



## St Wilfrid's Special Educational Needs and Disabilities (SEND) Policy November 2017

### OUR MISSION STATEMENT

'Living the Gospel in the Spirit of Love and Respect'

St Wilfrid's, Catholic Primary School and Nursery aims to provide a rich, stimulating and encouraging environment where children can develop, grow and learn; to promote the Catholic faith and beliefs where each person is valued and protected.

What's Important?

We strive to provide opportunities for personal, spiritual and academic growth where each child can reach their potential in an atmosphere of security and love.

- The names of personnel in school.
- SENCO – The person responsible for co-ordinating and managing provision for pupils with SEN and disabilities is **MRS O'BRIEN**
- **Contact Names**

SEN Governor	Mrs. K Donlon
SENCO	Mrs. G O'Brien (Acting Head Teacher and qualified at National Award for SEN)
Trainee SENCO	Elizabeth Dooner
Child Protection Governor	Fr John Gorman
Child Protection	Mrs. O'Brien, Mrs Melling and Mr Hassan
EWO	Local Authority
School Health Adviser	Platt Bridge Family Centre
Colleagues from the TESS Team:	Joanne Kennedy
Educational Psychologist	Vicky Booth

#### 1. Legal definition

##### What exactly do we mean by Special Educational Needs?

The legal definition of Special Educational Needs is defined in the 1996 Education Act as follows:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

"A child has a learning difficulty if he or she:

- has significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders him or her from making full use of the educational facilities available within the school;
- is under school age and falls within the definition above or would do so if special educational provision was not made for the child

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### **Objectives of the SEN and Disability policy.**

#### **The objectives of our SEN policy are:**

- Early identification is an important part of this policy.
- We welcome parent and carer involvement.
- Every Teacher is a teacher of children with special needs; they use ongoing assessment to ensure individual needs are met. (S.E.N.D. Code of Practice 5.2, 2014).
- Pupils with special needs are given full and equal access to a broad and balanced curriculum.
- Appropriate resources are allocated to ensure that the needs of pupils are appropriately met through the provision mapping process.
- School works proactively with the listed external agencies.
- Individual educational planning ('My Action Plan') is based upon child friendly targets which are shared with pupil and parents. All pupils are actively involved in decision making processes that occur in their education including the setting of learning targets and contributing to their Action Plan.
- Children at St Wilfrid's grow in confidence, independence and self-reliance to become confident and capable learners.

#### **The Responsibilities of the SENCO are:**

- Planning and developing the SEN policy and provision together with the Head teacher and Governing Body.
- Overseeing with the Head teacher the analysis and assessment of the pupils' needs through Pupil Progress Meetings.
- Monitoring the quality of teaching and standards of pupil achievement.
- Developing, managing and reviewing a Provision Map (Provision Management).
- Overseeing and updating the school census – SIMS.
- Enhancing positive and constructive relationships with parents.
- Keeping the Head teacher and Governing Body informed of developments annually.
- Identifying the need for training / INSET related to special needs and disability.
- Disseminating information to relevant staff.
- Co-coordinating the deployment of TAs supporting pupils with SEN and disabilities through the provision map.

#### **Admission arrangements**

- St Wilfrid's is a Catholic Primary School situated in the Archdiocese of Liverpool and is maintained by Wigan Local Authority.
- The school serves in the first instance baptised Catholic children living in the Parish of St Wilfrid's and also Baptised Catholic children as well as children who are or have been formerly been in the care of the Local Authority (Looked after children).
- Refer to Admission Policy.

#### **Role of the Governors**

The Governors of St Wilfrid's school will ensure that:

- Parents will have access to this policy.
- The SEN policy is in place in line with the requirements of the Code of Practice.
- All staff are aware of the contents of the SEN and disabilities policy.
- The Governing Body will be kept informed about the success of the SEN and disabilities policy.
- The Governing Body will continue to receive a review of the provision map.

#### **Identification procedures**

These are split into levels of needs called focus 1, 2 and 3.

**Focus 1** is the core entitlement for all children including those with a defined special educational need or disability but whose learning needs can be met through high quality teaching and differentiated mainstream

classroom practice.

**Focus 2** is when school needs to make additional provision from its budget in order for the child to maintain progress. There are likely to be strong indications that the child requires support which is “additional to” or “different from” the differentiated educational provision made generally for their age group.

**Focus 3** is when a child has an Education and Health Care Plan (EHC).

There are 4 broad areas of need:

**Communication and interaction** (including social interaction difficulties and speech and language and communication difficulties)

**Cognition and learning.**

**Social, emotional and mental health difficulties.**

**Sensory and/or physical needs** (including physical needs, hearing impairment and visual impairment)

Identification strategies used include:

- Quality first teaching approaches
- Discussions with parents
- Pupil voice
- Teacher assessment
- Discussions with Head teacher, other staff or external agencies
- Results of standardised or diagnostic tests e.g. reading tests, SATs results, B Squared.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

### Provision for Pupils with SEN

The following stages of the provision are offered in line with the SEN Code of Practice:

The trigger for school is where:

- There is a concern, underpinned by evidence that a pupil is making little or no progress in spite of receiving differentiated learning opportunities; the class/subject teacher, with the SENCo should collect all available information on the child and seek additional information from the parent before deciding on the action to be taken.
- The class teacher is responsible for working with the pupil on a daily basis and for planning and delivering an individual learning programme which should be recorded within an Action Plan/ Provision Map.
- The SENCo will oversee further assessment of a pupils’ strengths and weaknesses and monitor and review the impact of the action taken.

A range of strategies are used to support the needs of pupils with SEN and disabilities.

Different learning materials or more effective strategies (ICT software).

- Special equipment or resources.
- Some group or individual support.
- Extra adult time devoted to the nature of planned intervention and monitoring its effectiveness. (A pupil makes little or no progress in spite of receiving an individualised programme)
- Action at this stage will always involve consultation with outside agencies, including strategies recommended from their reports and teacher assessment.
- The SENCO is responsible for co-coordinating this consultation process.
- The ‘My Action Plan’ (previously known as IEPs) should record fresh strategies which are being implemented.
- As far as possible all support should be provided within class. Where withdrawal support is felt to be appropriate, this should be on a small group or one-to-one basis and time limited.
- Delivery of interventions is the responsibility of the class teacher.

### Liaison with other schools

The following :

- St Wilfrid’s enjoy a good working relationship with St Edmund Arrowsmith High School and other local high schools.
- The SENCO works closely with the SENCO at these high schools.

- Nursery staff invite new parents to visit the school and take part in INSPIRE. School also offers the opportunity to visit parents at home or other settings if requested.

### Recording, Monitoring and Review

A brief outline of the records maintained by the school and the processes for monitoring and review of 'My Action Plan' (previously referred to as IEPs)

The class teacher is responsible for:

- Reviewing the progress and attainment of pupils with SEN and disabilities.
- Reviewing 'My Action Plan' targets for children three times a year.

### Statutory Assessment

All staff within St Wilfrid's review progress of pupils with SEN and disabilities:

- Through Wave 2&3 interventions and outcomes
- My Action Plan (previously referred to as IEPs)
- Records of reviews and outcomes
- Attainments in English and Maths
- Pupil Progress meetings
- Educational and other assessments
- Views of parents and pupil
- Involvement of other professionals

### Parental Involvement

St Wilfrid's welcomes parents, carers and families as part of their school ethos.

Parents are welcome to

- Have access to the school's SEN and disability Policy and their child's entitlement within the SEN and disability framework.
- Parents will be closely informed where there is a concern about their child's needs and be encouraged to contribute to the assessment.
- Parents will be fully involved in decision making, developing 'My Action Plan' (Previously known as IEPs) and setting appropriate targets.
- Parents will be given information about the roles of other professionals.
- Parents will be invited to review the progress of their child.
- Parents will be informed about the Local Authorities Support Service when their child's needs are first identified.
- Parents will be directed to the schools 'SEN Information Report' and the connection to the local authorities support through their website.

Wigan Council local offer can be found at:

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

### Pupil Involvement

Pupils at St Wilfrid's are:

- Involved in developing their own 'My Action Plan' (Previously known as IEPs) at an appropriate level.
- Progressively more involved in decision making, setting and reviewing targets through the child friendly 'My Action Plan' (Previously known as IEPs).
- Able to access support from other adults where appropriate.
- Offered opportunities for choice and decision making.
- Supported in understanding the roles of other professionals.
- Offered the opportunity to chair their own 'My Action Plan' (Previously known as IEPs) or Statement review where appropriate with the support of school.
- All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children.

- Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Role of Teaching Assistants**

Teaching Assistants are responsible for:

- Directly supporting individuals or small groups of pupils.
- Contributing to the implementation of 'My Action Plan' (Previously known as IEPs)
- Contributing to the development of resources for pupils with SEN.
- Attending meetings/INSET as directed by the SENCO and Head teacher.
- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher.
- Meeting and planning with class teacher.

### **Staff Development/Training**

Staff are informed about recent SEN and disabilities information through:

- Staff meetings.
- INSET by SENCO, colleagues from TESS team or other external agencies as appropriate.
- Staff training will support the development of the skills of all teachers in meeting the needs of pupils with SEN and disabilities.
- Involvement of the SENCO in network meetings.

### **Arrangements for Complaints**

Parents who are unhappy with any aspect of their child provision should contact in the first instance:

- The Class teacher and then the SENCO.
- The complaint may be directed by the Head teacher to the Chair of Governors and/or the Governor for SEN and disabilities.
- Parents will also be advised of their right to refer matters of dispute to the Disagreement Resolution Service
- Should action need to be taken the complaints procedure will be followed.

### **Criteria for Success**

The following are the criteria to be used to evaluate the success of the SEN Policy:

- All staff at St Wilfrid's are aware of the SEN and disabilities policy and view it as a working document.
- That pupils with SEND are identified early.
- That parents are fully informed and kept up to date with their child's attainment and progress.
- That pupils are involved in identifying, monitoring and recording progress in their own learning.
- That provision is matched to pupils' needs.
- That there are close links with the TESS Team and other external support services.

The outcomes of review of SEN policy will inform the targets set and outlined in the SEN Action Plan.

This policy was agreed by all members of staff and passed by Governors 27<sup>th</sup> November 2017

It will be reviewed in 2018 (updated 23/3/2018)