

St Wilfrid's Catholic Primary School



We love, learn and grow with God.



Special Educational Needs and Disability Policy

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Statement of Intent

At St Wilfrid's, we believe that each student should be given equality of opportunity to achieve their full spiritual, academic and social potential by recognising the uniqueness of each individual and providing a rich and varied learning experience for all.

Each student, regardless of their ability, is entitled to a broad and balanced curriculum which is relevant to their needs. The curriculum offered aims to give all students a sense of achievement and thereby help them develop confidence and self - esteem. All students are encouraged to participate in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of all the students and are appropriate to their level of ability.

This policy aims to ensure that curriculum planning, teaching, learning and assessment for students with SEND takes into account the type and extent of the difficulty experienced by them.

Definition of Special Educational Needs

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

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- are of compulsory school age and fall within the definition above or would do so if special educational provision was not made for them;
- have educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

Note: Students whose language or form of language of their home is different from the language in which they will be taught are not regarded as having a learning difficulty solely because of this. Other factors must be evident.

The school aims to be inclusive. The school has experience in dealing with students who have the

following areas of need:

- **Communication and interaction**
This includes not only students with speech, language and communication needs but also those with Autistic Spectrum Condition.
- **Cognition and learning**
This includes moderate learning difficulties and specific learning needs such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health issues**
This includes social and emotional difficulties and attention deficit hyperactivity disorder.
- **Sensory and/or physical needs**
This includes hearing or visual impairments and cerebral palsy.

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. (CODE 2014, p.16)

Our Objectives

It is the responsibility of the Governors and Staff of St Wilfrid's to:

- ensure equality of provision for students with special educational needs (SEN) and disability;
- take into account legislation related to SEN and Disabilities, including Part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping children safe in Education 2016', Supporting students at school with medical conditions 2014;
- provide access for all students to a broad and balanced curriculum;
- ensure that the needs of students with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes;
- enable students with SEND to achieve their potential;
- ensure parents / carers are fully engaged in decision making;

- take into account the views, wishes and feelings of students;
- provide advice and support for all staff working with students with SEND;
- provide detailed information about the arrangements for identifying, assessing and making provision for students with SEND;
- make reasonable adjustments within lessons and around the school site to ensure that students with SEND are not discriminated against;
- Consider what additional and/or different support and strategies students with SEND might benefit from to better access the curriculum provision available.

To achieve the aims and principles of the school, its staff, and supporting professionals from outside agencies, will endeavour to work alongside parents and students to:

- provide a system for the early identification and assessment of the student's special educational needs and to provide a graduated response to meet the needs of the student;
- provide individualised profiles/educational plans (IEPs) as appropriate and ensure that all students identified as having SEND regularly have their progress reviewed;
- work in partnership with parents, actively encouraging their participation in assessing needs, making decisions and monitoring and reviewing provision;
- take into account the views of the student and actively involve them in the decision making process regarding their programmes of work, and in the assessment and review procedures;
- secure support from the appropriate external agencies when required so that a child's developing needs are identified and addressed as early as possible;
- provide a variety of teaching styles and promote effective learning;
- provide a positive learning environment through good planning and discipline;
- organise teaching groups in such a way as to maximise learning opportunities;
- provide resources that are adapted and differentiated to meet the needs of individual students;
- establish good links with other schools, including schools where children transfer in from, in order to identify and share good practice and expertise;
- promote an atmosphere in which the SEND students feel valued and can cultivate a sense of self-worth and achievement;
- take into account SEND when identifying staff training needs.

At St Wilfrid's, we will ensure that:

- all teachers are familiar with relevant parts of the [SEND Code of Practice](#)
- there is a clear, agreed understanding of what constitutes a child with SEND;

- there are clear systems for identifying and assessing students with SEND and these systems are maintained;
- the SEND department works closely with colleagues when identifying needs, making or amending provision for SEND students and monitoring their progress;
- outside support services and agencies are used when needed;
- records from previous schools are used and further information sought if needed;
- a register or list of students with SEND is maintained;
- a graduated approach to assessment and provision is adopted;
- all teachers know which students have been identified, what their needs are and how these can be best met;
- profiles are drawn up for students in consultation with those involved with the student, and with the student and parents themselves as appropriate;
- students identified as requiring SEN Support (SENK) are given specific, measurable, achievable, realistic and time related targets (SMART);
- all subject teachers use best endeavours to meet the needs of the identified students in the classroom and as part of extracurricular activities;
- records are kept of provision made and targets set;
- the progress of all students with SEND is monitored and provision regularly reviewed and amended as necessary;
- students recognise and accept each other's strengths and weaknesses and support one another to reach their goals;
- parents and carers are involved in the identification, monitoring and reviewing process.

Admissions

The school welcomes students with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND. See School Admissions Policy.

Parents/Carers and Young People

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of a child with special educational needs will be encouraged to play an active and valued role in their child's education. Parents and carers will be regularly updated on their child's progress within school, and information on their child's SEND progress. Parents and carers can request a meeting with the SENDCo via telephone, email or making an appointment at reception.

Young people with special educational needs 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.

Identification, Assessment, Planning, Provision and Review Arrangements

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Local Governing Body, the school's Head Teacher, leadership team and all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all students'
(Teachers' Standards 2012).

Teaching students with special educational needs and disabilities is a whole-school responsibility, requiring a whole-school response. This encompasses not only those students who have an EHCP or who are in receipt of SEN Support, but any student who has a specific diagnosis requiring the school to make reasonable adjustments so that they can fully access the curriculum content.

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there might be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Our Classroom teachers are responsible for SEND provision within the classroom and for providing quality first teaching. This is the first and most important step in providing an appropriately differentiated, inclusive curriculum and ensuring each child is recognised as an individual. Individual students with SEND may be supported through teaching and learning strategies that are additional and/or different to those of their peers and intervention strategies are adapted at a student level. Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision, with the SENDCo and any specialist staff involved with the child or young person supporting as required with targeted interventions to address any identified issues.

Waves of Support

Pupils with SEND at St Wilfrid's are supported by a 4 wave system which is summarised below:

1. **Quality First Teaching:** All staff are responsible for ensuring Wave 1 provision is delivered in line with the teaching standard to every child. Where an additional need has been identified, reasonable adjustments are put in place where appropriate.

2. **Short Term Intervention:** When a student is not making expected progress, despite reasonable adjustments, short term specific intervention may be allocated following baseline assessments. This will in turn generate support recommendations with targeted monitoring which will be reviewed on a termly basis and monitored by the Learning Support Department.
3. **SEN Support (K):** In consultation with the SENDCo and parents, identified students will be placed formally on the SEND register and undertake a process of Assess, Plan, Do & Review in response to identified barriers to learning. This is formally referred to as the Graduated Approach and further details can be found below. They will be provided with a Key Worker to monitor the outcomes and progress made. Any agreed 'Wave 3' provision will also be detailed on a specific SEN Support Plan which will be reviewed in line with the SEND monitoring cycle. The student may at this stage be referred to an outside agency.
4. **EHCP (E):** If appropriate intervention and support has taken place (including support from outside agencies) but there are still concerns about a student's progress and/or attainment, the SENCO will consult with the curriculum/pastoral staff and parents to discuss the need to start the application process for an Education, Health and Care plan (EHCP). Evidence will be gathered, and an application made.



Graduated Response

The school adopts a graduated approach of Assess, Plan, Do and Review as outlined in the Code of Practice (2014). This requires the initial use of classroom and school resources, before bringing in specialist expertise to investigate the difficulties that a student is experiencing. When a young person is identified as having known special educational needs, that are not effectively addressed through the provisions of Wave 1 or 2, the school will intervene as described below at Wave 3 - SEN Support (K).

Such interventions are a means of helping schools and parents match special educational provision to individual student needs. We will record the steps taken to meet the needs of individual children. If a student is known to have special educational needs when they arrive at the school, the SENDCo and learning support staff will:

- inform all staff (teaching and non-teaching where appropriate) who will be working with or come into contact with the student of their strengths and weaknesses and strategies to help

support them;

- use information from the previous school to provide relevant information for staff and focus attention on action to support the student within the class;
- ensure that ongoing observation and assessment provides feedback about a student's achievements to inform future planning of their learning;
- ensure opportunities for the student to show what they know, understand and can do through the pastoral programme;
- involve the student in planning and agreeing targets to meet their needs;
- involve parents in developing a joint learning approach at home and in school.

SEN Support (K) - Wave 3

When a student is identified as having special educational needs that can not be addressed through Quality First Teaching and Reasonable Adjustments, the school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This provision is designated as Wave 3 - SEN Support.

The triggers for intervention through SEN Support could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas;
- presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If the school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school and implement a SEN Support Plan. The school SENDCo will support and initiate further assessment of the student, assisting in coordinating future support for the student in discussion with colleagues and monitoring the action taken. The student's subject/pastoral/intervention teachers will remain responsible for working with the student and for planning and delivering individualised strategies within their curriculum/area.

In some cases outside professionals from health or social services may already be involved with the child. The new SEN Support Plan brings these services together allowing for intervention/strategies to be shared, inclusive and tailored specifically to the student's needs. If these professionals have not been working with the school, the SENDCo, with the parent's permission, will contact them for professional

guidance to further assist and inform the provision being delivered in school.

Nature of Intervention

The SENDCo, teaching staff and learning support staff will decide on the action needed to help the student to progress in light of their earlier assessment. This might be:

- to provide different learning materials or special equipment,
- to introduce some group or individual support,
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness,
- to undertake staff development and training aimed at introducing more effective strategies,
- access to LA support services for one-off occasional advice on strategies or equipment or for staff training,
- to provide effective intervention without the need for regular or ongoing input from external agencies.

Types of Support Offered in School

- In-class support
- Phonics catch ups and fast track tutoring
- Reading/spelling/maths/social skills intervention sessions
- Small group work
- Daily 1 to 1 reading programmes
- Fine and gross motor skill intervention
- Friendship groups

Student and Class Profiles

Suggested strategies employed to enable the student to progress are recorded on an Individual Education Plan (IEP) and Class Profile. These will include information about:

- the nature of the students strengths and difficulties, including reading and spelling ages where appropriate,
- Reasonable Adjustments agreed by the school and parents,
- the short-term targets/outcomes set in discussion with the student, parents and staff,
- suggestions for teaching strategies to be used,
- the provision to be put in place and exam access entitlement,

- when the plan is to be reviewed.

The Profile will only record that which is additional to or different from the differentiated curriculum provision typically available through quality first teaching and will focus on three or four individual targets to match the student's needs. The Profile will be reviewed after every module during review week and updated as appropriate.

In some cases, it may be necessary to involve external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the child's Profile. The external support services will usually see the child, so that they can advise subject and pastoral staff on targets and accompanying strategies, providing more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for involving outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of students of a similar prior attainment;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Before the school seeks the help of external support services, the consent of the student's parents will be sought. The services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly. The resulting Profile for the student will set out new strategies for supporting the student's progress and be implemented, at least in part, in the classroom setting. Delivery of the strategies and differentiation will remain the responsibility of subject teachers.

Data Tracking/Monitoring Student Progress

The SEND Register will be updated regularly, according to student needs, however it will be subject to a formal termly review by the SENDCo in collaboration with senior leaders.

Teachers carefully monitor progress.

The SENDCo will monitor progress for all students on the SEND register and discussions will take place at regular intervals. Subject teachers may conclude that the strategies they are currently using with a student with additional needs are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENDCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed.

Evaluation of the strategies in place may lead to the conclusion that the student still requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to continuing at School Intervention or exploring involvement of external agencies, such as:

- Special Educational Needs Improvement Team, SENIT. There are two teams one for High Incidence (HINT) and one for Low Incidence (LINT)
- Educational Psychologist
- Children's and Young People's Service (CYPS)
- Speech and Language Therapy
- Occupational Therapy
- GP

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the student's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the student's behaviour;
- is likely to lead to appropriate accreditation;
- is likely to lead to participation in further education, training and/or employment.

Types of Assessment

Assessment will be undertaken in a range of different ways for different aspects of need and different subjects. However all assessments will embrace the principles as outlined in the school policy and, therefore, assessment will be evident in every lesson/session/intervention.

This may include:

- Oral Feedback

- Self-Assessment
- Peer-Assessment
- Group/Whole Class Assessment
- Written Marking of Work
- Teacher/Student Questioning

School/Parental Request for Statutory Assessment, EHCP - Wave 4

For some students the help given by schools through SEN Support may not be sufficient to enable the student to make adequate progress and address barriers to access. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment for an Education Health Care Plan - internally designated Wave 4. Where a request for a statutory assessment is made to an LEA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- the school's action through School Intervention
- Pupil profiles and targets for the student
- Attendance
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- attainment levels
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals
- any involvement by the social services or education welfare service

When the LEA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working cooperatively with parents, the child's school, health and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. The evidence is presented to the SEND Panel. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be

provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an Education Health Care Plan.

An Education Health Care Plan will include:

- type and name of the school
- the student's name, address and date of birth
- details of all of the student's special needs
- long term outcomes for the student, for the end of the next Key Stage
- short term targets in the form of an Action Plan
- how they are to be achieved
- identify the special educational provision necessary to meet the student's special educational needs
- identify where the provision is to be made
- identify health provision
- include other relevant non-educational needs of the child
- include information on non-educational provision
- include parent views
- include student views

All children with an EHCP will have short-term targets established after consultation with parents, professionals, teachers and the student which will be identified as required to reach the long-term outcomes. These targets will inform the Pupil Profile and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Profile will continue to be the responsibility of the class teacher. Specialist provision from the LS department will be necessary to work towards aspects that cannot be fully addressed through a differentiated curriculum.

Annual Review of an EHCP/Statement

All EHCPs/statements will be reviewed at least annually with the parents, the student, the LEA, outside agencies and the school. Consideration must be given to any amendments needed to the description of the student's needs, the special educational provision or whether the plan needs to be maintained. The annual review should focus on what the student wants to achieve and how the plan is going to support them to get there, including any obstacles/barriers they need to overcome.

Disability and Inclusion

Disability and Inclusion legislation, the Disability Discrimination Act, Every Child Matters, Include Every

Child etc continue to make an impact and the school will do its best to meet requests for reasonable adjustments given the age and construction of the school and the curriculum etc.

English as an Additional Language (EAL)

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Pupil Premium

Students identified as student premium students are identified as part of the normal monitoring cycle. Some will receive additional support from the wider Pastoral and Curriculum Teams.

Looked After Children (LAC)

The special educational needs of Looked After Children will be identified as part of the normal monitoring cycle. A PEP will be drawn up by the designated person, SENDCo and LEA representative, which will include appropriate educational targets.

Medical Conditions

St Wilfrid's will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Our School Policy for Supporting Students with Medical Conditions can be found via our website.

Access to Facilities and Provision

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

Accessible toilets are available, and the majority of the school building, including the hall, classrooms and toilets, is on one level. The Lead First Aider is responsible for overseeing the administration of medicines throughout the school day. In their absence this will be overseen by one of the designated first aiders in school.

Allocation of Resources

The Head Teacher is responsible for the strategic management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget, Top up funding and, where applicable, pupil premium to provide high quality appropriate support for students with SEND.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all students. In planning and teaching, teachers provide suitable learning objectives, meet the students' diverse learning needs and remove the barriers to learning. In the majority of cases, students with SEND are taught with their peers in class. Teachers are responsible and accountable for the progress and development of the students. However, in order to maximise learning, some students are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Where the level of SEND is significant, students have been provided a personalised curriculum and timetable. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Transition Arrangements

Transition is carefully planned. In order to ensure a successful transition from primary school to secondary school, pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

The SENDCo liaises with secondary schools, and where there are those with particular special needs, meetings can be arranged with their existing teachers and parents to facilitate a smooth transition. Additional transition visits are organised for small groups/individuals to familiarise students with the buildings, routines, school lunch hall, staff etc to help reduce anxieties.

Development

The SENDCo, with support ensures the wider staff body are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified, internal CPD is available and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers and trainees are offered support and in school training by the SENDCo.

The Role of the SEND Governor

- to make sure the school has an up-to-date SEND policy
- to make sure the school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school
- to make sure the necessary support is made for any student who attends the school and has

SEND

The Role of the Head Teacher (HT)

- the strategic oversight of all aspects of the school, including support for students with SEND
- making sure that your child's needs are met

The Role of the Head of Learning Support / Special Educational Needs and Disabilities Coordinator (SENDCo)

The SEND Coordinator (SENDCo), in collaboration with the Head Teacher, senior leaders and Local Governing Body, plays a key role in helping to determine the strategic development of the Learning Support policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENDCo may include:

- Lead and develop the school's Learning Support Department and SEND provision
- liaising with and advising teachers
- directing learning support staff
- coordinating and evaluating provision for individual students with special educational needs
- overseeing and monitoring the records on all students with special educational needs
- liaising with parents of students with special educational needs
- contributing to staff CPD
- liaising with external agencies including the LA's support and educational psychology services, the Early Help Hub (Formally Connexions) PA, health and social services and voluntary bodies
- monitoring weekly behaviour and attendance data and discussing strategies at weekly department meetings
- completing audits, applications for extra provision (EP/EHCP/CAMHS etc)
- assessing previous information, assessment, informing staff and parents of action, reviewing and monitoring all students with SEND -new entrants to the school, those on School Intervention and those with Education Health Care Plans (EHCP)
- monitoring of individual student development plans in collaboration and consultation with the department and whole school targets

The Role of the Teacher

- be aware of the individual needs of students, use quality first teaching to ensure the curriculum is engaging and assessment is challenging to students of all abilities
- use a range of strategies to meet individual needs
- provide information on progress, attainment, self-help skills, work habits, attitudes etc to feed into the EHCP annual review procedure (a statutory requirement)

- to relate relevant information back to SENDCo
- adopt a range of methods to ensure that they can assess the progress of all students accurately and ensure the assessment style adopted is fit for purpose

The Role of Learning Support Assistants

A Learning Support Assistants (LSA) main role is to provide support for pupils including those with Special Educational Needs. Some staff have a main focus on children with EHCPs.

Duties may include running specific intervention programmes and activities to assist the student's individual learning and social needs. Support staff have a role in implementing the targets on the pupils' individual plans in liaison with the class teacher and SENDCo.

Supporting Children:-

- to provide learning support for the student in class
- to develop knowledge of the particular needs of the child and seek advice from SENDCo, class teacher and outside agencies as required
- to aid access to the full range of learning experiences both inside and outside the classroom
- to make or modify resources as suggested and advised by the SENDCo, Educational Psychologist or other outside agencies
- to be involved in the planning and preparation of the day to day class activities including assemblies, whole school activities
- to organise and maintain an inclusive learning environment both in the classroom and outside
- to support pupils outdoors, being mindful of their health and safety in relation to their condition, and encouraging safe interactive play
- motivate and encourage the student to have a go at activities they may be unsure of
- provide positive reinforcements, praise and rewards
- facilitate inclusion in small group activities with peers and support interaction between them
- attend in training and meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs
- provide support and facilitate interaction with peers in the classroom and around school

Supporting the Class Teacher and SENDCo:-

- to work as part of the team to ensure that the well-being and personal development of the student enhances their learning opportunities and life skills
- to be aware of the lesson content and adapt when necessary during the lesson
- to provide regular feedback to the class teacher, SENDCo and relevant outside agencies

about the student's difficulties and progress

- to contribute to the student's annual review by writing a brief report and attending the meeting if appropriate

Supporting the School:-

- to foster links between home and school
- to participate in relevant professional development as deemed appropriate for the needs of the child
- to understand and apply the school policies on learning and behaviour, and the Statutory guidelines relating to disability discrimination and special educational needs
- to maintain confidentiality and sensitivity to the student's needs but have regard to the safeguarding procedures
- to carry out duties as directed by the SENDCo or Head Teacher

The Role of the Students

- participate actively in lessons where appropriate
- engage with and act upon feedback given by their teachers or peers where appropriate

Complaints Procedure

Stage 1 - Informal

Most concerns or complaints can be resolved informally. Therefore it is recommended that they are raised with the SENDCo in the first instance. If this is not possible or appropriate the following procedures apply:

- Complaints against relating specifically to the SEND provision should be made to the Headteacher via the school office. Please mark them as Private and Confidential.
- Complaints that involve or are about the Headteacher in relation to SEND should be addressed to the Chair of Governors, via the school office. Please mark them as Private and Confidential.
- Complaints about the Chair of Governors, other Governors or the whole Local Governing Committee in relation to SEND should be addressed to the Clerk to the Governing Body via the school office. Please mark them as Private and Confidential.

Complainants should not approach Governors to raise concerns or complaints.

The concern or complaint will be investigated and an informal response will be provided within 5 school days of the date of receipt of the concern/complaint. If the issue remains unresolved, the next step is to make a formal complaint.

Stage 2 - Formal Complaints

Formal and subsequent complaints pertaining to SEND provision follow the same procedural structure as the Complaints Policy (link below) and therefore must be made to the Headteacher (unless they are about the Headteacher), via the school office. This may be done in person or in writing (preferably on the Complaint Form in Appendix 1). Please refer back to that document for Stages 2 and 3.

If the complaint is unresolved, then the person making the complaint is advised of their rights under section 23 of the Education Reform Act to make a complaint. The governing body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authorities commissioned independent disagreement resolution service.

Useful Sources of Information

Gateshead's Local Offer

<https://www.gateshead-localoffer.org>

Gateshead Special Educational Needs Information Advice Service (SENDIAS)

<http://www.barnardos.org.uk/gateshead-sendias.htm>

[Link to translate document into any language](#)

This SEND and Disability policy will be reviewed and amended annually.