specific Learning Difficulty

VI - Visually Impaired

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Mission Statement

St Wilfrid's is a caring school, setting the highest standards of 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. We work hard to encourage positive relationships between all members of the school community. Everyone at St Wilfrid's is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. Our vision for St Wilfrid's is to enable all children to realise their full potential in a safe, welcoming and happy learning environment. We strive to achieve this within an inclusive school that values every individual, and celebrates the diversity of our community.

Document control

Date Issued	Autumn 2022
School SEND governor lead	Lindsay Ainley
School SENCo	Megan Haley
Authors	Megan Haley & Lindsay Ainley
Date for review	Autumn 2023

Approvals

This policy has been approved by the following bodies:

Role	Name	Date	Signature
Head Teacher	Mark North	Autumn 2022	
SEND governor	Lindsay Ainley	Autumn 2022	
SENCo	Megan Haley	Autumn 2022	

Subject to ratification by governing body: Date- Autumn 2022

Key Personal

Special Educational Needs Coordinator (SENCO) is: Megan Haley

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Nominated SEND Governor: Lindsay Ainley

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The Headteacher is: Mark North

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The Chair of Governors is: Rev. Sam Hustwayte

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Policy Statement

The purpose of this policy is to provide staff, volunteers and governors with the framework by which pupils with SEND should be included and educated in our schools, and to inform parents and carers how we will identify need, establish effective provision and improve outcomes for children and young people who have SEND in our schools.

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*].
- **Monitor academic and social progress of 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 barriers to learning.** 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 to understand SEN procedures and practices, provide updates on their child's progress and any provision applicable.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice opinions of their own needs.** This means providing opportunities for children to be involved in their provision including access-plan-do-review.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mark North, Head teacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is Megan Haley, *SENCo*.
- The Governing Body has a named person for ensuring the operation of the school's Special Educational Needs' Policy. This person is Lindsay Ainley.

Arrangements for coordinating SEND provision

All staff can access:

- The St. Wilfrid's CE Primary School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification in the Code of Practice.
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their provision maps 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 SEND 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.

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 to support those with physical disabilities.
4. Fitted blinds in all classrooms to assist pupils Visual Impairments.
5. Provision for food allergies and SEN which leads 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 SEND

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 may 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 schools 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

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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 to 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 they may be contacted, if this is felt to be appropriate, 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/Carers are invited to termly review meetings to discuss pupil's progress and to set an action plan for moving forwards. Outside of these meetings, parents/carers are encouraged to discuss progress with the class teacher or SENCo by contacting the school.

Working across Education, Health and Care

We will work jointly with education, health and care bodies, including the Nottinghamshire local authority, and professionals to secure effective outcome, including supporting the Local Offer for young people in our schools. 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

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 Leadership Team including the SENCo to ensure that it promotes the inclusion of all pupils.

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.

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 and SENCo may be contacted at any time in relation to SEN matters.

Complaints procedure

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