ST WILFRID'S CATHOLIC PRIMARY SCHOOL

SEND: at a glance

Learning to love, loving to learn with God's Spirit in our hearts | A two-page overview of our Special Educational Needs and Disabilities Policy

OUR COMMITMENT | Every child is valued, respected and supported to belong, participate and achieve in an inclusive, caring Christian environment. We work in partnership with children, families, our parish and professionals so that pupils can access a broad, balanced and ambitious curriculum.

OUR AIMS

IDENTIFY EARLY
Notice strengths and barriers promptly; put support in place without waiting for a diagnosis.

TEACH INCLUSIVELY
Use high-quality adaptive teaching, evidence-informed strategies and reasonable adjustments.

ENABLE PARTICIPATION
Support learning, wellbeing, relationships, independence and full involvement in school life.

WHAT DO WE MEAN BY SEND?

- A child has SEND when a learning difficulty or disability calls for special educational provision that is additional to, or different from, provision normally available to pupils of the same age.
- A diagnosis is not needed before a child can receive support. Needs may change over time and more than one area may apply.
- Not every difficulty with learning or behaviour is SEND. English as an additional language alone is not SEND. A child may be disabled under the Equality Act without having SEND.

THE FOUR BROAD AREAS OF NEED

- Communication and interaction – for example, speech, language, communication and interaction.
- Cognition and learning – for example, learning, understanding, memory and processing.
- Social, emotional and mental health – for example, emotional wellbeing, regulation and relationships.
- Sensory and/or physical needs – for example, hearing, vision, sensory processing, mobility or physical access.

HOW WE IDENTIFY AND RESPOND

RECOGNISING A CONCERN

- The class teacher is responsible for each pupil's progress and identifies possible barriers through assessment, observation and day-to-day teaching.
- We consider widening gaps in progress, communication or interaction, sensory or physical access, wellbeing, behaviour, relationships and information from the pupil, family or other professionals.
- Concerns are discussed with the SENDCo. We review strengths and needs, speak with parents and the child, try classroom strategies and reasonable adjustments, record what is put in place and assess its impact.
- If further support is needed, we work with the family to decide whether the child should receive SEN Support. We do not wait for a diagnosis.

THE GRADUATED APPROACH

- ASSESS – build a picture of strengths, needs, progress and barriers, using the views of the child and family and professional advice where appropriate.
- PLAN – agree outcomes, strategies, reasonable adjustments and provision. Record these on the Individual Support Plan and Pupil Overview, including responsibilities and review dates.
- DO – the class teacher remains responsible for the child's learning and coordinates support. Teaching assistants and other staff contribute under the teacher's direction.
- REVIEW – check progress and the impact of support; keep, adapt or change provision. Plans are reviewed at least termly, with additional reviews when needed.

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How support works in practice

Working together so that every child can make progress, feel included and develop confidence and independence

EVERYDAY INCLUSIVE TEACHING

- Explicit instruction, clear modelling and carefully sequenced learning.
- Scaffolds, adapted tasks and resources, flexible grouping and checks for understanding.
- Visual supports, prompts, timetables, predictable routines and preparation for transitions.
- Environmental adjustments and purposeful support that build independence.

INDIVIDUAL SUPPORT PLANS

- Every pupil identified as SEN has an Individual Support Plan that records strengths, interests and aspirations; needs; agreed outcomes; strategies and reasonable adjustments; provision/interventions; staff responsibilities and review date.
- Targets are SMART and support participation, confidence and independence.
- Pupil Overviews are updated during the year and at least annually.

ADDITIONAL AND SPECIALIST SUPPORT

- Where needed, pupils may receive targeted small-group or individual support, specialist advice, communication support, assistive resources or environmental adaptations.
- Support is purposeful, complements classroom teaching and is monitored for impact.
- The SENDCo coordinates advice from relevant education, health, wellbeing and social-care professionals, involving families and sharing information appropriately.

PARTNERSHIP, RESPONSIBILITY AND WELLBEING

CHILDREN AND FAMILIES

- We value the views of pupils and involve them in discussions about what helps, what they find difficult, their interests and aspirations, using age- and communication-appropriate approaches.
- We aim for open communication with parents and carers. Families can speak with the class teacher or SENDCo; support is reviewed at least termly. Parents' evenings take place in October and February, alongside termly reports.
- SENDIASS North Yorkshire offers free, confidential and impartial information, advice and support: sendiassnorthyorkshire.co.uk.

WHO DOES WHAT?

- Class teachers are accountable for progress, adaptive teaching, identifying concerns, involving families and pupils, and implementing and reviewing plans.
- The SENDCo, Mrs Claire Thorpe (NASENCO, June 2024), coordinates identification, assessment, support plans, staff advice, external liaison, EHCP processes, records, training and monitoring.
- The Headteacher provides leadership and oversight. Governors provide strategic oversight; the SEND Governor is Mrs Jennie Eyres. Teaching assistants and support staff follow plans, promote independence and share observations.

ACCESS, SAFEGUARDING AND NEXT STEPS

ACCESS AND HEALTH

- We make reasonable adjustments to the curriculum, environment, information and activities, including trips and clubs. Examples include visual timetables, alternative recording, assistive technology, specialist equipment and transition preparation.
- The school is on one level and has disabled toilet access. Our Accessibility Plan sets out further work.
- Where required, healthcare plans are developed with families and health professionals. Medical needs and SEND may overlap but are not the same.

SAFEGUARDING AND TRANSITIONS

- We consider individual vulnerabilities and provide accessible ways for pupils to express concerns and seek help. SEND must never be assumed to explain away a safeguarding concern.
- Transitions are planned with pupils and families. We may share information, arrange visits, use photographs, visual timetables or social stories, and liaise with the receiving school or SENDCo.
- Where an Education, Health and Care (EHC) needs assessment may be appropriate, a parent/carer or school can request one. A diagnosis or fixed number of interventions is not required.

MONITORING AND CONCERNS

- We evaluate progress, plan reviews, intervention impact, observations, pupil and family feedback, attendance, participation and wellbeing. Provision is adapted when it is not effective.
- If you have a concern, speak first to the class teacher, then the SENDCo, then the Headteacher. The school's formal Complaints Procedure is available. SENDIASS can also advise; EHCP matters have separate local-authority mediation/appeal routes.
- Records are kept securely and shared lawfully with authorised staff and relevant professionals.

CONTACT | SENDCo: Mrs Claire Thorpe • 01765 603232 • Headteacher: Alison Hakes • Chair of Governors: Mr Simon McCudden

FURTHER INFORMATION | SEND Information Report • North Yorkshire SEND Local Offer: northyorks.gov.uk/children-and-families/send-local-offer • SENDIASS: sendiassnorthyorkshire.co.uk