



Special Educational Needs and Disability Policy

Our Mission Statement is:

Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.

Our three key values we embrace are:

Belonging, Believing and Becoming

Date	Review Date	Special Needs Co-ordinator (SENDSCO)	Nominated Governor
10.9.21	10.9.22	Susanne Budgett Jenna Bartlett	Matt Croxall

This Policy covers the following Rights in respect of UNICEF's The Convention On The Rights Of The Child:

- Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- Article 23 (children with a disability): A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014. At St Wilfrid's we have adopted the UN Convention on the Rights of the Child (CRC). As a school, we must ensure that children's rights are met, especially children who have SEND, in particular:

- All children have the right to learn and go to school.
- All children have the right to develop their personalities, talents and abilities to the full.
- All children have the right to be healthy.
- All children have the right to privacy

We therefore have a duty to provide appropriate SEND provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.'

We believe it is our responsibility to publish all details of the SEND provision that we have available in the Information Report and to work with the Local Authority in compiling and reviewing the Local Offer.

We believe that children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers, teaching assistants (TAs) and Learning Support Assistants (LSAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that TA's and LSA's will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the School's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The School has provision for pupils who are disabled.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims and Objectives

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs and Disability Co-ordinator;

- responsibility for ensuring the Special Educational Needs and Disability Co-ordinators are allocated sufficient time to undertake the demanding role of SENDCO;
- delegated powers and responsibilities to the Headteacher to ensure all School personnel and visitors to the School are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;
- responsibility for ensuring pupils with SEND have access to all School facilities;
- due regard to comply with the SEND Code of Practice when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose EHCP (Education, Health and Care Plan) names the School;
- responsibility for publishing an SEND information report;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the School facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the School complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCO's and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all School personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENDCO's, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant School personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability
 - School personnel have high expectations of pupils with SEND
 - appropriate provision is in place
 - differentiation is put into practice
 - the pupil tracking system is effective

- annually report to the Governing Body on the success and development of this policy

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN 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.'

Role of the Special Needs Co-ordinator's (SENDCOS)

The SENDCO will:

- Have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all School personnel understand their responsibilities to children with SEND;
- work with the Headteacher to oversee the day to day provision for pupils with SEND within the School including those with education, health and care (EHC) plans;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs and keep parents up to date with the special educational needs provision for their child;
- be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the School's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the school's website updating stakeholders of how the School's offer is administered;
- make effective use of relevant research and information to improve this policy;
- provide awareness training for parents;
- arrange meetings for parents with the School Nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- organise Early Help or 'Team Around the Child' (TAC) meetings as appropriate;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all School activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the School;
- arrange in-service training for School personnel and governors;
- work in collaboration with class teachers to prepare One Page Profiles and update SEND Support Plans;

- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- provide information for the SEND Information Report;
- review and monitor;
- Report to the Governing Body each half term on the success and development of SEND, including a budget report

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinators;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the School is aware of this policy;
- attend training related to this policy;
- report to the Governing Body after each school visit;

Role of Class Teachers

Class teachers must:

- have high expectations of pupils with SEND;
- be aware of the School's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENDCOS;
- be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SENDCOS/Professionals working with SEND pupils;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiation;
- Prepare and liaise with the SENDCOS to produce termly Provision Plans;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENDCOS of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;

Role of Teaching Assistants and Learning Support Assistants (TAs/LSAs)

Teaching assistants will:

- work closely with the SENDCO and class teachers;
- provide support for individual or groups of pupils with SEND as assigned;
- Undertake intervention sessions where assigned (in or out of class);
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENDCO;
- attend appropriate training;
- suggest training needs

Role and Rights of Parents

We encourage parents:

- to work closely with the School in order to develop a partnership that will support special educational needs pupils.
- to make sure school is aware of professional support/diagnoses appropriate to their child;
- to be aware of their child's targets and their progress towards them;
- to be aware of the provision provided by school through the SEND Provision Plan, and to liaise with teachers regarding these if appropriate;
- to attend and take part in annual reviews, if appropriate;
- to attend Early Help or 'Team Around the Child' (TAC) meetings as appropriate;

Role and Rights of Pupils

We encourage educational needs rights and to take

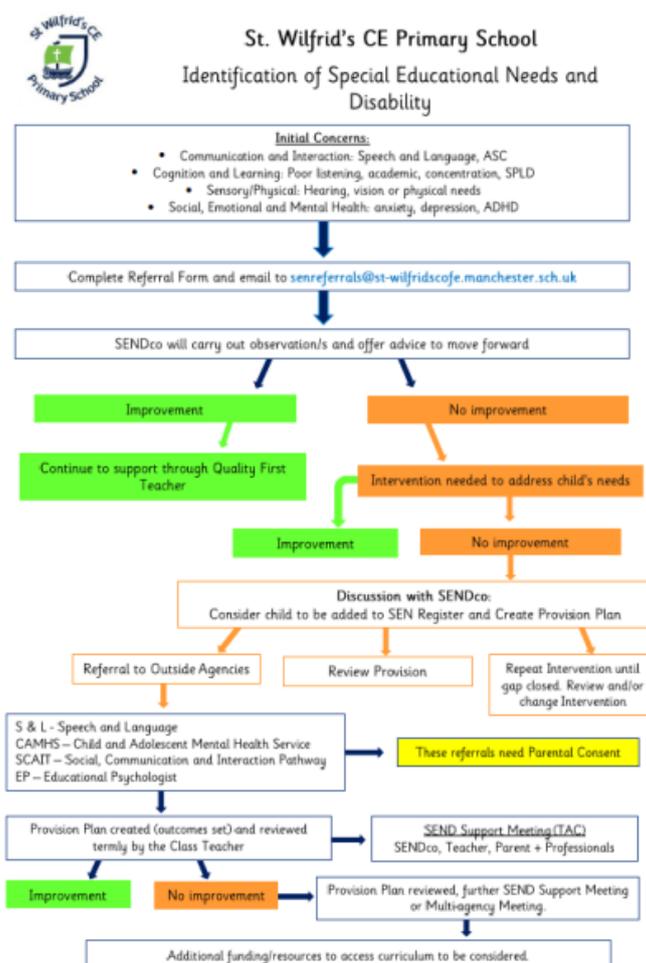
- assessing their
- setting learning
- the annual

pupils with special to understand their part in:

- needs;
- targets;
- review

Identification of

SEND



Graduated approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this School is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the School's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENDCO and using the following four stages of action:



Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SENDCOS and the child's parents an analysis of the child's needs will be undertaken by the class teacher when trying to identify what SEND support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENDCOS with the agreement of the parents.

Plan

- When it has been decided to provide SEND support all parties will decide:
 - the expected outcomes
 - what interventions and support that is required
 - the expected impact on progress, development or behaviour
 - on a review date
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do

- The Class Teachers and Phase Leaders oversee the implementation of the interventions as part of the agreed SEND support. This is monitored by the SENDCOS
- The practitioner supported by the SENDCOS assesses the child's response to the action taken.
- The SENDCOS offer continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the termly review meetings which are attended by class teacher and the child's parents. The SENDCO(S) will attend if required.
- The views of the child are also taken into consideration at these meetings.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detail records will be maintained by the SENDCOS which will be available to the child's parents.

Person Centred Approach

Young people with special educational needs often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education. Pupils are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes. Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps
- details of additional support or different provision (Provision Plan)
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided

Range of Provision

The School aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with teachers and/or Teaching Assistants/Learning Support Assistants;
- withdrawal support either individually or in small groups with teachers or Teaching Assistants/Learning Support Assistants;

Inclusion

Every effort will be made to include pupils with SEND into all School activities and we will monitor the number of extra-curricular activities that they take part in.

Partnerships

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the School's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs in this School will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

Curriculum

The School aims to provide for pupils: -

- a broad, balanced and enriched curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of School life.

Complaints Procedure

In the event of a complaint in respect of provision for a child with SEND, parents should first speak to the class teacher with further discussions with the SENCO, as required.

If this does not resolve the issue, a complaint can be referred to the head of school who will investigate and meet again with the parent within an agreed time frame. If an agreement cannot be reached the matter will be referred to the Governing Body who will respond to the issue within an agreed time frame. See the school Complaints Policy for further details.

Parents are also encouraged to seek advice and support from the local parent SEN Information, advice and support service (previously the Parent Partnership Service). This is an independent and impartial service.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

SEN Information Report

Annually we will publish information about the implementation of the policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCOS
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review

- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the School involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children and young people with SEND about the provision made at the School
- arrangements for supporting children and young people who are looked after by the Local Authority and have SEND
- details of the School's contribution to the Local Offer including information on where the Local Authority's Local Offer is published
- details of the broad and balanced curriculum provided in each year
- admission arrangements for disabled pupils
- accessibility plans

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- meetings with School personnel
- communications with home such as newsletters
- reports such as reports to the Governing Body
- information displays

Training

All School personnel and governors:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

- the SEND Code of Practice
 - the graduated approach
 - inclusion
 - differentiation
 - pupil tracking
 - working with pupils with SEN
 - Safeguarding and Child Protection
 - intervention programmes
- receive periodic training so that they are kept up to date with new information
 - receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Awareness training will be provided by the SENDCOS and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinators, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

▪ Complaints Policy	▪ DDA and Access Policy
▪ Behaviour Management Policy	▪ Admissions Policy
▪ Child Protection Policy	▪ Equality and Diversity Policy

Updated 10.9.21

Approved by Governors 16.9.21

To be reviewed: Autumn 2022