



1.Introduction

The School's Context

St. Wilfrid's R.C. V.A. Primary School is a small primary school serving a catchment area of high social and economic disadvantage. The school has a highly transient population.

National Context

The SEND policy is a response to the SEN Code of Practice, 2014, and resulting statutory requirements for schools:

- Equality Act Sept 2010
- Sections 36 – 50 of the Children and Families Act 2014
- Care Act 2014

The Ofsted Evaluation Schedule 2010 expects schools to evaluate their effectiveness in promoting equal opportunity and tackling discrimination. This is a limiting judgement under leadership and management. This judgement is linked to the quality of learning for children with special educational needs and/or disabilities and their progress.

Equality and Inclusion

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxillary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

2.Policy Statement

All children are entitled to a broad, balanced, relevant and differentiated curriculum. The school will effect such entitlement by enabling appropriate access to the whole curriculum for all children. Children identified as having special educational needs and/or a disability will be supported at school level or through an Education, Health and Care Plan (EHCP) in line with the Special Educational Needs Code of Practice guidance 2014.

All children identified as having special educational needs or a disability will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for children with special educational needs and disabilities will be met within the mainstream curriculum. Where necessary, such provision will be supplemented by additional learning support and intervention paying attention to the children's individual needs and barriers to learning. It is expected that all children will have equal access to the Curriculum. All teachers will be made aware of, and be responsible for, children with special educational needs and disabilities.

The school will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with children with special educational needs and disabilities.

The school recognises the necessity to work in partnership with parents and will ensure that parents receive information on the statutory procedures and the outcomes for their children.

3.Principles and Objectives

We have a responsibility to encourage excellent SEND practice throughout St Wilfrid's Primary School, for the benefit of all children. To encourage excellent practice we are committed to the following principles:-

- To ensure that all children's needs are identified, assessed and met
- To ensure all staff are aware of disability equality and support positive outcomes for children
- To provide flexible and sensitive support for children's learning and cater for children' short and long term needs
- To ensure that teaching staff are aware of children's needs and to provide relevant information to inform their planning of classroom experiences
- To give guidance on appropriate resources to meet the needs of the school and individual children;
- To enlist the support of qualified professionals who will help the school to ensure a high quality team approach to meeting children's needs
- To establish a working partnership with parents to support children's learning and development
- To provide a framework for the monitoring, and evaluation of policy, practice and provision
- To support appropriate in-service training for all staff
- To keep the governing body informed of all aspects of learning support in school

4.Roles and responsibilities for SEND

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for children with SEND, establishes 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:

- Ensures appropriate provision is made for any child with SEND;
- Reports annually to parents on the school's policy for children with SEND;
- Ensures that all children, including those with SEND have access to a broad and balanced curriculum;
- Appoints a qualified SENCo to oversee SEND and have regard to the Equality Act 2010
- Ensures discussions with parents regarding SEND matters at relevant meetings.

Mrs. Anne Parkin is the designated governor for SEND

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's SEND work, including keeping the Governing Body informed of all developments with regard to SEND.

Mrs. Elizabeth Wright is the Head Teacher of St. Wilfrid's Primary School

SENCo

The main role of the SENCo is to co-ordinate special needs provision throughout the school. As the term 'special needs' can be defined in a variety of meaningful statements and because there is no real consensus as to what constitutes good special needs provision, it is imperative that the SENCo has a clear vision of what special educational needs and disability provision mean to the staff, parents and children of St Wilfrid's Primary School and thus co-ordinate provision to ensure meaningful learning experiences.

Mrs. D. Campbell is the SENCo.

(See Appendix A for Role of SENCo)

(See Appendix B for additional duties of SENCo)

5.Implementing the SEND Policy across the school

The school accepts its duty to its children and acknowledges that many children may at some time, experience difficulty with their learning. All teachers are teachers of SEND and will be responsible for children who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

Admissions

The school's admission policy reflects LA guidelines on the admission of the children with special educational needs and disabilities. This policy is reviewed as and when required. The SENCo attempts to meet with parents of children with special educational needs and disabilities at the earliest possible opportunity.

SEND Provision

High quality teaching, differentiated for individual children is provided for all children who have or may have SEN. The quality of teaching is reviewed regularly for all children including those at risk of underachievement.

Identification procedures

To assist with the early identification of children with special educational needs and disabilities, the teacher and SENCo will consider all of the information gathered from within the school and will include early discussions with the child and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials. If SEND provision is required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the child and their parents will be included.

Support in School

When a child is identified as needing SEND support, we will take action to successfully identify and remove barriers to learning and put effective SEND provision in place.

Assessment

The class teacher and SENCo will carry out a clear analysis of the child's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need so that barriers to learning are overcome.

Planning

The class teacher and SENCo will agree in consultation with parents and the child, any adjustments, support and intervention to be put in place. All teachers and support staff who work with the child will be aware of the children needs, the desired outcomes for the child, the support provided and any teaching strategies or approaches that are required. This will be recorded on the schools information system.

Intervention

Any support and intervention provided will be selected to meet the outcomes identified for the child. The class teacher will be responsible for working with the child on a daily basis and where interventions involve group, or one to one teaching away from the main class, they will also remain responsible for the child. They will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.

Support Plans

Although there is no legal requirement for children with SEND to have an individual Support Plan, at St. Wilfrid's we do provide a plan of support and intervention (Individual Provision Map) reviewed in terms of its success in achieving the agreed outcomes. If despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care needs plan (EHC)

Following a request for an Education, Health and Care Plan, the Local Authority will consider whether an EHC needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular evidence to:

- The child's academic attainment
- Information about the nature of the child's SEND
- Evidence of the action already being taken
- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians

The LA will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

6.Children with EAL

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. However, some children may have SEND and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other services provided within SENIT.

7.Monitoring and Assessment Procedures

Throughout a child's time at school, teaching staff use a number of strategies to monitor and assess child progress. They include:-

- Teacher assessment
- Target setting and child tracking.

Class Teachers in conjunction with The SENCo provide continuous monitoring and assessment of children identified as having special educational needs by:-

- Diagnostic and standardised tests to inform teacher planning and teaching;
- Recording of progress achieved through individual SEND programmes;
- GAP and/or PIVATS.
- Child Tracking carried out each Half Term.
- Progress reports/records from support staff working with the child
- Reviews.
- Reports and assessments from external agencies e.g. Educational Psychologist.

Where emotional or behavioural difficulties are evident, class teachers refer the child to the SENCo who discusses the issues relating to the child with the Head Teacher.

Reviewing Progress

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in view of a child's progress. The quality of the support and intervention will be evaluated, along with the views of the child and parents and any changes will be made in full consultation with the child and parents. A child with an EHCP will have their plan reviewed every twelve months and the LA will require the school to convene and hold an annual review meeting where all relevant professionals and parents will meet together.

8.Curriculum Provision

Curriculum Access

The Senco and School Leadership Team fully support the view that all children should, where possible, have full access to an appropriate curriculum suitable for their stage of developmental learning.

Curriculum Development and provision for SEND children

The SENCO will:-

- Participate in working groups, where appropriate, relating to development of the curriculum;
- Advise the School Leadership Team re-curriculum development;
- Direct in-class support;

- Discuss curriculum issues relating to SEND with Senior Management;
- Undertake INSET re-curriculum development and SEND
- Ensure all matters relating to SEND have a high profile across the school;

Assessing Child Progress

Class Teachers constantly track children in line with the GAP tracking system which should maximise child performance and potential. Specific strategies should be noted in progress reports relating to tracking and Individual Support Plans.

Supporting the Curriculum

Children with special educational needs and/or disabilities are supported across the curriculum in one or more of the following ways depending on need:-

- In class support - differentiation and access to stage approach learning.
- Targeted support, focusing on the barrier to learning
- Small group teaching, where appropriate
- Individual support sessions.

9.INSET/Staff Development

Whole school INSET on SEND matters will be delivered as and when the need arises:

- All staff will be made aware of INSET on offer and apply, as individuals, to the Staff Development Officer for relevant courses;
- The SENCo and School Leadership Team will be a forum to discuss SEN matters and recommend whole school inset as and when the need arises;
- The Head Teacher can recommend INSET deemed necessary at any given time

Gateshead Primary SENCo meetings take place each term. Updates are provided and SENCOs can arrange to share resources and ideas.

10.External Support

Gateshead Council Local Offer for child with SEND.

Provision for children with special educational needs and disabilities will be supported by the LA and other services, namely:-

- Early years Area SENCOs
- SEN School Improvement Team
- Psychological Service;
- Education Welfare Service;
- SENIT (Special Education Needs Improvement Team)
- Primary Behaviour Support Service
- CYPS
- School Medical Officer;
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service.

Accessing Specialist Support

The school has developed and maintained strong links with specialists from the following areas:-

- Psychological Service
- SEN School Improvement Team
- SENIT (Special Educational Needs Improvement Team))
- Primary Behaviour Support
- School Nurse
- EMTAS
- Physiotherapy

- Occupational Therapy

11. Involving Parents

Parents are encouraged to contact the SENCo or class teacher with any concerns regarding SEND issues. All contacts are noted and responded to. Parental view forms are distributed prior to review meetings. Parental views are included in the review documentation. The SENCo, Learning Support and class teachers offer a friendly and supportive environment to parents at all times. Parents will be made fully aware of, and consulted on any planned support and interventions. Where appropriate, parental involvement will be sought to reinforce or contribute to progress at home.

12. Involving Children

Children with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

13. Complaints procedure

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for children with special educational needs and disabilities should be referred to the SENCo and for learning and behavioural difficulties.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The SENCo may need to involve other personnel e.g. the Educational Psychologist at some stage. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher or Head LA.

14. Transition

Before transition to Secondary Schools in September, relevant SEND information is transferred during the Summer Term of Year 6. Some children receive additional transition support where necessary and more frequent visits may take place depending on individual needs. The SENCo will also initiate a transition programme of visits and sharing information for all children with SEND who transfer to another school or move to St. Wilfrid's at any point during the year.

15. Reporting to Governors

An annual report to governors will provide information on child outcomes and current SEN provision.

Appendix A

Role of the SENCo

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help children with SEND in the school make the best possible progress.
- Support class teachers in writing Support Plans that specify children's targets.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Appendix B

Other SENCO duties supporting SEN and disability

Pastoral

- Liaison with Head Teacher/Deputy, Learning Support, Nurture Group staff and Class Teachers to ensure equality of opportunity and integration of children with special educational needs;
- Attendance at behavioural reviews.

Inclusion

- Liaison with other agencies and services re inclusion of children with SEND

Curriculum

- Advising colleagues on the range of support available to staff and children
- Liaison with relevant staff to ensure that support is directed to children when required
- Providing Class Teachers with information for purposes of setting and/or Teaching and Learning
- Providing Class Teachers with opportunities for accessing SEND support teachers and Teaching Assistants.

Assessment

- To supplement whole school assessment with individual SEND assessment of children with special educational needs and disabilities
- To support the Head Teacher and collate information and data on SEND children.

Staff development

- To provide whole staff INSET to ensure that the policy on SEN and disability is being adhered to
- To provide whole staff INSET to ensure effective delivery of the curriculum
- To provide specific SEN and disability training to teachers and teaching assistants
- To support newly qualified teachers with relevant information and advice.

Environment

- To ensure a positive, pleasant, caring and comfortable working environment for children with special educational needs and disabilities.

Administration

- To produce timetables for Learning Support Staff and Teaching Assistants;
- To read through and act upon the information included in the SEND records of all children entering the school mid-term;
- To analyse data in relation to children outcomes to identify next steps;
- To oversee Support Plans for all children with special educational needs including those with behavioural problems;
- To keep 'lists' of children with special educational needs and disabilities, including children with behavioural difficulties, up to date including their level of performance and acquaint staff of amendments on a regular basis;
- To produce review timetables for all children with special educational needs and disabilities and be responsible for distribution of invitations to parents and external agents
- To ensure that all documentation relating to reviews are up-to-date and distributed to all concerned
- To prepare educational advice for a request for an EHC assessment
- To ensure SEND resources and stock are reviewed and renewed
- To produce agendas and minutes for meetings
- To prepare packages for in service training of all staff
- To prepare relevant documentation for governors and external agents
- To update the SEND Policy after review and revision
- To provide Performance Management documentation for learning support staff.

Parents

- To communicate with parents of children with special educational needs and disabilities by telephone, letter or by meetings in school
- To distribute Support Plans to all parents.