ST WILFRID'S CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Learning to love, loving to learn with God's Spirit in our hearts.

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SENDCo qualification: National Award for Special Educational Needs Coordination (NASENCO), June 2024

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1. Our Mission and Inclusive Ethos

Our school mission is:

"Learning to love, loving to learn with God's Spirit in our hearts."

Working in partnership with home and parish, St Wilfrid's Catholic Primary School seeks to provide a distinctive Catholic education with Christ at the centre of our community. We recognise and celebrate the unique value of every individual, nurture each person and encourage all pupils to strive for excellence.

We believe that every child should be valued, respected and supported to achieve their potential. We are committed to providing an inclusive, caring Christian environment in which pupils with special educational needs and disabilities (SEND) can participate fully in school life, develop independence, build positive relationships and experience success.

We recognise that children have different strengths, interests and needs. We aim to identify difficulties early, work in partnership with families and provide appropriate support so that every pupil can access a broad, balanced and ambitious curriculum.

2. Purpose and Aims

This policy explains how St Wilfrid's identifies, assesses and supports pupils with SEND. It should be read alongside the school's SEND Information Report and other relevant school policies.

Our aims are to:

- Identify additional needs as early as possible and respond promptly.
- Provide high-quality, inclusive teaching for every pupil.
- Use appropriate, evidence-informed strategies and interventions to remove barriers to learning.
- Promote positive academic, social, emotional and personal outcomes.
- Enable pupils with SEND to participate in the curriculum, school activities, trips and wider opportunities.
- Listen to pupils and involve parents and carers in decisions about support.
- Support pupils to develop confidence, resilience, independence and self-advocacy.
- Work collaboratively with relevant education, health and social care professionals.
- Support smooth transitions between classes, schools and educational stages.
- Ensure that staff understand their responsibilities and receive appropriate guidance and training.
- Fulfil our legal duties, including making reasonable adjustments for disabled pupils.

St Wilfrid's Catholic Primary School recognises its statutory duty to use its **best endeavours** to secure the special educational provision required by pupils with SEND. The Governing Body, Headteacher, SENDCo and all staff share responsibility for ensuring that appropriate provision is identified, planned, delivered and reviewed so that pupils can make progress and participate fully in school life.

3. Legislation and guidance

This policy is informed by the relevant legislation and statutory guidance, including:

- Children and Families Act 2014, including sections 66, 68 and 69.
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- SEND Code of Practice: 0 to 25 years.
- Statutory framework for the Early Years Foundation Stage.
- Keeping Children Safe in Education.
- Relevant safeguarding, attendance, behaviour, accessibility and supporting-pupils-with-medical-conditions guidance.

The school will have regard to current statutory guidance and local procedures when planning and reviewing provision.

The school recognises its duties under the Children and Families Act 2014, including the duty to use best endeavours to secure special educational provision for pupils with SEND and to inform parents when special educational provision is being made for their child.

The school will also fulfil its duties under the Equality Act 2010, including making reasonable adjustments for disabled pupils and having an Accessibility Plan.

4. What do we mean by SEND?

A child has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools.

Special educational provision is additional to, or different from, the provision normally available to pupils of the same age.

The four broad areas of SEND are:

4.1 Communication and interaction

Pupils may experience difficulties with speech, language, understanding, social communication or interaction. This may include needs associated with autism or speech, language and communication difficulties.

4.2 Cognition and learning

Pupils may learn at a different pace or require additional support to understand, remember or apply learning. This may include moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia, dyscalculia and developmental coordination disorder (dyspraxia).

4.3 Social, emotional and mental health

Pupils may experience difficulties with emotional regulation, relationships, anxiety, confidence or mental health. Some pupils may present as withdrawn or display behaviour that causes concern. Needs may be associated with conditions such as attention deficit hyperactivity disorder (ADHD) or attachment-related difficulties.

4.4 Sensory and/or physical needs

Pupils may have hearing or visual impairments, multi-sensory needs or physical disabilities that affect access to learning and school activities. They may require adaptations, specialist equipment or additional support.

These areas may overlap, and each pupil's needs will be considered individually. A diagnosis is not required before a school can consider and provide appropriate support.

Not every difficulty with learning or behaviour is necessarily caused by SEND. Attendance, health, emotional wellbeing, language acquisition, family circumstances and other factors may affect progress. The school will consider these factors carefully while ensuring that possible SEND is not overlooked.

Learning English as an additional language is not, in itself, a special educational need. The school will consider a pupil's language development alongside other information and will ensure that possible SEND is not overlooked.

A pupil may be disabled under the Equality Act 2010 without having SEND. The school will consider its duties to make reasonable adjustments for disabled pupils whether or not they are identified as having SEND.

5. Identifying and Assessing Needs

Class Teachers are responsible for the progress and development of all pupils in their class. They work with the SENDCo and senior leaders to identify concerns, assess needs and decide what support may be appropriate.

Concerns may arise from:

- Assessment outcomes or observations showing slower progress than expected.
- Difficulties in accessing classroom learning or the wider curriculum.
- A widening gap between a pupil and their peers.
- Concerns about communication, interaction, sensory needs or physical access.
- Changes in behaviour, emotional wellbeing or relationships.
- Information from parents, the pupil or other professionals.
- Information shared during transition from an early years setting or another school.

Pupil progress is considered through the school's assessment and review arrangements, including pupil progress meetings which take place termly.

Where a concern arises, the school will normally:

1. Record the concern using the school's SEND Initial Concern process through discussion with the SENDCo.
2. Review existing information, progress, strengths and barriers to learning.
3. Discuss the concern with relevant staff.
4. Speak with parents or carers and seek the pupil's views in an age-appropriate way.
5. Put suitable classroom strategies and reasonable adjustments in place.
6. Record the support provided and assess whether it is making a difference.
7. Seek further assessment or specialist advice where appropriate.
8. Review the evidence and decide with the family whether the pupil may require SEN Support or whether another response is more appropriate.

The school will not assume that a child has SEND solely because they are making less than expected progress. Equally, the school will not delay putting appropriate support in place while waiting for a formal diagnosis or assessment.

Parents and carers will be informed and involved when concerns about a child's learning or development arise. They will be kept informed of decisions, support being provided and any next steps. Where the school identifies that a pupil requires special educational provision and is receiving SEN Support, parents or carers will be formally informed. The school will explain the nature of the identified needs, the provision being made and how progress and the impact of support will be reviewed. Parents and carers will be involved in decisions about their child's support and any subsequent changes to provision.

Where additional support is provided, relevant information will be recorded and shared with staff who need it to support the pupil. The school will also maintain clear records when a pupil moves onto or off SEN Support.

6. The Graduated Approach: Assess, Plan, Do, Review

Where a pupil requires additional or different provision, the school will use the graduated approach of Assess, Plan, Do, Review set out in the SEND Code of Practice. This is a continuous process intended to ensure that support remains appropriate to the pupil's changing needs.

- **Assess:** The Class Teacher, working with the SENDCo and parents or carers, will consider the pupil's needs, strengths, progress and any barriers to learning or participation. The views of the pupil will be sought in an age-appropriate way. Teaching strategies, assessment information, observations and relevant information from the family or other professionals will be reviewed.
- **Plan:** Agreed outcomes, adjustments, teaching strategies and any additional provision will be recorded on an Individual Support Plan and Pupil Overview. The plan will identify who is responsible for delivering the support and when its impact will be reviewed.

- **Do:** The Class Teacher remains responsible for the pupil's learning and development and will ensure that agreed strategies are implemented. Teaching Assistants and other staff will contribute to provision under the direction of the Class Teacher.
- **Review:** The impact of the support will be evaluated against the agreed outcomes. The views of the pupil and their parents or carers will be considered, and provision will be adapted where necessary.

Individual Support Plans will be reviewed at the end of each term, with additional reviews arranged where a pupil's needs or circumstances change. Reviews will consider the pupil's progress, the effectiveness of provision and any changes needed to support their development.

Support plans will be shared with relevant staff and parents or carers so that everyone understands the strategies and outcomes being worked towards.

If a pupil continues to experience significant difficulties despite appropriate support, the school may seek advice from specialist services, with parents involved in the process. Support will be adjusted in light of that advice.

6.1 Individual Support Plans and Pupil Overviews

Every child identified as having SEN will have an Individual Support Plan. This will be developed in partnership with the pupil, parents or carers, class teacher and SENCO, as appropriate.

Plans will be personalised and may include:

- The pupil's strengths, interests and aspirations.
- The areas in which the pupil requires additional support.
- The outcomes the pupil is working towards.
- Strategies and reasonable adjustments to be used in the classroom and across school life.
- Any targeted interventions or additional provision.
- The staff responsible for implementing the agreed support.
- The date and arrangements for reviewing progress.

Targets will be SMART: meaningful, achievable and sufficiently specific to enable progress to be monitored. They will focus on improving outcomes and developing the pupil's independence, confidence and participation in school life.

Pupil Overviews provide staff with important information about a pupil's needs, strengths and the strategies that support them. They will be annotated with relevant information throughout the academic year and updated at the end of each academic year, or sooner where significant changes occur.

Individual Support Plans will be reviewed at the end of each term. Parents and carers will be involved in reviewing the plan and will be given opportunities to discuss how they can support their child's learning and development at home.

7. Quality First Adaptive Teaching and Additional Provision

Quality First Adaptive Teaching, adapted to meet pupils' needs, is the first response to difficulties in learning. Teachers should make use of the school's Inclusive Provision Document and appropriate classroom strategies to ensure that learning is accessible to all pupils.

These may include:

- Clear explanations, modelling and explicit instruction.
- Scaffolded tasks and carefully planned learning sequences.

- Visual supports, prompts and visual timetables.
- Flexible grouping and adapted resources.
- Structured routines and preparation for transitions.
- Regular checks for understanding and opportunities for feedback.
- Appropriate adaptations to the learning environment.
- Opportunities for pupils to develop independence and confidence.

The Inclusive Provision Document outlines the strategies and adaptations that can ordinarily be provided within the classroom to remove barriers to learning. The school will also consider the North Yorkshire Council SEND Local Offer and relevant local guidance, including the Inclusive Mainstream Toolkit, when reviewing classroom strategies and ordinarily available provision.

Where necessary, pupils may also receive additional or different provision. This may include targeted small-group or individual work, specialist advice, assistive resources, communication support or environmental adaptations. Interventions should have a clear purpose and intended outcome. Their impact will be monitored, and they should complement rather than replace access to effective classroom teaching.

8. Working with Parents and Carers

We recognise parents and carers as important partners in understanding and supporting their child. We aim to maintain open, respectful communication and to involve families in decisions about provision.

We operate an open-door approach and encourage parents and carers to raise concerns with the Class Teacher or SENDCo. The school will listen to concerns, explain the support being considered and agree appropriate next steps.

Parents and carers will receive termly reports and have opportunities to discuss their child's progress at parents' evenings, which take place in October and February. Parents and carers will also be invited to review additional support at least termly. The SENDCo may attend these meetings where appropriate.

Meetings will provide an opportunity to discuss progress, review outcomes, share information and plan any changes to provision.

Where English is not a family's preferred language, or a communication barrier exists, the school will consider appropriate ways to support meaningful communication.

Families can also seek independent information and advice from SENDIASS North Yorkshire, which provides free, confidential and impartial SEND information and support.

9. Pupil voice

Pupils should be involved in decisions about their education in ways appropriate to their age, understanding and communication needs.

Staff will seek pupils' views about what they find helpful, what they find difficult, their interests and aspirations, and how they experience school. This may take place through conversations, review meetings, pupil interviews, visual resources or other accessible methods.

Pupils will be encouraged to contribute to their support plans and identify strategies that help them learn, feel safe and develop independence.

10. Working with External Professionals

St Wilfrid's recognises the importance of working collaboratively with external professionals and specialist services to ensure that pupils with SEND receive appropriate advice, support and provision.

Where a pupil's needs require advice or support beyond the expertise available within school, the SENDCo will coordinate contact with relevant external professionals, working in partnership with the class teacher and parents or carers.

Depending on the pupil's individual needs and local service arrangements, this may include:

- North Yorkshire Council SEND services or SEND Hubs.
- Educational psychologists and specialist teachers.
- Speech and language therapists.
- Occupational therapists and physiotherapists.
- Health professionals, including hearing and vision specialists.
- Mental health and emotional wellbeing services.
- Social care, early help and other relevant family support services.

10.1 Referrals and Parental Involvement

The school will discuss the purpose of any referral with parents or carers, explaining the concerns, the advice or support being sought and the intended outcomes.

Parents and carers will be involved in the referral process, and appropriate consent and information-sharing arrangements will be followed. Information will be shared lawfully and appropriately, in accordance with data protection requirements. Safeguarding concerns will be managed in line with statutory duties and the school's safeguarding procedures.

10.2 Using Professional Advice to Inform Practice

Advice and recommendations from external professionals will be carefully considered and, where appropriate, incorporated into classroom practice, teaching strategies and Individual Support Plans.

The SENDCo will support staff in understanding and implementing professional recommendations to ensure a consistent approach to meeting pupils' needs.

The SENDCo will work alongside the class teacher and parents or carers to review the effectiveness of recommended strategies through the Assess, Plan, Do, Review process. This will help determine whether the support is improving the pupil's progress, wellbeing and access to learning, and whether any further advice or adjustments are needed.

11. Education, Health and Care Needs Assessments and Plans

Where a pupil has or may have special educational needs and the school or parents consider that it may be necessary for special educational provision to be made through an Education, Health and Care Plan (EHCP), a request for an EHC needs assessment may be made to the local authority.

A request may be made by the pupil's parent or carer, or by the school on the pupil's behalf. The school will work in partnership with the family to gather relevant evidence of the pupil's needs, progress, provision and the impact of support already provided.

The school recognises that there is no requirement for a child to have received a particular number of interventions, to have a formal diagnosis or to have exhausted all available support before an EHC needs assessment can be requested.

The Local Authority is responsible for deciding whether an assessment is necessary in accordance with the Children and Families Act 2014.

If a pupil has an EHCP, the school will use it to plan and deliver the provision specified. The school will ensure that the provision set out in the EHCP is considered in day-to-day teaching and support arrangements. Staff will work with the pupil, parents or carers, the local authority and relevant professionals to monitor progress towards the outcomes in the plan.

EHCPs must be reviewed at least annually, in accordance with statutory requirements. The school will organise and contribute to review meetings, invite relevant participants, gather appropriate advice and ensure that the pupil's and family's views are considered. The school will submit review information to the local authority within the required timescales.

12. Roles and responsibilities

12.1 Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties towards pupils with SEND. It will:

- Promote an inclusive culture and high expectations.
- Ensure that the school publishes and reviews its SEND Information Report.
- Oversee relevant policies, accessibility arrangements and reasonable adjustments.
- Monitor the effectiveness of SEND provision and the use of resources.
- Ensure that the SENDCo role is appropriately fulfilled.
- Challenge leaders where provision or outcomes require improvement.
- Ensure that the school fulfils its statutory duty to use its best endeavours to secure the special educational provision required by pupils with SEND, and that appropriate resources and arrangements are in place to support this duty.

12.2 SEND Governor

The SEND Governor, Mrs Jennie Eyres, will liaise with the Headteacher and SENDCo, review information about provision and outcomes, and report relevant matters to the Governing Body. This role supports governance and oversight rather than replacing the professional responsibilities of school staff.

The SEND Governor will maintain an overview of the effectiveness of the school's SEND arrangements and will meet with the SENDCo and/or Headteacher at agreed points during the academic year.

Monitoring will include consideration of:

- The progress and outcomes of pupils with SEND.
- Attendance, participation and inclusion.
- The effectiveness of interventions and additional provision.
- The views and experiences of pupils and their parents or carers.
- The accessibility of the curriculum and wider school activities.
- The effective use of SEND funding, staffing and resources.
- The school's implementation of its SEND Policy and related statutory responsibilities.

The SEND Governor will report relevant findings to the Governing Body, identifying strengths, areas for development and any matters requiring further action. This role provides strategic oversight and challenge and does not involve responsibility for individual pupils' provision or day-to-day case management.

12.3 Headteacher

The Headteacher provides leadership and oversight of SEND provision, ensures that staff understand their responsibilities, supports the effective deployment of resources and works with the SENDCo to evaluate the quality of provision and outcomes.

12.4 SENDCo

The SENDCo, Mrs Claire Thorpe, is responsible for coordinating SEND provision across the school. This includes:

- Advising staff on identification, assessment and the graduated approach.
- Coordinating support plans and provision for pupils with SEND.
- Supporting teachers to evaluate the impact of strategies and interventions.
- Liaising with parents, carers, external professionals and the local authority.
- Supporting the implementation and review of EHCP provision.
- Maintaining and overseeing SEND records.
- Advising on reasonable adjustments, access and specialist resources.
- Identifying staff training needs and supporting professional development.
- Monitoring the effectiveness of provision and contributing to school improvement.

The school will ensure that SENDCo qualification and professional development arrangements comply with applicable statutory requirements.

12.5 Class Teachers

Class teachers are responsible for the progress, learning and wellbeing of all pupils in their class. They will:

- Provide high-quality teaching adapted to pupils' needs.
- Identify and respond to emerging concerns.
- Involve parents and pupils in discussions about learning and support.
- Implement agreed strategies and support plans.
- Work with teaching assistants and specialists to monitor impact.
- Contribute to reviews and keep appropriate records.
- Ensure pupils with SEND are included in classroom learning and wider school activities.

12.6 Teaching Assistants and Support Staff

Teaching Assistants and support staff will work under the direction of the Class Teacher and relevant leaders. They will:

- Follow agreed plans and strategies.
- Support pupils to develop confidence, resilience and independence.
- Provide purposeful support that adds value to classroom teaching.
- Communicate relevant observations and progress to the teacher.
- Deliver interventions for which they have appropriate guidance and training.
- Maintain confidentiality and follow safeguarding procedures.

Support should be planned with the teacher, promote independence and complement effective teaching rather than routinely substitute for it.

13. Safeguarding, Safety and Wellbeing

The safety and wellbeing of every pupil are central to St Wilfrid's Catholic ethos and safeguarding responsibilities. The school recognises that some pupils with SEND may experience additional barriers to communicating concerns, recognising unsafe situations, understanding risk, seeking help or reporting bullying.

Staff will be alert to individual vulnerabilities and will take account of pupils' communication, sensory, social and emotional needs when considering how best to safeguard and support them.

The school will:

- Follow its Safeguarding and Child Protection Policy and statutory safeguarding procedures, having regard to Keeping Children Safe in Education 2026 and subsequent updates.
- Respond promptly to disclosures, concerns or changes in a pupil's presentation and report these to the Designated Safeguarding Lead (DSL).
- Ensure pupils have accessible ways to express concerns, seek help and identify trusted adults.
- Teach pupils about relationships, personal safety, respect and appropriate boundaries through suitable curriculum and pastoral provision.
- Address bullying in accordance with the school's Anti-Bullying Policy, recognising that some pupils with SEND may be particularly vulnerable.
- Consider the role of unmet needs, communication difficulties, distress, sensory differences or environmental factors when responding to behaviour.
- Apply the school's Behaviour Policy fairly, taking account of individual circumstances, needs and reasonable adjustments where required.

13.1 Recognising Individual Vulnerabilities

Where appropriate, staff will adapt communication, provide additional reassurance and ensure that pupils understand how and where to seek help. Individual safeguarding arrangements will be considered where a pupil's needs or circumstances indicate that additional support may be necessary.

SEND must never be assumed to explain away a change in behaviour, presentation or emotional wellbeing that could indicate a safeguarding concern. All concerns must be taken seriously and followed up appropriately.

The school recognises that having SEND does not remove the expectation that pupils follow appropriate behaviour expectations. However, decisions about behaviour, support and sanctions must be lawful, proportionate and consistent with the pupil's individual circumstances and the school's legal responsibilities.

Safeguarding concerns will always be acted upon in accordance with statutory requirements and school procedures. Parental consent is not required before staff report or refer a safeguarding concern where safeguarding duties require action.

This section should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy and Anti-Bullying Policy.

14. Accessibility and Reasonable Adjustments

St Wilfrid's is committed to ensuring that pupils with SEND and disabilities can access the curriculum, the school environment and wider school activities as fully as possible.

The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared with other pupils. This includes considering appropriate reasonable adjustments to teaching, communication, resources, routines, the learning environment and participation in school life.

Adjustments and adaptations may include:

- Adapted classroom resources and learning materials.
- Visual timetables, visual prompts and structured routines.
- Alternative ways of recording learning or demonstrating understanding.
- Assistive technology, auxiliary aids and specialist equipment.
- Adjustments to seating, furniture and the classroom environment.
- Additional preparation and support for changes in routine and transitions.
- Appropriate arrangements for school trips, visits, clubs and wider school activities.
- Accessible formats for information and communication.

Adjustments will be considered in response to individual pupils' needs and circumstances and reviewed regularly to ensure that they remain appropriate and effective.

14.1 Participation beyond the classroom

We believe that every pupil should have the opportunity to participate in the wider life of St Wilfrid's. Pupils with SEND will be encouraged and supported to take part in school trips, visits, clubs, celebrations, collective worship and other activities.

Where additional arrangements are needed, these will be considered in advance with the pupil, parents or carers and relevant staff. The school will consider reasonable adjustments, risk assessments and any additional support required to enable participation.

The views and experiences of pupils with SEND will be considered when reviewing how inclusive these opportunities are.

15. Physical Accessibility

St Wilfrid's is committed to ensuring that pupils with SEND and disabilities can access the curriculum, the school environment and wider school activities as fully as possible.

Our school is on one level and has disabled toilet access. The school will seek to ensure that its physical environment is accessible to pupils, parents, carers, staff and visitors with disabilities.

The school's Accessibility Plan sets out how the school identifies, reviews and works towards improving accessibility over time.

Parents and carers are encouraged to contact the school if they wish to discuss accessibility, potential barriers to participation or reasonable adjustments for their child.

The school will work in partnership with families and, where appropriate, relevant professionals to identify suitable adjustments and support pupils' access, inclusion and participation.

This policy should be read alongside the school's Accessibility Plan and Equality Information and Objectives.

15.1 The Accessibility Plan

The school's Accessibility Plan sets out how the school identifies, reviews and works towards improving accessibility over time.

The Accessibility Plan addresses the three statutory areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school to increase access for disabled pupils.
- Improving the delivery of information to disabled pupils in formats that are accessible and appropriate to their needs.

The plan will be reviewed and updated in accordance with statutory requirements. The school will consider reasonable adjustments in response to individual needs and will work with families to identify and remove barriers to participation.

15.2 Working in Partnership with Families

Parents and carers are encouraged to contact the school if they wish to discuss accessibility, potential barriers to participation or reasonable adjustments for their child.

The school will work in partnership with families and, where appropriate, relevant professionals to identify suitable adjustments and support pupils' access, inclusion and participation.

This policy should be read alongside the school's Accessibility Plan and Equality Information and Objectives.

16. Supporting Pupils with Medical Conditions

The school will support pupils with medical conditions in accordance with its statutory duties under Section 100 of the Children and Families Act 2014 and its policy for supporting pupils with medical conditions.

Where required, an individual healthcare plan will be developed with parents or carers and relevant health professionals. The school will consider staff training, safe administration of medication, emergency arrangements and participation in lessons, physical education, trips and other activities.

Medical needs and SEND may overlap, but they are not the same. The school will coordinate appropriate support so that pupils can access education as fully and safely as possible.

17. Admissions

St Wilfrid's Catholic Primary School welcomes applications in accordance with its published Admissions Policy and applicable admissions law.

The school will work with parents, the local authority and relevant professionals to understand a pupil's needs and consider the support and adjustments required.

The school will consider applications from disabled pupils and pupils with SEND fairly and will not unlawfully discriminate against a child because of their disability or special educational needs. Reasonable adjustments will be considered where required.

Where an EHCP names the school, the school and local authority will act in accordance with the statutory framework governing placement and admission. The school will not treat a child's SEND or disability as, by itself, a reason to disadvantage them unlawfully.

18. Transition Arrangements

We recognise that transitions can be particularly important for pupils with SEND. We aim to make changes as predictable and supportive as possible.

Transition arrangements may include:

- Sharing relevant information between teachers and support staff.
- Reviewing support plans and successful strategies before a pupil moves class.
- Meetings with parents or carers where appropriate.
- Visits, photographs, visual timetables or social stories to prepare pupils for change.
- Liaison with the receiving school's SENDCo and other relevant staff.
- Additional visits or individual transition arrangements for pupils who need them.

For pupils moving to secondary school, the SENDCo will work with the receiving school and family to share relevant information securely and support continuity of provision. Where a pupil has an EHCP, transition planning will take account of statutory review arrangements and local authority processes.

19. Staff Development and Resources

St Wilfrid's is committed to using its resources effectively to identify and meet the needs of pupils with SEND. This includes the effective deployment of staff, provision of appropriate classroom resources, targeted interventions, specialist equipment and access to professional advice and support.

The school recognises that developing staff knowledge, skills and confidence is essential to ensuring an inclusive learning environment where all pupils can achieve and thrive.

19.1. Developing Staff Knowledge and Expertise

All staff have a responsibility to support pupils with SEND. St Wilfrid's is committed to developing staff understanding and expertise through appropriate training, professional dialogue, collaborative working and access to specialist advice.

Training needs will be identified through:

- The needs and profiles of pupils currently attending the school.
- Staff feedback and professional development discussions.
- School improvement priorities.
- Recommendations and advice from external professionals and specialist services.
- Changes in pupils' individual needs and circumstances.

Training may include areas such as:

- Autism and communication differences.
- Dyslexia and specific learning difficulties.
- Speech, language and communication needs.
- Social, emotional and mental health needs.
- Inclusive classroom practice and adaptive teaching.

- Supporting pupils with sensory or physical needs.
- Positive approaches to behaviour and emotional regulation.
- Relevant medical needs and the safe use of specialist equipment.

Where appropriate, training and professional advice will be shared with the wider staff team to promote consistent approaches and ensure that pupils receive appropriate support throughout the school day.

The SENDCo will support staff in translating training and professional recommendations into effective classroom practice, including through guidance, monitoring, professional discussion and ongoing review.

19.2. Resources and Funding

The school will seek to ensure that resources are allocated effectively to meet pupils' identified needs. This may include adjustments to staff deployment, additional resources, targeted interventions and specialist provision.

The school will use its delegated SEND funding and any additional funding available for individual pupils in accordance with relevant statutory requirements and local authority guidance.

Pupil Premium funding will be used in line with the school's published Pupil Premium Strategy and eligibility requirements, with a focus on improving outcomes and reducing barriers to learning.

20. Monitoring and Evaluation of SEND Provision

St Wilfrid's is committed to ensuring that SEND provision makes a positive and measurable difference to pupils' learning, progress, development, wellbeing and participation in school life.

The effectiveness of provision will be monitored and evaluated through a range of evidence, which may include:

- Assessment information and pupil progress data.
- Reviews of Individual Support Plans and agreed outcomes.
- Evaluation of targeted interventions and additional support.
- Classroom observations and learning walks.
- Work scrutiny and evaluation of teaching strategies.
- Feedback and discussions with pupils and their parents or carers.
- Feedback from teaching staff and external professionals.
- Monitoring of attendance, participation, engagement and wellbeing.
- Review of pupils' access to trips, clubs and wider school opportunities.
- Monitoring of the effectiveness of provision, resources and staff deployment by school leaders and governors.

The purpose of monitoring and evaluation is to identify what is working well, recognise progress, identify barriers to learning and determine where changes or further support may be needed.

Where an intervention, strategy or additional provision is not having the intended impact, the school will consider whether it should be adapted, replaced or supported by further assessment or specialist advice.

The SENDCo will work with class teachers, support staff, pupils and parents or carers to review the effectiveness of provision through the Assess, Plan, Do, Review process. This will ensure that support remains responsive to pupils' changing needs and that decisions are informed by evidence of progress and outcomes.

The school will also consider whether pupils with SEND are experiencing equitable access to learning, attendance, participation and wider school opportunities. Findings from monitoring and evaluation will inform future provision, staff development, resource allocation and school improvement priorities.

The progress, outcomes and experiences of pupils with SEND will form part of the school's wider self-evaluation and ongoing improvement processes, with school leaders and governors having oversight of the effectiveness of SEND provision.

21. Confidentiality and record keeping

St Wilfrid's will maintain appropriate, accurate and up-to-date records relating to pupils' identified SEND, assessments, support arrangements, Individual Support Plans, reviews, relevant professional advice and Education, Health and Care Plans (EHCPs), where applicable.

Records should provide a clear account of:

- A pupil's identified needs and any relevant assessments.
- The support and interventions provided.
- Strategies and reasonable adjustments implemented.
- Reviews of agreed outcomes and the pupil's progress.
- The effectiveness and impact of additional provision.
- Advice and recommendations from external professionals.

All pupil information will be stored securely and accessed only by authorised staff who require the information to carry out their responsibilities.

Information will be shared with parents or carers, relevant professionals and other organisations where lawful and appropriate, in accordance with data protection requirements and the school's privacy and records management procedures.

Staff must maintain confidentiality and must not discuss sensitive pupil information in inappropriate settings or share it with individuals who do not have a legitimate need to know.

However, confidentiality must never prevent the sharing of information necessary to safeguard a child. Any safeguarding concerns will be shared promptly and managed in accordance with statutory safeguarding duties and the school's Safeguarding and Child Protection Policy.

21.1.Transition and transfer of information

When a pupil moves between classes, key stages or to another school or educational setting, relevant SEND information will be shared securely with the staff or professionals responsible for supporting the pupil.

This will help ensure continuity of provision, maintain effective support strategies and enable receiving staff or settings to understand the pupil's needs and any arrangements already in place.

22. Complaints and Concerns

We aim to resolve concerns through open and constructive communication.

Parents or carers who are concerned about SEND provision should normally:

1. Speak to the Class Teacher in the first instance.

2. Contact the SENDCo, Mrs Claire Thorpe, if the concern needs further discussion.
3. Contact the Headteacher if the concern remains unresolved.
4. Use the school's formal Complaints Procedure if the matter is not resolved.

Formal complaints will be handled in accordance with the school's Complaints Procedure.

Where concerns relate to an Education, Health and Care needs assessment or an Education, Health and Care Plan, parents or carers will be signposted to the relevant local authority disagreement resolution and mediation services. Information about rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability) will also be made available where appropriate.

Parents and carers may seek independent information and advice from SENDIASS North Yorkshire.

23. Related policies and information

This policy should be read alongside the school's:

- SEND Information Report.
- Accessibility Plan.
- Equality and inclusion arrangements.
- Safeguarding and Child Protection Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- Supporting Pupils with Medical Conditions Policy.
- Admissions Policy.
- Complaints Procedure.
- Data protection and privacy information.

The school will publish its SEND Information Report on the school website and review it at least annually, and whenever necessary, keeping it consistent with this policy and current school practice.

The SEND Information Report will provide specific information about the provision and support available at St Wilfrid's, in accordance with the Special Educational Needs and Disability Regulations 2014.

24. Useful information and links

- **SEND Code of Practice: 0 to 25 years:** https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- **North Yorkshire SEND Local Offer:** https://www.northyorks.gov.uk/children-and-families/send-local-offer
- **SENDIASS North Yorkshire:** https://sendiassnorthyorkshire.co.uk/
- **Keeping Children Safe in Education:** https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- **Equality Act 2010:** https://www.legislation.gov.uk/ukpga/2010/15/contents
- **Children and Families Act 2014:** https://www.legislation.gov.uk/ukpga/2014/6/contents

25. Policy Review

This policy will be reviewed at least annually by the school, in accordance with the school's policy review cycle, or sooner if there are significant changes to legislation, statutory guidance, local procedures or school provision.

The review will involve the SENDCo and Headteacher, with input from the Governing Body as appropriate. It will consider:

- Changes in legislation and statutory guidance.
- The effectiveness of SEND provision and its impact on pupil outcomes.
- Feedback from pupils and parents or carers.
- Staff training and professional development needs.
- The school's priorities for improvement.

The SEND Governor will support the Governing Body in maintaining oversight of the policy and its implementation. Any significant amendments will be presented for approval in accordance with the school's governance arrangements.

The school will also ensure that its SEND Information Report is reviewed and updated separately, so that parents and carers have access to accurate and current information about the provision, support and services available at St Wilfrid's.

Approved by: Governing Body
Date approved: October 2026
Next review date: October 2027