

Special Educational Needs and Disability

(SEND) Policy



ST CLARE
Catholic Multi Academy Trust



St Wilfrid's Primary School Mission Statement:

Everybody Matters

GB Date of Approval: November 2025

Review Date: November 2026

Date Shared with Staff: November 2025

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013);
- SEND Code of Practice 0 – 25 (June 2014);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014);
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards (2012).

1: Introduction

The named person (SENDCO) for managing the settings response to ensuring that the provision we make for children and young people with SEND at this school is Mary Wilde.

Philosophy

All members of staff, in conjunction with the Governing Body, St Clare Catholic Multi-Academy Trust and the Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across St Clare's Trust to ensure that we take positive action, to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To provide a broad and balanced curriculum
4. To promote self-worth by encouraging independent learning
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
6. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
7. To provide support and advice for all staff working with special educational needs pupils
8. To ensure consistency of approach between schools in the way that we support pupils who have additional needs

Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans.

This school regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the Local Authority;
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).
- d) Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2: Aim

Provision at St Wilfrid's school is characterised by:

- Early identification and intervention
- Removing barriers to learning - adopting a holistic approach
- The early and close involvement of parents
- Good communication
- Tracking and monitoring of pupil's progress
- Focus on outcomes for children and not just hours of provision/support
- Raised aspirations of and expectations for all pupils with SEN
- Close working relationships with outside professionals
- Class teachers retain responsibility for pupils with SEN and their provision
- Smooth transition for all pupils with SEN

3: Identifying Special Educational Needs

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process, information is collated from a variety of sources which is then used to plan the next steps. At this school we identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child. School will refer to the Sheffield Support Grid to identify the level of need that a child/young person is presenting with, and the appropriate support that should be put into place.

Liaison with feeder settings/schools

Feeder settings/schools are contacted throughout the year prior to transfer. Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEN. Where practicable the SENCO will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Individual diagnostic assessments

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

Pupil progress meetings and SEND review meetings

Our school holds regular pupil progress meetings where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress, the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENCO.

Where a child's needs require support that is additional to and different from the provision normally available, an individual Support Plan will be developed to outline specific targets and strategies and to monitor progress. Support Plans will be reviewed on a termly basis through individual SEND review

meetings with the class teacher. While the SENCO may not attend every review, they will be kept fully informed of outcomes and updates. The SENCO will aim to attend at least one SEND review meeting for each child on the SEND register during the academic year.

Staff observation

Members of staff consult with the SENCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

Referrals by parents or carers

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

The Sheffield Support Grid

This is a document that supports the identification of, levelling of and provision for SEND. There are four broad areas of need, taken from the SEND Code of Practice - detailed below:

1. Communication and Interaction:

- Speech and Language
- Social Communication (including children and young people diagnosed with Autism)

2. Cognition and Learning:

- general learning disabilities
- specific learning difficulties like dyslexia

3. Social, Emotional and Mental Health:

- difficulties with emotional regulation,
- anxiety
- ADHD
- anorexia
- psychosis

4. Hearing and Vision (sensory impairments) and Physical:

- hearing difficulties
- visual difficulties
- physical needs
- sensory needs

The [Sheffield Support Grid](#) looks at what each child or young person needs, not just if they have a diagnosis. It can be used even if a child hasn't been diagnosed yet.

School will start helping children as soon as possible. We do not need to wait for tests or reports. This means children can get the right help quickly, based on what they need.

Other factors may impact on a child's progress and attainment but do not necessarily constitute a special educational need. These factors should be taken into account when planning support and may include (but are not limited to):

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4: A Graduated Approach to SEN Support

Identification, Assessment, and Review of SEND

A child will be added to the school's SEND Register when it is identified that they have a special educational need requiring support that is '*additional to or different from*' the provision normally available to pupils of the same age. This decision will follow the **graduated approach** of *Assess, Plan, Do, Review* in line with the **SEND Code of Practice (2015)**.

The decision to place a pupil on the SEND Register is based on a range of evidence, including classroom observations, assessment data, progress over time, and discussions with parents, pupils, and relevant professionals. Where high-quality, differentiated teaching and reasonable adjustments are not sufficient to meet a pupil's needs, the SENCo will coordinate targeted support and record the pupil as receiving SEN Support.

All pupils on the SEND Register are monitored through termly reviews, which may take place more frequently if required. These reviews involve the class teacher, parents or carers, and where appropriate, the pupil and SENCo.

Assess

Pupils may be identified as having SEND through teacher observations, assessment data (e.g. baseline, SATs, or standardised tests), pupil progress meetings, parental or pupil concerns, or advice from external professionals. The SENCo ensures that assessments accurately identify the pupil's strengths and areas of need across the four broad areas of the Code of Practice.

Plan

Where a pupil requires SEND Support, parents and carers are informed. The class teacher and SENCo will agree, in consultation with the parent and pupil, the interventions and strategies to be implemented, the expected impact, and the date for review. Each pupil identified as having SEND will have a Learner Profile, Support Plan or Extended Support Plan, depending on the level of need. This will be updated annually by the class teacher with guidance from the SENCo.

Do

The class teacher remains responsible for the pupil's progress and daily learning. Where targeted interventions take place outside the classroom, the class teacher continues to oversee the pupil's progress and works closely with any teaching assistants or specialist staff involved. The SENCo supports teachers in assessing individual needs, problem-solving, and ensuring the effective delivery of support.

Review

Support Plans, Learner Profiles, and Provision Maps are reviewed at the end of each intervention or termly cycle. Reviews include input from pupils, parents or carers, teachers, learning support staff, and, where relevant, external professionals.

Pupils with an Education, Health and Care Plan (EHCP) have short-term targets linked to their statutory outcomes. These are reviewed termly within school and formally at the Annual Review, attended by parents, the pupil, and involved professionals. During these reviews, progress against targets and the continued suitability of the EHCP are discussed, and amendments are made as required.

Pupils are encouraged to participate actively in their reviews by:

- Sharing their views and contributing to target setting
- Discussing their progress and any concerns in advance with parents or staff

Levels of Support

Every child on the SEND Register will have a Learner Profile or Support Plan. Pupils with higher levels of need (Level 3 or above on the Sheffield Support Grid) will have an Extended Support Plan or an EHCP. All such plans are reviewed termly to gather and reflect the views of the pupil, parents, and staff, ensuring that provision remains appropriate and effective.

Where a child's needs escalate or require additional provision, the school will follow the Local Authority SEND processes. This may include referral to professional panels for advice, quality assurance of Extended Support Plans, or a formal request for an Education, Health and Care Needs Assessment. Provision is coordinated by the SENCo, delivered by teaching and support staff, and guided by the Sheffield Support Grid to ensure consistency and equity across settings.

Wave 1 - Ordinarily Available Universal Provision

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN;
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Wave 2 – Targeted (Additional) Support

Targeted small-group support may be required by some pupils to provide extra help for pupils not yet identified as having SEN but who need a short-term boost to make expected progress. The aim of this support is to accelerate progress and help pupils catch up with their peers so they can return to full access at Wave 1.

Wave 2 support includes:

- Short-term, time-limited interventions designed to help pupils close specific gaps in learning or develop particular skills, for example small-group phonics or reading interventions, catch up maths groups, social skills or emotional regulation sessions.
- Input delivered in small groups or occasionally one-to-one.
- A focus on children who may be falling behind but are *not yet identified as having SEN*.

Wave 3 – Specialist (SEN) Support

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Extended Support Plans

If a pupil's needs fall in Level 3 or above on the Sheffield Support Grid it may be appropriate to complete an Extended Support Plan which would collate all of the child's strengths and needs and also plan outcomes and support to help the pupil to progress. It may also be appropriate in some cases to complete an Extended Support Plan for a child where there are particular concerns or anxieties around their progress. These anxieties may come from home, school or another agency supporting the young person.

Statutory assessments - Education, Health and Care plans

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care plan.

The SENCO is responsible, on a daily basis, for providing support and monitoring and ensuring that pupils with EHCPs receive a specified amount of support.

5: Criteria for exiting the SEN register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further additional support and may exit the SEND register. Further additional support can be requested again at any point.

All children who have been identified as having SEND at any point in their school careers are recorded on the schools 'cohort overview', which is kept updated by the SENCO and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current pupils have. This information is also shared with the secondary school.

6: Supporting Families

St Wilfrid's have liaised with the Local Authority to produce a Local Offer entry for this school. This can be found by searching for St Wilfrid's in the Sheffield Directory at: www.sheffielddirectory.org.uk

It is the school's statutory requirement to provide a **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act* which can be found on our school website.

This school endeavours to support pupils with SEN through signposting families to other agencies and services that may be of help e.g. FIS team, Sheffield Parent Carer Forum, Family Fund, Short Break Grants, support groups, training opportunities as appropriate.

All the schools within St Clare Catholic Multi-Academy Trust are committed to ensuring that all children have quality transition experiences as they move through our schools. We work closely together to ensure that all children with SEN have bespoke packages of support.

Admissions

This school will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan

- Considering applications from parents of children who have SEN but do not have an EHC plan
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs
- Not refusing admission for a child on the grounds that they do not have an EHC plan

Access arrangements

This school follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

7: Supporting Pupils at School with Medical Conditions

This school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Further information about the arrangements in place in school to support pupils with medical conditions can be found in the separate policy for this.

8: Training and Resources

- The SENCO from each school across St Clare CMAT meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate.
- The SENCO is part of a locality network (South West Inclusion Partnership) which meets regularly to share developments within the Locality, including updates to funding, training and resources.
- Resources are allocated to support children with identified needs as identified above
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.
- The SENCO plans training around the changing needs of the children that we have in our school.
- We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.
- In school, the annual Appraisal systems will identify areas of training needs for any staff working with children with SEN.
- All staff have access to high quality training which is sometimes provided by external providers such as Speech and Language, Educational Psychologists, the Autism Social Communication Education and Training Service (ASCETS) Team.

9: Roles and Responsibilities

The Role of the Governing Body

The governing body, in cooperation with the head teacher, monitors the school's general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The governing body:

- Does its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Ensures that pupils with special educational needs are fully included in all aspects of school life, so far as is reasonably practicable and compatible with the provision of the special educational support required to meet their individual needs. Inclusion decisions will also take account of the need to maintain the efficient education of other pupils and the effective use of resources.
- Has regard to the SEN code of practice when carrying out its duties toward all pupils with SEN
- Ensures that parents are notified of a decision by the school that SEN provision is being made for the child

The Role of the Headteacher

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The Role of the SENCO

- Be a qualified teacher
- In collaboration with the Headteacher, the SENCO, and governing body, determines the strategic development of the SEND policy and provision at this school with the ultimate aim of raising the achievement of pupils with SEND need
- Collaborating with SENCOs across Trust and locality networks, in order to facilitate joint policies as appropriate, and ensure the maximisation of expertise, resources and mutual support;
- Liaising with and advising colleagues on all matters relating to SEND
- Contributing to the continuing development and training of school staff
- Overseeing the review and maintenance of EHCPs, EXSPs and records for all SEND students
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for SEND students
- Organising and maintaining the records of all SEND students
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all feeder schools when SEND pupils leave the school
- Contributing to the continuing development and training of school staff

- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

The Role of the Class Teacher

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Ensure SEND children are receiving tailored homework (where appropriate)
- Update intervention records termly
- Update Support Plans termly and send to parents
- Attend termly SEND reviews with parents
- Use data and place in Support plans
- Complete pupil progress record sheets before pupil progress meetings
- Identify individual children not making progress and inform Headteacher and SENCO
- Update TA timetables, class provision map and Support Plans (where appropriate) after Pupil Progress Meetings
- Ensure any changes to timetables/ Support Plans etc. are shared after a review with parents and SENCO

10: Reviewing the Policy

This policy will be reviewed annually, with the next review taking place in October 2026.

11: Complaints

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However, if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary;
2. If not satisfied, an appointment to discuss the complaint with the SENCO/ Headteacher will be made;
3. If still not satisfied, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made;
4. If the problem is unresolved, the parent may contact the Local Authority about the matter;
5. At any time, the parent may seek help from the SSENDIAS (see below).

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.

A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SSENDIAS - Sheffield SEN & Disability Information Advice and Support Service (previously Sheffield Parent Partnership)

<https://sheffieldsendias.org.uk/>

A copy of the Sheffield Support Grid is available at:

sheffielddirectory.org.uk