

SEND policy and information report

St Wilfrid's Catholic Primary School



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1. Aims

Our SEND policy and information report aims:

- To create an ethos and educational environment that is person-centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the SEND Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report



Our Lady and All Saints Multi-Academy Trust. This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCos are Eilish Galvin, Hanna Hunt and Sarah Taylor.

Telephone: 0121 675 3319

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school



- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The planning for and delivery of the ITPs, SEND Support Plans and EHCPs is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents



We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach the transition from classes and/or key stages they are involved in some "transition days" when they spend time in their respective classrooms being taught by their "new" teachers. Similarly, when children are in Year 6 they take part in several taster days at local secondary schools and experience a typical day there.

Children with SEND, if it is thought appropriate, can receive additional support during these transitions. For example, school staff have accompanied Year 6 pupils on additional taster days when arranged as appropriate. Children who may find the transition experience more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers to look at over the school holidays

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:



- In class support for small groups with a Teacher or Teaching Assistant.
- Small group withdrawal for the further differentiation of whole class learning objectives or as an additional intervention programme.
- Individual class support or individual withdrawal for the above.
- Further differentiation of resources.
- Peer group learning partners.
- Provision of alternative learning materials/ special equipment.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as speech and language, WELLCOMM, phonics (RWI), Toe-by-Toe and precision teaching (spelling) and Pause, Prompt, Praise (reading).

We work with the following agencies to provide support for pupils with SEND:

- Communication and Autism Team (CAT) Birmingham
- Pupil and School Support (PSS) Birmingham
- West Midlands Speech and Language Service (WMSLT)
- J & M Yeomans Limited – Psychology and Teaching
- Birmingham Local Authority Educational Psychologist
- Birmingham Local Authority Hearing Impairment Service
- Birmingham Local Authority Visual Impairment Service
- NHS Speech and Language Service

5.9 Securing equipment and facilities

Curriculum Access and Provision

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We meet this need, in the first instance by ensuring high quality teaching, differentiated for individual pupils, throughout the school. (Teaching and Learning Policy)

In this teaching, we respect the fact that children:

- have different educational, behavioural and emotional needs and aspirations.
- require different strategies for learning.



- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers organise their classroom environments using the principles of dyslexia friendly, communication friendly and autism friendly practice. In order to meet the learning needs of all pupils, teachers differentiate work and resources. They work to meet individual learning needs and to mark work and plan next steps in learning effectively. (Marking and Feedback Policy)

Training and Resources

Funds from the Notional SEN Budget and Pupil Premium are used to support SEN by:

- Purchasing resources
- Training teaching staff
- Paying salaries of support staff

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.

Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET.
- Family of Schools Networks and Training.
- Accessing training through different agencies.
- Termly SENDCo (local and regional) Meetings
- Lunchtime Supervisors receive training in response to children who they help support at lunchtime.

The SENDCo attends relevant SEND courses, SEND meetings and facilitates and signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Teachers are expected to keep abreast their knowledge, understanding of dyslexia, communication, language difficulties, autism, and social, emotional and behavioural difficulties.

5.10 Evaluating the effectiveness of SEND provision

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through School Council, pupil surveys, Parents' Meetings and Parents' Evenings, Questionnaires and Parental Partnership.

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

We have many different ways of gathering information to evaluate the success of our SEND provision. We have a provision management approach, involving the mapping of SEND provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

The information gained from provision management is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

There is to be an annual formal evaluation of the effectiveness of our school SEND provision and policy. The Headteacher, SENDCo, carries out the evaluation and SEND Governor and information is gathered from different sources such as teacher and staff progress meetings, pupil questionnaires, parents' evenings, feedback and structured conversations. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.



We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half-term.
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Staff are aware of the distinction between the definition of a pupil with SEN and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Alton Castle.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We have wheelchair access to every part of the school and disabled toilets on both floors of the school building.

St Wilfrid's Accessibility Plan can be found on the school website.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn and progress to their full potential, in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. If bullying does occur, we would want all pupils to feel confident to seek support from an adult and know that incidents will be dealt with promptly and effectively. We would expect that anyone who knows that bullying is happening would feel safe and confident to tell an adult.

The Anti-Bullying policy is available on the school website.

5.13 Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

If parents have queries or complaints about provision for children with Special Educational Needs, they should discuss their concerns with the class teacher. If they continue to have concerns, they should meet with the SENDCo.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services



- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEND

Please see Birmingham's local offer below which details links to services such as Communication and Autism Team, Speech and Language Therapists, Sensory Support, Educational Psychologists and information about SSPP and EHCPs.

<https://www.localofferbirmingham.co.uk/parents-and-carers/>

5.15 The local authority local offer

Birmingham's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes a provision from birth to 25, across education, health and social care. Birmingham's Local Offer is available from the following website:

<https://www.localofferbirmingham.co.uk>

6. Monitoring arrangements

This policy and information report will be reviewed by The SENDCo team (Sarah Taylor, Eilish Galvin, Hanna Hunt) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Bullying
- Feedback and Marking
- Teaching and Learning

Appendix A Classroom Organisation and Planning for Special Needs



Appendix A:

Classroom Organisation and Planning for Special Needs

This section is concerned with organising classrooms and teaching to prevent and/or overcome learning difficulties or other problems connected with learning.

Factors to Consider

1. Classroom layout –

- ♣ Easy access to materials without congestion
- ♣ Defined routes for movement
- ♣ Defined working areas
- ♣ Easy access to teacher
- ♣ Appropriate and clearly labelled furniture and storage
- ♣ Established systems known by children for storage/retrieval of resources
- ♣ A clear view of, and for, the children

2. Effective grouping –

Grouping can be helpful as a way of individualising the curriculum and in managing; a variety of levels of learning (differentiation) but it can be counter-productive if pupils feel labelled or left out of activities. Here are some positive reasons for grouping:

- ♣ Simultaneous teaching
- ♣ Practising a new skill
- ♣ Providing good models
- ♣ Co-operative learning
- ♣ Contributing to a group task ♣ Social skill development
- ♣ Shared home language for bilingual development ♣ Shared preferred learning style

Flexible grouping is the key to organising for effective learning and the reason for the grouping should relate to the task/target you have chosen. Remember that group work is not always a co-operative endeavour – it may be that children are sitting in a group because they are on the same task but that task may well be an individual one. Be clear about your aims and objectives of group work in your planning.

3. Place and position –

Some children have problems, which have implications for where they sit in the classroom:

- Handedness – do not sit a left-hander to the right of a right-hander – they will jostle!
- Hearing – make sure the child can hear instructions clearly and is sitting in a quieter part of the room. Can the child hear with one ear better than the other can? Is she/he placed to maximize this fact? Can the child see your face?
- 4. Vision – a child with a vision problem needs to have a clear view of worksheets, the board, visual aid etc. Try to ensure that lighting is adequate and that glare and reflections are minimal.
- 5. Distraction – some children are more easily distracted than others are. Sometimes isolation can help but make sure this is for particular tasks and the reason for the temporary isolation is made clear to the child. Try sitting the child with a calm, settled group as a help.

C. Materials

Make sure these are:

- ♣ Suitable to age/ability/needs
- ♣ Real, relevant and realistic
- ♣ Stimulating and motivating



- ♣ Give early chance of success
- ♣ Clearly written/easily understood ♣ Suitable length
- ♣ Offering varied approaches – games, puzzles etc. ♣ Easily accessible
- ♣ Well organised and ordered
- ♣ Cross-curricular when possible
- ♣ Informative of daily routines, e.g. visual timetables
- E. Teaching Methods
- ♣ Plan the structure of the day to give individual and group help as appropriate.
- ♣ Match child and task very carefully.
- ♣ Have additional extension material available for fast workers.
- ♣ Build success into the task to give confidence and reduce any risk of failure.
- ♣ Introduce new skills in small stages.
- ♣ Proceed in steps from the 'known'.
- ♣ Use practical demonstration where possible.
- ♣ Ensure generalisation of skill to other tasks where appropriate.
- ♣ Make sure attention has been gained before trying to teach a new skill.
- ♣ Keep careful records to ensure continuity and progression.
- ♣ Set realistic time targets for completing work.
- ♣ Praise and reward often – make rewards relevant to the child.
- ♣ Provide feedback immediately and in a positive way.
- ♣ Evaluate and review the work set and the achievement made.
- ♣ Accommodate different learning styles.

F. Ethos

The learning environment should be:

- ♣ Encouraging and friendly.
- ♣ Purposeful and positive.
- ♣ Fair and consistent.
- ♣ Self-motivating and confidence-boosting. ♣ Relaxed and non-stressful.
- ♣ Secure and stable. Make sure that:
- ♣ Rules and routines are clearly explained and displayed.
- ♣ There is the consistent use of praise and rewards to reinforce good behaviour – focus on the positive.
- ♣ The teacher labels behaviour, not the child.
- ♣ Wherever possible, problems are anticipated and dealt with discreetly.
- ♣ Children's work is seen to be valued.
- ♣ Children's feelings are respected.
- ♣ Children are encouraged to be self-reliant.
- ♣ The teacher sets a good role model – a positive approach.
- ♣ There is time to listen to children.
- ♣ The success of children is shared.



- ♣ There is open and positive communication amongst staff.
- ♣ Parents are involved appropriately.
- ♣ Children are encouraged to be enthusiastic in their learning, building confidence in a supportive atmosphere.

G. Additional help and support

What help is available and how can it be used?

- ♣ Support in planning and evaluating lesson content.
- ♣ Support in planning a learning programme.
- ♣ Support in delivering a planned programme.
- ♣ Support by withdrawal for specific teaching input.
- ♣ Support in assessing and identifying the need.
- ♣ Support from colleagues working collaboratively. Who might help?
- ♣ the SENCO
- ♣ literacy co-ordinator
- ♣ TAs
- ♣ parents
- ♣ other colleagues
- ♣ other pupils
- ♣ external agencies

Safety

The utmost safety of all children must be considered at all times. If children are withdrawn from lessons at any time they must be constantly supervised by an adult.