



St Cecilia's
CHURCH OF ENGLAND PRIMARY SCHOOL

'Therefore encourage one another, and build each other up.'

SEND Policy and Information Report

Date:	September 2022
Review:	September 2024



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THE KEYS ACADEMY TRUST

This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach in line with the Trust's vision and values for all pupils with SEND.

VISION:

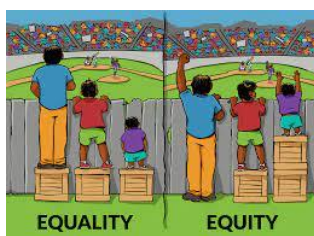
We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

1. AIMS

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St Cecilia's, we aim to provide a learning environment which is inclusive and inspiring for all our pupils. We encourage all pupils to do their best and celebrate the successes of each pupil. We very much welcome all pupils from a range of circumstances, including SEND. We provide equality through the curriculum opportunities and experiences offered to each child and then support equitably so that each child can access it.



We work in close partnership with families and external agencies to ensure the best support and outcomes for our children.

The SEND aims for our school are

- To ensure all pupils have access to a broad and balanced Curriculum
- To ensure children with SEND are identified as early as possible
- To ensure SEND children take part in all school-based activities
- To ensure parents of SEND contribute to the child's learning and feel they feel safe and listened to when they share concerns or thoughts
- To create a learning environment for all to thrive
- To ensure staff are well trained to support the learning of children with SEND
- To ensure that the school work closely with external agencies so the children get the best support we can offer.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. ROLES AND RESPONSIBILITIES

4.1 The SENDCO

The SENDCO is currently Richard Thomas (Head of School).

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head of School

The head of School will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND INFORMATION REPORT

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD)

- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and schools preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At St Cecilia's, we recognise that transitions for any child can be challenging but this may be even more so for children with SEND. Therefore, we aim to make any transitions as smooth as possible by taking the following steps:

Children entering Nursery

- teachers undertake home visits and provide stay and play sessions before children join the nursery.
- Children are offered multiple opportunities to visit the setting with or without other children present

Entering Reception

- Reception teachers visit children in their nurseries and talk to staff about any additional needs
- Children are invited to stay and play with their parents in the Reception and visits are arranged in the Summer Term.
- Additional visits are available for those children with SEND and staff are available for multi-disciplinary meetings to ensure that key messages are passed on.
- Coffee Mornings are held for parents with SEND or Concerns with the SENDCO

Entering KS1

- When children transition from Reception to KS1 they are given an opportunity to meet the teachers for story time in the Summer Term.
- There is also a Transition morning when all children are able to spend time in their new class. SEND children visit their new class regularly with an adult so that they are familiar with the new environment and organisation.
- Transition packs are prepared for all SEND children when they move into a new year at St Cecilia's.
- For children with SEND staff will meet with parents and professionals involved with the family.
- Teachers have transition meetings so that all SEND information is passed on to the following teacher

Entering KS2

- As above

Leaving for Secondary School

- SENDCO and Class teacher meet with secondary school SENDCO and Head of Year
- Extra transition days, Summer activities are arranged where appropriate

Children with SEND arriving from a new setting

- Transition meetings between the SENDCO and the previous school to ensure all information is transferred.
- SENDCO and Teacher meet the parents and child prior to arrival whenever possible
- If appropriate, transition morning arranged for child to spend time at the school and in the class.

5.6 Our approach to teaching pupils with SEND

We adhere to the SEND Code of Practice (2015) and all staff are expected to familiarise themselves with this document. The Special Educational Needs and Disability Code of Practice makes it clear that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff.

We are clear that the first step in responding to children with SEND is to ensure quality first teaching. This includes:

- Allowing regular recall of key information
- Modelling expectations
- Scaffolding learning and activities
- Breaking learning down in to small steps

Teachers consult the school SENDCO for support with planning and resourcing lessons so that individual needs are met.

Where appropriate we will also provide the following interventions:

- Small group support within the classroom
- Sensory diet e.g. ensuring movement breaks are scheduled (where appropriate);
- Social stories;
- Calm corners e.g. creating a space to reflect and encourage self-regulation of emotions.
- Additional Phonics sessions
- Priority reading intervention
- ELSA
- Fine and Gross Motor skills
- SALT
- OT
- Handwriting groups
- NCETM mastery of number programme

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

If the school considers that they need more expert advice in order to best support any child, referrals to outside agencies can be made. During the referral process the school will work with parents/carers to collect evidence to support the referral.

Before a referral is made to an outside agency parents/carers will be invited to speak to the SENDCO to discuss the process. At this meeting the reason for the referral will be explained and parents/carers will be asked to provide verbal or written consent.

Once parents/carers have given permission for the referral to take place, the referral form will be sent to the appropriate agency and they will contact parents/carers and/ or the school with details of their involvement.

5.9 Expertise and training of staff

The SENDCO has allocated 1 day a week to manage SEND provision.

We have a team of teaching assistants who are trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their IPP goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using individual provision plans (IPPs) to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to participate in all activities, for example; our residential trip(s), sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

The following facilities are available to help disabled pupils to access our school:

- There are sloped paths to manage inclines and declines
- Doors are of appropriate width to accommodate wheelchair users
- The school has lift to give access to the second level rooms
- Disabled toilets on both floors of the school
- Where any adaptations are needed the school will aim to plan for these
- The school's accessibility plan is on the school website for more information

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

Some children at SEN support or with an EHCP will receive the support of external agencies. These may include:

- The Educational Psychology Service
- A medical service such as Speech and Language Therapist, Occupational Therapist or Physiotherapist (CYPIT)
- Foundry College
- Addington Outreach Service
- Learning Support Team CAMHS (Child and Adolescent Mental Health Service)
- School Nurse/ Community Nurse
- The Sensory Consortium Service (VI/HI/MSI)
- Parent Support
- Family Support Workers
- Education Welfare Officer
- Children's Services

External services may be involved in supporting a pupil, advising on targets for their IPP and providing specialist input to support the individual's specific needs. Advice from external agencies may be sought if a pupil:

- continues to make little or no progress in specific areas over a long period
- continues to work at National Curriculum levels substantially below those expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional problems which substantially and regularly interfere with their own learning has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil 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

Parental consent is sought before any external agencies are involved. The resulting support plan may incorporate specialist strategies which may be implemented by the class teacher but involve other adults.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

We can provide details of the following support services:

Parenting Special Children

SENDIASS

SEN Wokingham Borough Council

SEN Reading Council

CAMHS Wokingham

ASSIST

ASD Family Help

Early Help Reading

Early Help Wokingham

5.16 Contact details for raising concerns

Please send concerns to admin@st-cecilias.wokingham.sch.uk and they will be passed on to the appropriate member of staff.

5.17 The local authority local offer

Our contribution to the local offer is:

https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=x_DHieoiZEY&familieschannel=311

Our local authority's local offer is published here: <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Richard Thomas **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Anti-Bullying
- Behaviour
- Equality information and objectives
- Safeguarding
- Supporting pupils with medical conditions