



St Wilfrid's Catholic School

Policy on SEND

"We always thank God for all of you, mentioning you in our prayers." [1 Thes 1: 2]

Definition of SEND:

Students have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made in order for them to access the curriculum.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities provided by the school for students of the same age.

Special educational provision means:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for students of the same age.

Fundamental Principles governing this Policy:

- Students with SEND should have their needs met.
- The views of students, parents/carers should be sought and taken into account
- Parents/Carers have a vital role to play in supporting their son's/daughter's education.
- Students with SEND should be offered full access to a broad, balanced and relevant curriculum.

Aims:

1. To ensure full entitlement and access for students with SEND to a high quality education.
2. To provide an inspiring and personalised education for students with SEND, enabling them to realise their full potential within a dynamic environment which follows the teachings of Christ and His Church.

Principles:

1. The Governing Body is responsible for ensuring that provision for students with SEND meets the Code of Practice (September 2014).
2. The SENCO (strategic) is a member of the Leadership Team.
3. The views of students and parents/carers are sought and taken into account when planning and reviewing interventions.

Basic Information:

1. The SENCO, an Assistant Headteacher and member of the Leadership Team, is responsible for the strategic management of SEND provision and for regular liaison with the SEND Governor.
2. The Specialist Special Needs Teacher (SENCo operational) is responsible for coordinating provision at an operational level.
3. The Learning Support Department is responsible for delivering *discrete* provision for students with SEND.



4. All teachers are responsible for delivering Quality First teaching, according to student need.
5. The Learning Support Register is the means by which staff access baseline information on SEND students. All key information re SEND students is accessible via electronic Learning Support files.
6. Admission arrangements for students with SEND are detailed in the Admissions Policy.

Identification, Assessment and Provision:

1. Within the school's programme for KS2/3 transition, discrete provision is made for SEND students. This includes outreach visits to feeder primary schools by key staff from the Learning Support Department and other professional staff and a series of induction visits for students, prior to the main Induction Day in July.
2. The profile of Year 6 students is discussed by key members of the Learning Support Department and other professional staff prior to entry. This includes discussion of resource implications.
3. On entry into Year 7 a series of baseline assessments are conducted to identify those students for whom programmes of intervention will need to be provided.
4. Baseline assessments are conducted across KS3/4 at the end of every academic year, to ensure students who are demonstrating significant difficulty in reading or spelling by comparison with peers, are kept under review.
5. Provision for specific programmes of intervention is coordinated by the Specialist Special Needs Teacher.
6. Interventions are monitored, evaluated and reviewed on an on-going basis throughout the academic year, via Line Management, Learning Support Department and SEND meetings. This includes regular review of the status of students with regard to School Support.
7. Arrangements for Annual Reviews (EHCP/Statements) are in line with the Code of Practice. The school liaises with the outside agencies to arrange Transition Plans for students with EHCP/ Statements (and other students with SEND who may benefit from Transition Planning) as necessary. Transition Plans are reviewed annually as part of the Annual Review process.
8. As identified in the Learning and Teaching policy, all teachers have responsibility for ensuring that lessons are tailored to individual need(Quality First Teaching). This requires teachers to work closely with teaching assistants (both generic and subject based) who are deployed strategically.
9. Communications with parents of students with SEND is coordinated by the Learning Support Department Administrator, who is also responsible for overseeing student records.
10. Funding for SEND is made in the context of whole school priorities.
11. Reasonable adjustments for students with disabilities are made in line with the principles of Inclusion and Equal Opportunities. This includes access arrangements for Public Examinations.
12. Provision for complaints from parents of students with SEND, is via the School's *formal* complaints procedure.



Staffing and Partnership:

1. The Learning Support Department has a clear staffing structure which clarifies roles, responsibilities and lines of communication.
2. The Teaching and Learning policy, with its emphasis on *personalised* learning, is supported by regular INSET opportunities for all teaching staff.
3. Teaching Assistants undergo regular INSET and have a career pathway open to them for CPD.
4. SEND meetings provide the opportunity for SEND information to be shared with departments.
5. Communications with parents/carers of students with SEND are promoted and maintained through the Learning Support Department and other pastoral structures.
6. Links with other SEND providers at KS2/3 transition and post 16 are promoted and maintained through the Learning Support Department.
7. Links with external agencies are promoted, coordinated and maintained by the Learning Support Department and other internal pastoral structures.

KGH /FKE August 2016

Ratified by the Full Governing Body on 15th November 2016

This policy is due for review in August 2017