

St. Wilfrid's Church of England Primary Academy



SEN, DISABILITY AND INCLUSION POLICY

Updated November 2023



The staff and governors of St Wilfrid's Church of England Primary Academy are committed to providing all our children with the opportunity and support to develop their full potential through a rich, broad and balanced education, and through experiencing the love and security of belonging to a caring Christian community. We aim to enable all pupils with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure, and happy whilst experiencing success in a stimulating, caring and Christian learning environment where we achieve, believe and care.

Name and contact details of SENCO:

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This policy complies with the statutory requirements of the SEND Code of Practice 2014 (0-25) September 2014 3.65 and has been written with reference to the following guidance documents:

- SEND Code of Practice (0-25) 2014
- Equality Act 2010; advice for schools DfE Feb 2013
- The Special Educational Needs and Disability regulations 2014
- Children and Families Act 2014

The information outlines the support and provision they can expect to receive whilst attending this school.

The policy was written in consultation with Mr Colothan the Headteacher, the school Governor with responsibility for SEN Rev'd Cath Gabriel, and Chair of Governors Rector Andrew Halliday.

All members of staff in school at St. Wilfrid's have a responsibility for maximising the achievement and opportunity of all learners including those with SEND. Every teacher is a teacher of every child, including those children with Special Educational Needs. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.

AIMS

The aims of our inclusion policy and practice at St Wilfrid's Primary Academy are:

- To provide curriculum access for all
- To secure outstanding levels of progress for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To involve parents at an early stage with their child's education
- To work with the special educational professionals in partnership with parents and children to take into account the views of individuals and the views of the child in respect of a child's particular needs
- To map provision carefully for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well -targeted continuing professional development

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

OBJECTIVES

- To admit all pupils to the school on the basis of the school's published admissions procedures and welcome all pupils, including those with SEN
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a clear SEN Inclusion Policy which the Special Educational Needs Co-ordinators (SENCOs) will work within
- To provide support and advice for all staff working with special educational needs and/or disability pupils

SECTION 1: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEND

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability is defined as "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, emotion and mental health difficulties**
4. **Sensory and/or physical needs**

The SEND Code of Practice 2014 suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

At St Wilfrid's Primary Academy, we identify the needs of pupils by considering the needs of the whole child. If a child is underachieving they will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable through liaison with the class teacher.

Early identification of SEND is important to ensure that pupils attain the best possible outcomes. Class teachers and subject leaders, supported by the senior leadership team, make regular assessment of the progress and attainment of all pupils. These seek to identify pupils making less than expected progress for their age and circumstances. This can be characterised by progress which:

- 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

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement between the teacher, SENDCO and parents, about the SEND support that is required to support the child.

We recognise that there are factors which may impact on progress and attainment other than SEND, these may include issues in relation to:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of active Serviceman/woman
- Being a member of a Travelling community

SECTION 2: A GRADUATED APPROACH TO SEN SUPPORT

All children and young people at St Wilfrid's Primary Academy have an entitlement to high quality, personalised teaching. This is teaching that is carefully planned to meet the individual needs of the child and takes prior learning into account. Lessons have a clear structure and include objectives that are shared and revisited during the lesson. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning taking different learning styles into account. All 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.

Inclusive Quality First Teaching

High quality first teaching that is differentiated and personalised will meet the needs of the majority of children and young people.

Quality first teaching should focus on making learning purposeful and enjoyable. It should ensure high achievement for all through explicit high expectations and high aspirations.

Quality first teaching is evident when:

- The learning needs of all children and young people are considered; ensuring support and challenge for learners
- Lesson planning, involving everyone working with the children and young people, takes account of prior learning based on assessment. This enables learning objectives to be specific, focused and differentiated appropriately with clear success criteria
- The classroom is well organised and resourced to enable children to function as independent learners
- A planned range of teaching skills, strategies and approaches are deployed to engage all learners
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner
- Adults model good practice
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges
- Motivated learners are fully engaged in learning, having opportunities to work both independently and collaboratively
- There is focused praise and effective feedback (i.e. positive praise and reward, modelling, instructing, scaffolding, explanation, questioning and recording and marking, which needs to be timely and specific)

- Everyone involved in teaching is deployed appropriately and knows how to support learning

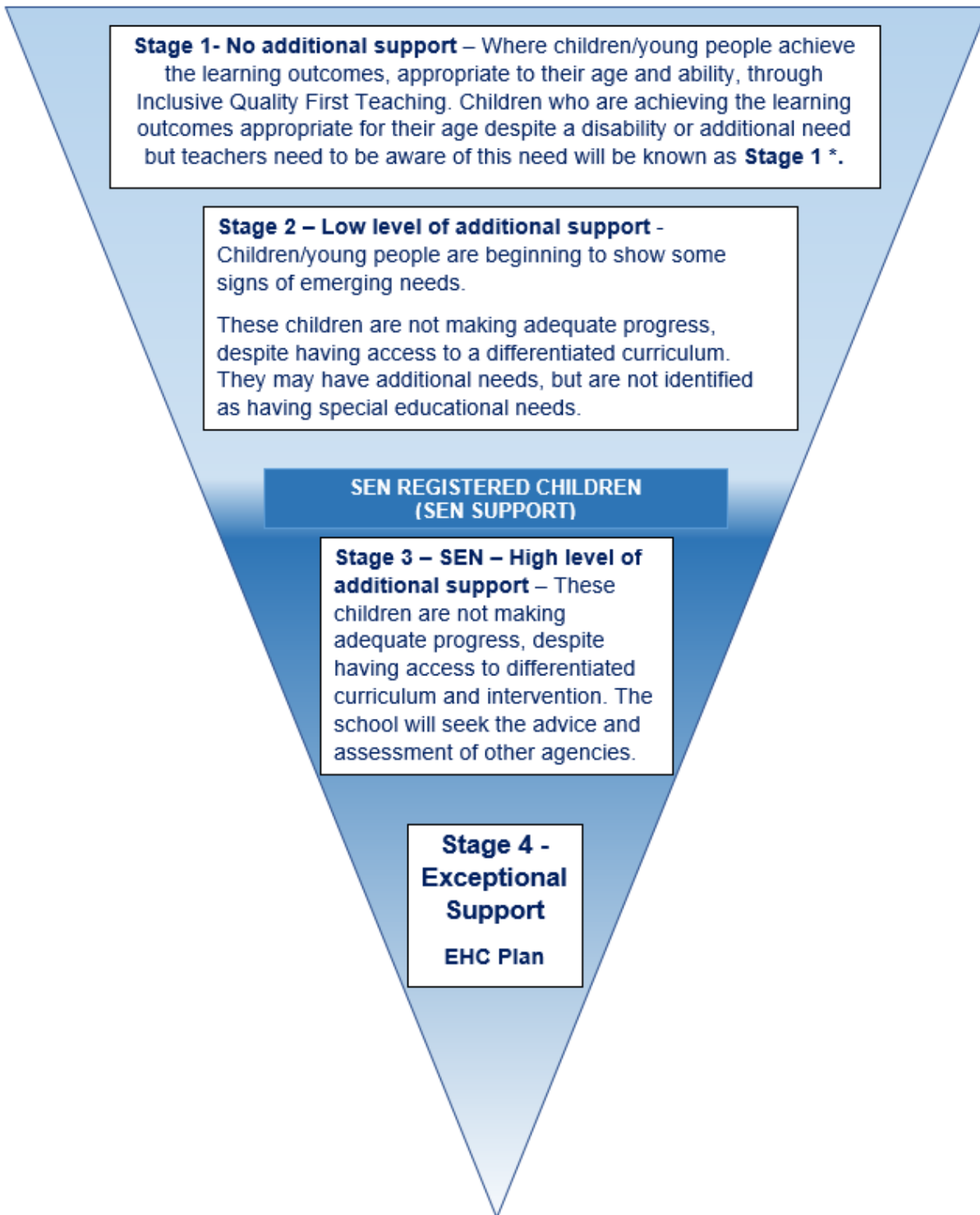
The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious.

To enable all pupils to achieve their learning outcomes St Wilfrid's Primary Academy uses a graduated approach to support children's needs.

The Graduated Approach

- Stage 1: No additional support
- Stage 2: Low level of additional support
- Stage 3: High level of additional support
- Stage 4: Exceptional Support

To enable children and young people to achieve their learning outcomes, St Wilfrid's Primary Academy use a graduated approach to support: we assess, plan, do then review outcomes to inform future planning.



• **Stage 1 - No additional support** – Where children/young people achieve the learning outcomes, appropriate to their age and ability, through Inclusive Quality First Teaching.

- St Wilfrid’s Primary Academy recognises that there are a number of children who are achieving the learning outcomes appropriate for their age despite a disability or additional need. However, it is important that teachers and support staff are aware of this need in order to provide the appropriate support. These children are known as **Stage One**.

- **Stage 2 - Low level of additional support** - Children are beginning to show some signs of emerging needs.

These children are not making adequate progress, despite having access to a differentiated curriculum. They may have additional needs, but are not identified as having special educational needs.

These children will have access to reasonable adjustments and targeted teacher support discussed at Pupil Progress Meetings. Additional intervention may be planned and delivered such as IDL, Maths Whizz, Spelling Frame.

For those children who still do not make the required progress it may be necessary to move to the next stage.

- **Stage 3 - High level of additional support** –

These children have not made adequate progress, despite having access to differentiated curriculum and intervention and require further support.

The school (with parental permission) will seek the advice and assessment of other agencies. Following assessment, a decision will be made as to what support the child needs. It could include sessions of 1:1 support. An IEP, IBP or IP will be drawn up and the child will be recorded as SEN Support on the census. Recommendations from external agencies will be implemented and records kept to show what strategies have been used.

Some children who are considered to be at stage 3 may be making the required progress, however they need a higher level of support in order to meet their SEMH needs in order for them to sustain this progress. School will work with outside agencies and parents to monitor and support their changing needs and development. These children may have a diagnosis such as ADHD, high functioning autism or sensory processing needs. They may also have medical needs that impact on learning.

Children who are on Stage 3 may have an Individual Education Plan (IEP). This will be produced in collaboration with the child, the parent, the teacher and any other adults involved in the support of the child in school. An IEP will include:

- Two, three or four short term targets or goals set for the child;
- The way the child will recognise their success;
- The teaching strategies to be used;
- When the plan is to be reviewed;
- Outcomes (these will be recorded when the plan is reviewed or as they are achieved)
- Evidence that the parents have read and understood the plan.

If a child needs further support, they may be children/young people for whom there is the possibility of an EHC plan Referral.

- **Stage 4 - Exceptional Support** - Children/young people who have complex and long-term needs and who have an Education, Health and Care (EHC) Plan or who will be referred for an EHC assessment in the near future.

Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. Individual Education Plans (IEPs) set out the objective that will be addressed and

expected outcome from the support identified on the provision maps and these are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its' impact. Details of SEND outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

Education Health Care Plan (EHC)

Send support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify and meet the SEN needs of the child, the child has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care assessment. Parents also have the right to request an EHC assessment.

When making an EHC assessment local authorities must consult the child and their parents and take into account their views, wishes and feelings and any information provided by them. Local authorities must also gather evidence from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested until the final EHC plan is issued, must not exceed 20 weeks.

Once finalised, it is the named school and local authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly in consultation with the child, their parents and any other professionals involved.

As part of the Graduated Approach, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a four part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

1. Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will 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, as well as information from the school's core approach to pupil progress, attainment and behaviour. This assessment will be reviewed regularly. This will help to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their impact is measured.

2. Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCO will agree, in consultation with the parents and pupil (if appropriate) what adjustments, interventions and support to put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. 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. This will also be recorded on the school's information system, including the provision maps, class tracking sheets and class planning. Individual Education Plans (IEPs) may be used to record agreed objectives for the child, along with the support that they will receive.

3. **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding any changes to the support and outcomes in consultation with the pupil and their parents. Parents will be provided with clear information about the impact of the support and interventions provided, through meetings with the class teacher and SENDCO. They will then be involved in planning the next steps.

Involvement of outside agencies and other professionals

If a pupil displays a higher level of need (usually where a specific need has been identified or the child has reached the 'Lots of support' stage) specialist provision from external agencies and professionals may be called upon to carry out more specialist assessments to help to further identify the provision required.

This may include:

Targeted Education Support Service (TESS)

TESS provides targeted educational support where learning and/or behaviour are a concern and may have an effect on achievement.

Educational Psychology Service (EPS)

This service provides advice and support for children and young people to help them with progress in education, positive mental health, personal and social development.

Specialist Sensory Education Team (SSET)

SSET supports learners who have sight and hearing difficulties

Ethnic Minority and Traveller Achievement Service (EMAS)

EMAS provides support for learners whose first language is not English

Schools Outreach Service

The Schools' Outreach Service is provided by special schools working in partnership with the Special Educational Needs and Disability Service (SENDS) and the Educational Psychology Service (EPS) to promote change and strengthen the inclusion of children and young people with SEND in mainstream settings.

Virtual School Team

A service to break down the barriers to learning for Children Looked After to enable them to meet their educational potential.

Children and Young People's Occupational Therapy Service

This service aims to provide a high quality Occupational Therapy service as part of a multidisciplinary team to meet the needs of children and young people.

Children's Physiotherapy Service

This service aims to provide a high quality physiotherapy service as part of a multidisciplinary team to meet the needs of children and young people aged 0-16 or 0-19 if attending a special school.

Children and Young People's School Nursing Service

School Nurses are public health nurses who lead and deliver the Healthy Child Programme for school-aged children and young people.

Children and Young People Speech and Language Therapy Service

The service aim is to provide a high quality speech and language therapy service to children and young people with speech, language and communication difficulties and/or eating and drinking difficulties in the Ashton, Leigh and Wigan area.

SEND Information and Advice and Support Service (SENDIASS)

The benefits of the active participation of parents and young people in decisions about special educational provision are crucial to the systems and processes as they exist in Wigan. SENDIASS, which was formerly known as Wigan Parent Partnership and Participation Service, will provide access to impartial and relevant information and support to promote effective partnership working.

Child and Adolescent Mental Health Services (CAMHS)

Their approach is to work with families rather than 'on' them. Their aim is to help families to find what best works for them. The service is for people up to the age of 18 and can help with problems such as depression, eating disorders, feeling scared or problems with family life. Parents can refer themselves or, with parental permission, school can make a referral.

Startwell

Startwell is part of the Council's wider Early Intervention and Prevention Service. The teams support children and young people and their families through providing advice, guidance and support on a wide range of issues.

After assessments, from any/some of the above additional services, parents, families and children have been involved in discussion, all stakeholders will make a decision about the next steps for the child. This could mean placement on the SEN census and an individual education plan being drawn up. Alternatively, other avenues of support could be introduced to the parent, child or family.

SECTION 3: MANAGING THE NEEDS OF PUPILS ON THE SEN REGISTER

At St Wilfrid's we ensure that pupils who are on the SEN register are receiving the appropriate provision and we assess and review this through:

- Tracking the progress of pupils through the whole school tracking system
- Progress meetings with the Senior Management Team
- Evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil
- Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the plan or IEP and regularly maintaining and updating IEPs and plans relating to interventions
- When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENCO requests additional support from specialist services
- When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs
- Any agency referral documentation is completed by the SENCOs or Learning Mentor in co-ordination with the class teacher. This could include referrals to speech and language, TESS, EPS, Outreach services, counselling, OT.
- Annual reviews of EHC plans or Statements are carried out in accordance with the SEND Code of Practice 2014, with all agencies invited to be involved in the Annual Review

SECTION 4: CRITERIA FOR EXITING THE SEN REGISTER

Through the review part of the 'assess, plan, do review' process, if a child has made significant progress which puts them in line with their peers, and ensuring all stakeholders agree, the pupil will be removed from the SEN census but will still be regularly monitored to ensure progress is maintained.

SECTION 5: SUPPORTING CHILDREN AND FAMILIES

St Wilfrid's Primary Academy will support pupils and their families by:

- Ensuring that parents and pupils have easy access to the LA local offer through the schools own webpage.
- Providing a SEN Information Report on the schools webpage.
- Ensuring that families are provided with links with other agencies to support both the family and the pupil where appropriate.
- A newsletter for parents of children with disabilities (CDN: Children's Disability Newsletter) is produced by the Local Authority three times a year and available to parents.
- Parents are sign posted to services that will meet the needs of their own child.
- The Local Authority parent partnership representative, is available for parents to discuss worries and concerns on 01942 48613.
- Ensuring that families are able to access information about admission arrangements
- Ensuring that families are informed about access arrangements for tests when necessary.

- Planning effective transition between phases and key stages. This includes:-
 - A transition session for children moving between Year groups
 - Transition week for children moving from KS1 to KS2
 - Transition days for children preparing to move to Secondary School.
 - Transition meetings between class teacher to discuss the needs of the children moving up
 - Transition meetings with high schools to discuss pupils and their needs

SECTION 6: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

All children with medical conditions at St Wilfrid's are supported and have full access to all aspects of education, including school trips, physical education and any after school activities. Any children who have a disability in conjunction with a medical condition also have access to all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

- If a child with a medical condition at St Wilfrid's also has a special educational need (SEN) and a EHC plan or Statement of Special Educational Needs, we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2014) is followed.
- St Wilfrid's has a medication policy with forms in the office to be completed in every case.
- Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, hay fever, allergies and other conditions, is provided for staff and regularly updated.
- Procedures are in place for medical emergencies.
- All staff have briefings about children's needs. Good ratios of staff with first aid training are maintained.
- Staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epi – pen, epilepsy, diabetes and visual support training
- The school has a policy for managing the medical conditions of pupils and intimate care needs.

SECTION 7: MONITORING AND EVALUATION OF SEND

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation by senior leaders;
- Learning walks by the SENCOs and Senior Leadership Team
- The assessment of progress made by intervention groups;
- Regular scrutiny of books by the senior leadership team and subject leaders
- Pupil discussions with class teachers when setting new IEP targets or reviewing existing targets;
- Tracking pupil progress using assessment data.
- Parent and pupil views through annual reviews of EHCPs.
- Monitoring IEP targets, evaluating the impact of IEPs on pupils' progress;
- Bi annual meetings between, TESS team, Headteacher and SENCO.
- Meetings between the SENCO and Governor responsible for SEN (Rev'd Cath Gabriel);
- SEND report to Governors and Directors.

SECTION 8: TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff at St Wilfrid's are encouraged to undertake training and development.

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism, ADHD, Mental Health and diffusion strategies. Team Teach training has been provided and updated for staff as required.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the HOPE or Willow Grove Outreach Service or the sensory support team
- The SENCO is keep fully up to date about SEN issues through attendance at Local Authority training and cluster meetings.

SEND Funding

The Executive Head is responsible for the operational management of the budget for special educational needs provision. The academy uses a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. The SEN provision map is used to specify the cost of support for those children at SEN Support and where a top-up funding level of provision is in place. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding is applied for from the local authority. Those children with Top-up Funding, Exceptional funding or who have undergone statutory assessment for their high needs and have an Education Health Care Plan (EHC plan), have detailed individual costed provision plans.

The SEND budget is used to:

- Provide additional teaching, better teacher to pupil ratios and support staff
- Deliver targeted interventions
- The purchase of specialist resources to support accessibility and inclusion
- Sensory Resources
- Buy back specialist provision and outreach
- Educational Psychology Service time
- Release for staff to undertake statutory duties
- Training for staff
- Purchase of assessment materials to identify learning needs and to track learning of children who make smaller steps of progress (B Squared)
- Purchase of software to support learning and intervention
- Replacement of resources that support learning

Requesting a personal budget

A Personal Budget is an allocation of money identified to provide support for an eligible person to meet their identified needs, which must support the outcomes specified in the EHC Plan. Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan. Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate.

The EHC Plan will clearly state which outcomes can be met by a Personal Budget (if a Personal Budget is agreed). Parents views must be considered when deciding how the money will be spent. The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan. The personal budget can include funding from education, health (Continuing Care) and social care (specialist provision as assessed by the Targeted Disability Service (TDS))

SECTION 9: ROLES AND RESPONSIBILITIES

SEND Governor: Rev'd Cath Gabriel

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCOs, analysis of data and learning walks.

Head teacher: Mr Colothan

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SENDCO: Kate Newman

Responsible for:

- Coordinating the support for children with special educational needs or 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.
- overseeing the day-to-day operation of the school's SEND policy
- Ensuring that parents are:
 1. involved in supporting their child's learning;
 2. kept informed about the support their child is getting;
 3. involved in reviewing how they are doing;
- Liaising with all the other people who may be coming into school to help support a child's learning and being a key point of contact e.g. Speech and Language Therapy, Early Years providers, other schools, Educational Psychologists, Health and Social Care Professionals, and independent or voluntary bodies
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- Updating the school's SEND census (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

- liaising with potential next providers of education to ensure a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Learning Mentor: Julie Saggerson

Responsible for:

Providing support for the SENDCO and all staff with specific responsibility for:

- behaviour
- attendance and punctuality
- referrals to outside agencies
- support for children and families e.g. at health appointments and meetings
- Children Looked After (CLA)
- Care plans

Class/subject teacher

Responsible for:

- Monitoring the progress of all children that they teach and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing Individual Education Plans (IEP), and sharing and reviewing these termly with parents and children and planning ahead for the next term.
- Ensuring that all staff working with children in school are helped to deliver the planned programme, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work or resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND

SEN Teaching assistants

Keeping records up to date

- Keeping the teacher informed so that this can be fed into planning and target setting
- Contributing to pupil progress meetings and annual review meetings
- Following the targets set on IEPs and informing the teacher of any changes that need to be made to the IEP

SECTION 10: STORING AND MANAGING INFORMATION

Documents are stored and managed in line with the school's information management guidelines:

- All SEND documents are stored in a locked filing cabinet
- All electronic documents are password protected
- All documents no longer required are shredded
- All documents are passed on to high schools on transition
- If a child transfers to another school, all documents are passed to the receiving school
- Record keeping procedures follow the school's retention policy

SECTION 11: ACCESSIBILITY

Accessibility of the school environment

- All buildings are accessible to children with physical disability via ramps. Where there are parts of the building that are not accessible, detailed plans are put in place to ensure all children have full access to the curriculum.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND. E.g. additional support may be considered.
- Visual improvements continue to be made following assessment and consultation with the sensory support team as appropriate to meet the needs of individual children.
- Disabled showering, changing and toilet facilities are available in KS2 and the swimming pool. KS1 and the administration area share a disabled toilet facility.
- All furniture is of the correct size for the children.
- There are two accessible parking spaces – one on each car park
- All areas of the school have also been risk assessed.
- A notice board is located in the entrance to the school to disseminate information
- School policies are available to view via the school website as well as hard copies on request;
- Curriculum information is available on the school website.
- Specialised equipment is purchased and provided for those children who have been identified as needing specific provision including chairs and technology
- Resources to alleviate visual stress including overlays, reading rulers.
- Pencil grips or writing slopes to alleviate pain for those children with hypermobility or dyspraxia.
- Wheelchair safety is discussed with children needing wheelchairs and electric wheelchairs. Personal Emergency Evacuation Plans are created for children who are in wheelchairs.

The school accessibility plan is available on the school website.

SECTION 12: DEALING WITH COMPLAINTS

The complaints procedure for SEND is in line with the Wigan LA complaints procedure. The complaints procedure for the school can be found on the school website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then they should contact the SENCO (Mrs Newman) followed by the Executive Headteacher Mr Colothan. If the concern cannot be resolved then parents may contact the SEN Governor, Rev'd Cath Gabriel. Parents also have the right to contact the Local Authority and the SEN Parent Partnership worker.

SECTION 13: BULLYING

Instances of bullying are extremely rare at St Wilfrid's, however the school has clear procedures for dealing with any issues of bullying when they arise. Anti-bullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning. Staff and pupils also receive training in the dangers of social media. The school's anti-bullying policy is published on the website.

SECTION 14: GLOSSARY OF TERMS

EHC / EHCP	Education health care plan
IEP	Individual education plan
LA	Local authority
SENCO	Special educational needs co-ordinator
SEND	Special educational needs and disability
TESS	Targeted educational support service

SECTION 15: REVIEWING THE POLICY

This Policy will be updated annually and presented to Governors. The SEN Governor will meet with the SENCO to monitor SEN provision and progress. This will be reported at termly Governing Body Meetings.

This Policy was last updated in November 2022

This Policy will be reviewed annually.