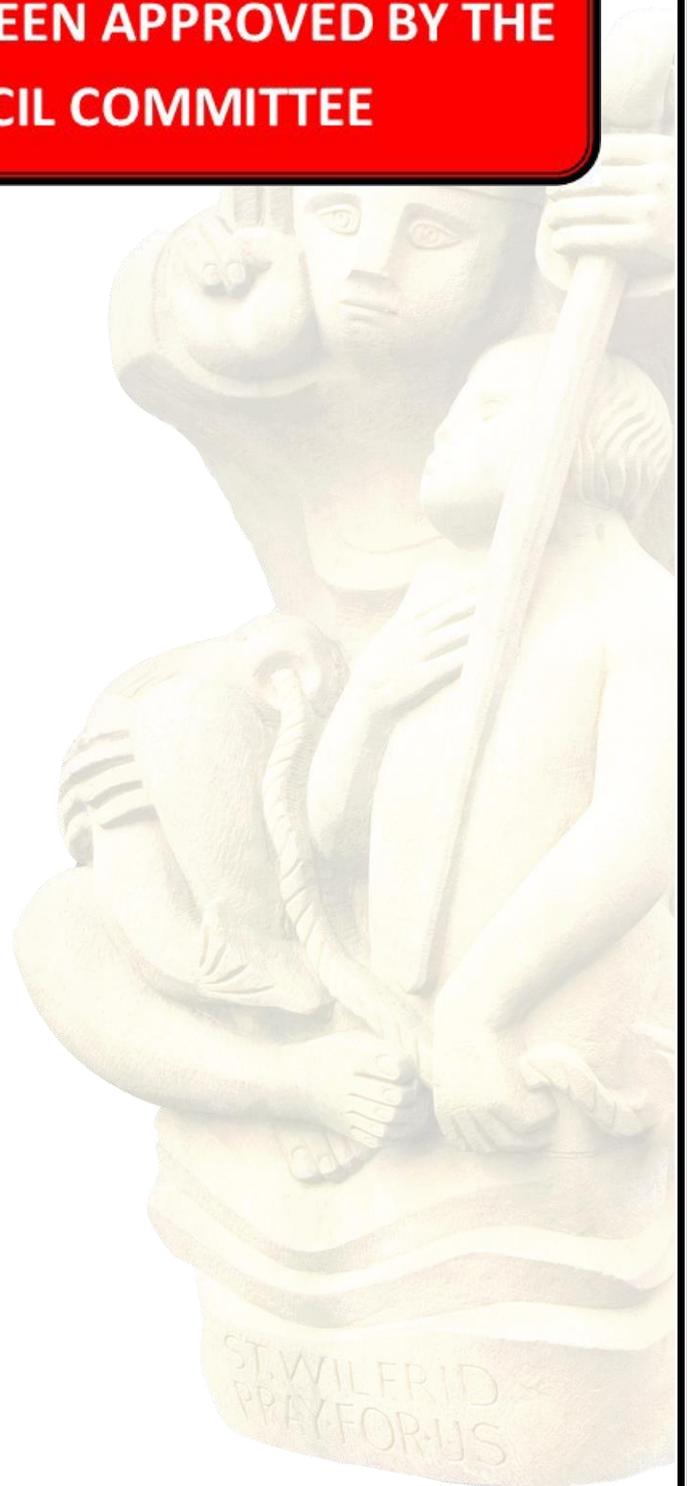


# st. Wilfrid's

Catholic High School & Sixth Form College, a Voluntary Academy

**THIS POLICY IS CURRENTLY UNDER  
REVIEW AND HAS NOT BEEN APPROVED BY THE  
ACADEMY COUNCIL COMMITTEE**

## Special Educational Needs Policy (inc accessibility)



Keeping the Faith in Education

<b>POLICY DOCUMENT</b>	<b>SEN Policy 2017/18</b>
<b>Legislation: Education/Other</b>	Legally Required document for Academy Schools
<b>Lead Member of Staff</b>	Headteacher/DSL/SENCO
<b>Lead Governor</b>	Chair
<b>Revision Date</b>	November 2018
<b>Date last Reviewed</b>	December 2017
<b>Governor Committee</b>	Full Governing Body
<b>Review Frequency</b>	Annually
<b>Publication date:</b>	7 <sup>th</sup> December 2017

# **St. Wilfrid's Special Educational Needs Policy**

## **1. Introduction**

St. Wilfrid's values the contributions that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils with SEN are valued, respected and equal members of the school.

As such, provision for pupils with SEN is a matter for the school as a whole.

'All teachers are teachers of pupils with SEN'

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from the teaching assistants or specialist support' (Code of Practice 6.36).

This policy was developed by the SENCo and Inclusion Team with active participation from teachers, parents and governors. The policy reflects and complies with the Special Educational Needs and Disability Code of Practice: 0 to 25years, published in June 2014.

## **2. Definitions**

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them' (Education Act: 1996)

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which either prevents or hinders him or her from making use of a kind generally provided for others of the same age in mainstream schools' (Code of Practice: xiv).

Special educational provision means:

'educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream school' (Code of Practice: xv).

## **3. Objectives**

- To work in partnership with parents to enable them to make an active contribution to the education of their child

- To ensure a clear focus on the participation of young people in decision making process at individual and strategic levels
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN and ensure a successful transition to adulthood
- To ensure all pupils have access to a broad, balanced curriculum within a caring environment in which they can develop and grow towards their full potential and reach high expectations
- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed following a graduated response

#### **4. Roles and Responsibilities**

##### Governors

The named governor with special responsibility for SEN is Julie Martin.

The governing body of St. Wilfrid's will:

- Ensure that the necessary provision is made for any student with SEN
- Consult the LA and the governing body of other schools, when it seems necessary in the interests of co-ordinating SEN provision in the area as a whole
- Have regard for the Code of Practice when carrying out duties towards students with SEN
- Report to parents on the implementation of the school's SEN policy

##### SENCO's

The SENCO is Jessica Collins, her office is in the Easby building via the Inclusion office. She can be contacted on ext 148.

The SENCO in collaboration with the Deputy Headteacher, Headteacher and Governors, plays a key role in determining the strategic development of the SEN policy and provision in school, in order to raise achievement of pupils with SEN.

Key responsibilities include:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for pupils with SEN
- Liaising with and advising other teachers
- Overseeing the records of all the children with SEN
- Liaising with parents of pupils with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and Educational Psychology services.

##### Teaching Staff

All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the

procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process.

### Learning Support Assistants

The LSA's work closely with the SENCO in providing support for the pupils with Special Educational Needs across the school, liaising with class teachers, maintaining records for the pupils they work with, and attending reviews and meetings as requested.

### Parents

In accordance with the SEN Code of Practice the school believes that all parents of pupils with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making process about Special Educational provision

### Voice of the Child

St. Wilfrid's encourages and supports student participation and assists students to be actively involved in decisions regarding their education. Students with SEN express their opinions within support plan meetings, Annual Reviews and transition planning.

## **5. Staff Development and Appraisal**

St. Wilfrid's School recognises the importance of staff development and appraisal for increasing self-confidence and expertise and as such promotes:

- Our commitment to continuous professional development for all staff on SEN developments
- Integration of all SEN staff into the performance management procedures of the school.
- All teachers and support staff undertake induction on taking up a post and this includes a training session delivered by the SENCO to explain the SEN(D) systems and structures
- SENCO delivers training to ITT students
- SENCO delivers whole school training on government legislation.

## **6. Admissions**

St. Wilfrid's School strives to be a fully inclusive school and welcomes all pupils, including those with SEN(D), in accordance with the LA admissions policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an Education, Health and Care Plan educated in mainstream school the LA must provide a place unless this is incompatible with the efficient education of other

children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **7. Transition – links with other schools / colleges**

Year 6 - The SEN team attend all Year 6 Annual Reviews. This enables more efficient transfer of information and preparation for KS3. Pupils with SEN are also offered extra transition visits. The SENCO is involved in visiting Primary schools and planning the tutor group arrangements for Year 7.

KS4 - Year 9 Annual Reviews also include a Transition Plan which sets out what is necessary for the students to successfully move on to adult life. The plan is subsequently reviewed in the following years. Prior to the Annual Review students have a meeting with Connexions, who also attend the Annual Reviews. Wakefield College are invited to send a representative to attend the Annual Reviews of all Year 11 pupils along with other post 16 providers that the student has identified to be a possible College.

## **8. Specialism and Special Resources**

In addition to the curriculum offered, the Inclusion department consists of Behaviour and Rewards Team (BART), SEN Department and an advice service open to all pupils including School Counsellor, Connexions and Careers guidance.

St. Wilfrid's is also the base for the LA Communication Resource, whose staff work closely with school staff to offer specialist advice and guidance. Resource pupils attend mainstream lessons, with the exception of MFL in which they receive specialist sessions within the Resource.

## **9. Allocation of Resources**

All schools in Wakefield receive funding for students with SEN in three main ways:

1. The base budget covers teaching and curriculum expenses
2. The delegated SEN budget covers additional support required
3. The devolved budget which is allocated for some students with Education, Health and Care Plans.

St. Wilfrid's follows LA guidance, to ensure that all students' needs are appropriately met.

## **10. Identification, Assessment, Provision and Review**

All pupils are entitled to a broad and balanced curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through quality first teaching within normal classroom arrangements and appropriate differentiation.

The school is committed to early intervention and assessment of children with Special Educational Needs and adopts a graduated response to meeting pupils' individual needs. Decisions on the most appropriate type of action is always applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended. All pupils throughout the school are monitored through regularly data collections. After observations, assessments, planning and review it may be necessary to place pupils on the SEN register and provide extra support.

St. Wilfrid's has criteria for pupil's placement on the SEN register, please see Appendix A. All pupils on the SEN Register have a review meeting every term to which parents / carers are invited, to review the current provision and targets and make adjustments accordingly. St. Wilfrid's follows the government recommended cycle of: Assess, Plan, Do and Review (Appendix B).

### **11. Curriculum Access**

St. Wilfrid's strives to be an inclusive school engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all students
- System of early identification of barriers to learning and participation
- High expectations and suitable targets for all pupil

### **12. Evaluating Success**

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject co-ordinators
- Analysis of student tracking data, for individuals and cohorts
- The School Development Plan / SEN development plan

### **13. Links with other agencies, organisations and support services**

- Education Psychology Service
- Learning Support Service
- Social, Communication and Interaction Team
- Connexions

### **14. Complaints Procedure**

The school follows the guidelines set out by the LA in respect of complaints from parents. Wakefield Parent Partnership Service aims to help parents and professionals to work together in partnership. They can arrange an independent Disagreement Resolution which is available free of charge if there is a disagreement which those involved cannot resolve.

## Appendix A

### Criteria for placement on SEN Register

The SEN Code of Practice emphasises the importance of early identification and assessment of children with special educational needs. Developing a wide range of flexible and responsive strategies will help prevent difficulties hindering the pupil's progress. Decisions on the most appropriate type of action should always be applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended.

The SEN Code of Practice suggests four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health difficulties
- Sensory and/or physical needs

The broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time.

A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with young people should be alert to emerging difficulties and respond early.

The broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time.

It may also be beneficial to understand what is not SEN:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

- Difficulties related solely to limitations in English as an additional language are not SEN.

(Summary of Code of Practice: pages 83 – 86)

## **1. Communication and Interaction**

### Speech and Language Difficulties

The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication and different times of their lives (Code of Practice: 6.28)

### Autistic Spectrum Disorders

Young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others (Code of Practice: 6.29)

## **2. Cognition and Learning**

### General Learning Difficulties

Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associate difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. (Code of Practice: 6.30). St. Wilfrid's use the benchmark as pupils working at a standardised score of <85 to start investigations of MLD.

### Specific Learning Difficulties

Specific learning (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as: (Code of Practice: 6.31) Dyslexia, Dyspraxia, Dyscalculia.

## **3. Social, Emotional and Mental Health Difficulties**

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorder or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (Code of Practice: 6.32)

Behavioural difficulties do not necessarily mean that a child or young person has a possible mental health problem or a special educational need (SEN). Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem, and where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

Only medical professionals should make a formal diagnosis of a mental health condition. Schools, however, are well-placed to observe young people day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

The main types of mental health issues in children and young people are:

- Conduct disorders (e.g. defiance, aggression, anti-social behaviour, stealing and fire-setting) - Overt behaviour problems often pose the greatest concern for practitioners and parents, because of the level of disruption that can be created in the home, school and community. These problems may manifest themselves as verbal or physical aggression, defiance or antisocial behaviour.
- Anxiety - Anxiety problems can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships, but they tend not to impact on their environment.
- Depression - Feeling low or sad is a common feeling for children and adults, and a normal reaction to experiences that are stressful or upsetting. When these feelings dominate and interfere with a person's life, it can become an illness. According to the Royal College of Psychiatrists, depression affects 2% of children under 12 years old, and 5% of teenagers.
- Hyperkinetic disorders (e.g. disturbance of activity and attention) - Although many children are inattentive, easily distracted or impulsive, in some children these behaviours are exaggerated and persistent, compared with other children of a similar age and stage of development. When these behaviours interfere with a child's family and social functioning and with progress at school, they become a matter for professional concern.
- Eating disorders - The most common eating disorders are anorexia nervosa and bulimia nervosa. Eating disorders can emerge when worries about weight begin to dominate a person's life.
- Substance misuse - Substance misuse can result in physical or emotional harm. It can lead to problems in relationships, at home and at work.
- Deliberate self-harm - Common examples of deliberate self-harm include 'overdosing' (self-poisoning), hitting, cutting or burning oneself, pulling hair or picking skin, or self-strangulation.
- Post-traumatic stress - If a child experiences or witnesses something deeply shocking or disturbing they may have a traumatic stress reaction. This is a normal way of dealing with shocking events and it may affect the way the child thinks, feels and behaves. If these symptoms and behaviours persist, and the child is unable to come

to terms with what has happened, then clinicians may make a diagnosis of posttraumatic stress disorder (PTSD).

#### **4. Sensory and/or Physical Disabilities**

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many young people with vision impairment (VI), hearing impairment (VI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Some young people with physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

##### Hearing Impairment

Hearing impairment can range from mild through to severe and profound. They may be temporary or permanent and become apparent in many different ways. There are different types of hearing loss:

- Monaural – Hearing loss in one ear only. This condition is relatively easy to cope with in the classroom if the child is positioned appropriately.
- Conductive Loss – This impairment affects the mechanism by which sound waves reach the nerve endings in the cochlea. One of the most common forms is ‘Glue Ear’ where an excess amount of fluid collects in the middle ear.
- Sensory Loss – This is caused by damage to the nerves and there are no surgical procedures available to restore hearing. Hearing aids are prescribed to maximise residual hearing.

##### Visual Impairment

Visual impairment is the consequence of functional loss of vision which cannot be corrected by glasses. There can also be temporary or permanent loss of vision.

- visual acuity – central vision used to look at objects in detail, such as reading a book or watching television
- visual field – ability to see around the edge of your vision while looking straight ahead

##### Physical Needs

Physical needs can include fine and/or gross motor skills, mobility and spatial awareness.

Criteria Table for SEN register

Area of need	Sub categories	Criteria				
Cognition & Learning	<b>General Learning difficulties</b>	Are characterised by limited development of knowledge and skills across the curriculum	Are often recognised by having lower academic achievement than their peers (standardised score of <85)	Have problems acquiring and / or retaining basic skills and developing concepts in literacy and numeracy	May have poor social skills, or experience emotional and behavioural difficulties	Have difficult in dealing with abstract ideas and generalising from experience
	<b>Specific Learning difficulties</b>	<b>Dyslexia</b> – a specific learning difficult with reading, spelling, written language and sometimes numeracy	<b>Dyspraxia</b> – impairment of the organisation of movement linked to difficulties with language, thought and perception	<b>Dyscalculia</b> – a learning disability that results in difference in understanding, processing and making use of mathematical information		

Area of need	Sub categories	Criteria									
Communication & Interaction	<b>Speech &amp; Language Difficulties</b>	Producing accurate speech	Retrieving words from memory	Expressing words in correct sequence that results in meaningful language	The acquisition and expression of one's own thoughts and ideas	Receiving and processing language at speed in order to respond to another person's ideas	Understanding and using social language appropriate to the setting or context				
	<b>Autistic Spectrum Disorder</b>	Difficulty relating to others	Frequent misunderstanding of social conventions	Lack of empathy or awareness of the feelings of others	Tendency to insist on following set routines or intricate rituals	Excessive, even obsessive, interest in a subject	Behaviour which may appear inflexible and self-determined	Spoken language that is punctuated with mannerisms, gestures and words out of context	Literal interpretation of idioms and metaphors	Avoidance of eye contact	Inability to understand body language, facial expressions and voice tone

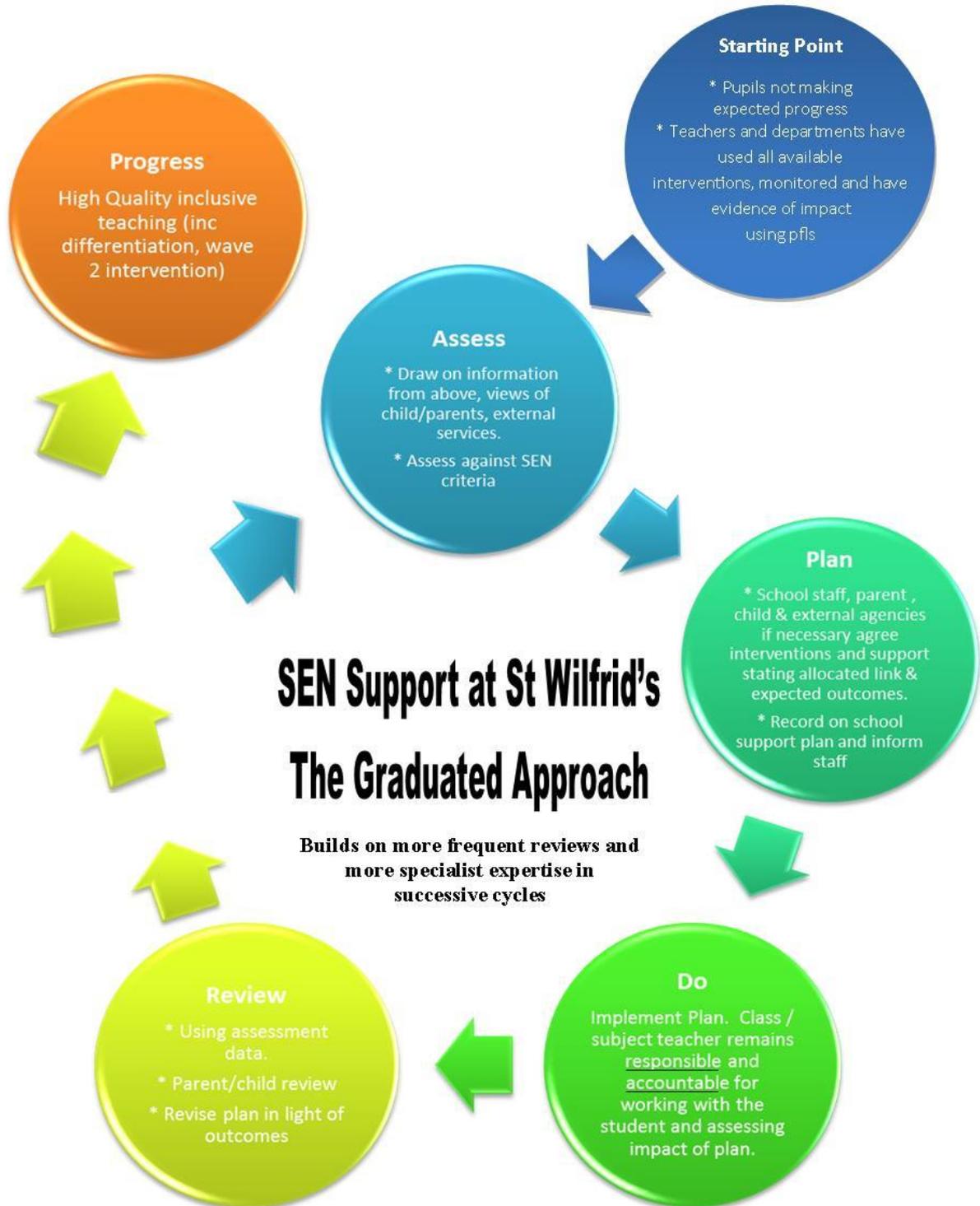
Area of need	Sub categories	Degrees of loss	Criteria				
Sensory &/Or Physical Needs	Hearing Impairment	<p><b>Mild Hearing loss (the quietest sound can hear between 21-40dB)</b> – The child will hear nearly all speech but may mis-hear if not looking directly at the speaker. This condition can be hard to identify</p>	<p>Day-dreaming, slowness to respond, asking for repetition. Watching speaker’s face for clues.</p>	<p>Reading difficulties, confusion when attempting phonic work and sound discrimination activities.</p>	<p>Fluctuating pace of working, tiring quickly, discrepancy between verbal and practical skills.</p>	<p>Poor attention and listening skills, distracting others.</p>	<p>Immature vocabulary, language structure or speech.</p>
		<p><b>Moderate hearing loss (the quietest sound can hear between 41-70dB)</b> – The child will have great difficulty in hearing anyone speaking without a hearing aid. He/she will rely on lip-reading and visual clues, often without realising. You may notice a child misses word endings such as ss or sh.</p>	<p>Tilting head to maximise aural input.</p>				
		<p><b>Severe hearing loss (the quietest sound can hear between 71-90dB)</b> – Even with a hearing aid the child will need visual clues to gain information. The spoken voice may be comprehensible but the child will be limited in the use of verb, adjectives.</p>	<p>Performance and progress that does not fulfil earlier expectations, inability to make progress within the curriculum without considerable</p>	<p>Significant speech &amp; language difficulties restricting communication with peers and teachers and inhibiting language use in the curriculum.</p>	<p>Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration.</p>	<p>Emotional and/or behaviour problems perhaps including periods of withdrawal, disaffection and reluctance to attend school.</p>	<p>Difficulties in maintaining and sustaining concentration in the classroom leading to problems in completing work and a need for adapted materials and a level of support beyond what it is realistic to expect from the class teacher.</p>
<p><b>Profound hearing loss (the quietest sound can hear is more than 90dB)</b> – Radio aids are often used and the child will rely on visual clues and the British Sign Language to communicate. The child’s own voice may be incomprehensible although many pupils can achieve a high level of oral language.</p>	<p>amplification of hearing and increased use of visual means of communication.</p>						

Area of need	Sub categories	Degrees of loss	Criteria				
Sensory &/Or Physical Needs	Visual Impairment	<p><b>Mild visual impairment</b> – The child will see nearly all visual based activities but may miss some information unless it is given verbally.</p>	<p>Difficulties/inability to copy from the board, child requests specific seat in classroom</p>	<p>Lack of response to visual signals in the class. Asks for instructions to be given verbally</p>	<p>Has difficulties in other areas, such as hand-eye coordination, balance &amp; organisation</p>	<p>Unusual distance or angle of books. Requires more time to complete tasks and may suffer visual fatigue.</p>	<p>Possible anxiety or stress leading to withdrawal or frustration</p>
		<p><b>Moderate visual impairment (having very poor visual acuity (less than 3/60), but having a full field of vision)</b> - The child will have great difficulty in seeing printed materials board work under font size N14. He/she will rely on verbal clues often without realising.</p>					
		<p><b>Severe visual impairment (having poor visual acuity (between 3/60 and 6/60) and a severe reduction in your field of vision)</b> - Even with modified work the child will need verbal clues to gain information.</p>	<p>Requires modified materials and specialist equipment to access the curriculum</p>	<p>Mobility problems which impact on independent travel and self-help skills.</p>	<p>High visual stress causing visual fatigue, even with correct materials &amp; specialist equipment</p>	<p>Uses touch to establish learning materials i.e science equipment.</p>	<p>Possible associated stress leading to increasing withdrawal or frustrated behaviour.</p>
		<p><b>Profound visual impairment (having slightly reduced visual acuity (6/60 or better) and a significantly reduced field of vision)</b> – Requires Braille or MOON, tactile diagrams, 3D representations to access the curriculum.</p>					

Area of need	Sub categories	Degrees of difficulty	Criteria				
Sensory &/Or Physical Needs	Physical Needs	<b>Moderate physical difficulty</b> – Child may require additional support for mobility, gross and/or fine motor difficulties and minor difficulties in spatial orientation.	Struggles getting changed and may seek help. Eg: for PE lessons.	May require support moving between lessons and during unstructured social times	Ability to participate in most classroom activities but problems undertaking specific tasks and activities.	May require alternative methods of recording work	
		<b>Severe physical difficulty</b> – Child will require full support for mobility, gross and/or fine motor difficulties and major difficulties in spatial orientation.	Will need support during PE lesson and getting changed	Will require support moving between lessons and handling equipment, also during unstructured social times	Difficulty participating in classroom activities without specialist equipment or support,	Requires health and safety considerations during practical lessons i.e. Tech, Science, PE	Will require alternative methods of recording work.

Area of need	Sub categories	Criteria
Social, Emotional & Mental Health		All pupils who present with behaviours associated with social, emotional and / or mental health difficulties will be investigated on an individual basis in discussions with the young person, parent and other professionals deemed necessary.
		There are often two key elements that enable schools to reliably identify children at risk of social, emotional and / or mental health problems: <ul style="list-style-type: none"> <li>• effective use of data so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon; and</li> <li>• an effective pastoral system so that at least one member of staff (eg. a form tutor) knows every pupil well and can spot where unusual behaviour may have a root cause that needs addressing and take decisions on how best to support pupils.</li> </ul>

# SPECIAL EDUCATIONAL NEEDS



## Appendix C

### St Wilfrids Annual SEN Information Report 2017-18

St. Wilfrid's values the contributions that every young person can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils with SEN are valued, respected and equal members of the school. As such, provision for pupils with SEN is a matter for the school as a whole.

In accordance with the SEN Code of Practice (DfE: June 2014) St. Wilfrid's believes that all parents of pupils with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. As such, St. Wilfrid's have created their Annual Report to parents which answers 'frequently asked questions' which may help you to understand how we identify and support children with Special Educational Needs and Disability.

Frequently Asked Question	St. Wilfrid's Response
What do I do if I think my child may have Special Educational Needs?	<p>Arrange an appointment with your child's Form Tutor / Head of Year or Special Educational Needs Coordinator (SENCo). Following a discussion about your child's needs a course of action will be decided; this may involve testing / screening for difficulties, support within school or possible involvement from outside agencies. If it is decided that your child does have a Special Educational Need then they will be placed on the SEN Register and you will be informed in writing.</p> <p><b>The SENCo is Mrs Jessica Collins and she can be contacted on 01977 691000 ext. 148. <a href="mailto:jco@st-wilfrids.bkcat.co.uk">jco@st-wilfrids.bkcat.co.uk</a></b></p>
What types of SEN are provided for within St. Wilfrid's?	<p>St. Wilfrid's is a fully inclusive school and has pupils with a wide range of SEN and Disability, including but not extensive too; Autism, Cerebral Palsy, Hearing Impaired, Visual Impaired, Learning Difficulties. The schools approach to support and catering for needs depends highly upon the individual and their desired outcomes.</p> <p><b>The SEN criteria can be found on our website.</b></p>
How would a child be identified as having difficulties and assessed accordingly?	<p>The school is committed to early identification and assessment of children with special educational needs and adopts a graduated response to meetings pupil's individual needs. Decisions on the most appropriate type of action is always applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended. All pupils throughout the school are monitored through regularly data collections (6 per annum). After observations, assessments, planning and review it may be necessary to place pupils on the SEN register and provide extra support. Any pupils entering school on a level 3 or below, and/or pupils which concerns are raised, complete base-line testing (reading/comprehension/spelling) to inform future interventions/provision.</p>
How do St.Wilfrid's include parents of pupils with SEN in their child's education and how will I know how well my child is doing?	<p>Discussions with parents are vital at every stage of a child's education. Progress is monitored closely within departments and on a whole school level with data collections every half term. You will receive written information regarding your child's progress and be invited to attend parents evening once a year. If it is agreed by all involved that a child should be placed on the SEN register then parents are informed in writing. Parents will be asked to review the support plan and / or child's progress every term. For parents of a child with a Statement of SEN or Education,</p>

	<p>Health and Care Plan a formal meeting will be held at least annually. Parents do not have to wait for a scheduled meeting to discuss their child's education; they are encouraged and welcomed to contact any member of staff. In accordance with the SEN Code of Practice the school believes that all parents of pupils with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.</p> <p>Parents will be supported and enabled to:</p> <ul style="list-style-type: none"> <li>• Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education</li> <li>• Have knowledge of their child's entitlement within the SEN framework</li> <li>• Make their views known about how their child is educated</li> <li>• Have access to information, advice and support during assessment and any related decision making process about Special Educational provision</li> </ul>
<p>How do St. Wilfrid's consult young people with SEN and involve them in their education?</p>	<p>St. Wilfrid's encourages and supports student participation and assists students to be actively involved in decisions regarding their education. Students with SEN express their opinions within support plan meetings, Annual Reviews and transition planning. St. Wilfrid's believes in a person centred approach and as such places the child and parents at the centre of all discussions and decisions. Pupils are invited to meetings and prepare PowerPoints or videos to help participate, if they do not wish to attend then their views will be attained separately by a familiar staff member / parent. We review support plans three times a year and will always invite pupils to the meetings. We understand meetings can be a bit daunting so we give pupils time and help to prepare their views before the meeting.</p>
<p>How will school support my child in the transition between educational phases?</p>	<p>St. Wilfrid's have excellent links with our feeder Primary Schools and also colleges for post-16 education. The pastoral team work together to plan effective transition to meet individual needs. Extra transition visits can be arranged. The SENCo attends Year 6 Annual Reviews to ensure effective transfer of SEN information. From Year 9 pupils with SEN have appointments with Connexions services as part of their annual review. Wakefield College are invited to send a representative to attend the Annual Reviews of all Year 11 pupils along with other post 16 providers that the student has identified to be a possible College.</p>
<p>How will school support my child?</p>	<p>Your child's class teachers will plan and organise learning activities that meet the needs of your child. An individual support plan may be required which will be overseen by the SEN Team. This plan will identify your child's learning objective, success criteria, strategies and who is going to support them. The plan will be reviewed at least termly and progress recorded. Yourself and your child's contributions will be valued and listened to both when establishing the plan and during its review. Your child's progress will be closely monitored through regular whole school data collections (every half term). St. Wilfrid's values the contributions that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils with SEN are valued, respected and equal members of the school.</p> <p>As such, provision for pupils with SEN is a matter for the school as a whole.</p> <p>'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 support' (Code of Practice 6.36)</p>

How will the curriculum be matched to my child's needs?	<p>All class teachers differentiate the curriculum according to the needs of the children in their class. Children may be grouped according to ability, in mixed ability groups or with an additional adult (learning support assistant). If your child has SEN all staff will be aware of their needs and additional resources may be provided for support and some adapted resources may need to be accessed through outside agencies. Some children may also be withdrawn from class to participate in special intervention programmes.</p> <p><b>The Whole School Provision Map can be found on our website.</b></p>
What additional support for learning is available for pupils with SEN?	<p>The LSA's work closely with the SENCO in providing support for the pupils with Special Educational Needs across the school, liaising with class teachers, maintaining records for the pupils they work with, and attending reviews and meetings as requested. LSA's are deployed within departments (for subject specialism) and within year groups (that work more pastorally with pupils and complete 'pupil profiles').</p> <p><b>The SEN policy can be found on our website.</b></p>
What expertise and training do staff have on SEN?	<p>The SENCO, who is a qualified teacher, has the 'National Award of SEN Coordination' from the University of Leeds, has completed a course in 'Leading Outstanding SEN provision in Mainstream Schools' and educational ability/attainment testing course. There has also been a whole staff training session from Wakefield Learning Support Service, Educational Psychology and Communication and Interaction Team.</p> <p>St. Wilfrid's School recognises the importance of staff development and appraisal for increasing self-confidence and expertise and as such promotes:</p> <ul style="list-style-type: none"> <li>• Our commitment to continuous professional development for all staff on SEN developments</li> <li>• Integration of all SEN staff into the performance management procedures of the school</li> <li>• All teachers and support staff undertake induction on taking up a post and this includes a training session delivered by the SENCO to explain the SEN(D) systems and structures</li> <li>• The SENCO delivers training to teacher training students</li> <li>• The SENCO delivering whole school training on Government legislation</li> </ul> <p>We have on-site Communication Resource that provides training to staff and LSA's have a CPD program with sessions in &amp; outside the school day, which includes: Risk &amp; Resilience, CAMHS and Safeguarding.</p>
How would equipment and resources for pupils with SEN be secured?	<p>All schools in Wakefield receive funding for students with SEN in three main ways:</p> <ol style="list-style-type: none"> <li>4. The base budget covers teaching and curriculum expenses</li> <li>5. The delegated SEN budget covers additional support required</li> <li>6. The devolved budget which is allocated for some students with Education, Health and Care Plans</li> </ol> <p>With these funds we secure what is necessary for each pupil with SEN to support their learning, for example laptops for pupils with handwriting difficulties, reformatting of work for pupils with visual impairments.</p> <p>St. Wilfrid's follows LA guidance, to ensure that all students' needs are appropriately met.</p>
How does school evaluate the effectiveness of the provision?	<p>The success of the school's SEN policy and provision is evaluated through:</p> <ul style="list-style-type: none"> <li>• Monitoring of classroom practice by SENCO and subject co-ordinators</li> <li>• Analysis of student tracking data, for individuals and cohorts</li> <li>• The School Development Plan / SEN development plan</li> </ul> <p><b>The SEN Plan, Do, Review Cycle can be found on our website.</b></p>
How do children with SEN engage in	<p>St. Wilfrid's has a fully inclusive ethos to ensure all pupils are involved in all aspects of school life. This includes</p>

activities alongside pupils with no SEN?	accessing educational visits, residential and extra-curricular activities. If specialist provision or extra support is required the SENCo would liaise with the class teacher, parents or careers to make appropriate arrangements and provisions.
What support will there be for my child's overall well-being?	St. Wilfrid's has an excellent and extensive pastoral support system to help pupils overcome. This includes: Form Tutor, Director of Year, Behaviour and Rewards Team, Solutions staff, Safe-guarding officers, Police liaison officer, Education Psychologist and on-site school councillor. The school takes a no-tolerance approach to bullying.
What specialist services are available to the school?	In addition to the extensive school pastoral system St. Wilfrid's has access to a range of agencies including: Wakefield Learning Support Service, Hearing Impaired Service, Visual Impaired Service, Communication and Interaction Team, Equality and Diversity Team, School Nursing and Behaviour Support Service. St. Wilfrid's believes that collaborative working is essential to meet the needs to some pupils, this is supported through multi-agency meetings, Annual Reviews for pupils with SEN and the CAF process.
What are the contact numbers for other support services available?	The contact details for supporting services for pupils with SEN; Learning Support Service (LSS) – 01924 307403 Communication, Interaction & Access team (CIAT) – 01924 303683 Hearing Impairment Team (HI) – 01924 303661 Visual Impairment Team (VI) – 01924 303663 Special Education Needs Assessment & Review Team (SENART) – 01924 302465 SENDIASS (was Pupil, Parent Partnership service) –01924 379015 Child, Adolescent Mental Health Service (CAMHS) – 01977 465865 Common Assessment Framework Team (CAF) – 01924 304914
What do I do if I have a complaint that cannot be resolved by school?	The school follows the guidelines set out by the LA in respect of complaints from parents. SENDIASS aims to help parents and professionals to work together in partnership. They can arrange an independent Disagreement Resolution which is available free of charge of there is a disagreement which those involved cannot resolve.
Where would I find out what is available in the local area for SEN pupils	Our local authority's Local Offer is published on the website below. <a href="http://www.wakefield.mylocaloffer.org">www.wakefield.mylocaloffer.org</a>

## Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

*“A person who has a physical or mental impairment that has a “substantial” and “long-time” negative effect on your ability to do normal daily activities”.*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School Curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- **Support Services** – access to services within and external to the school to support families where disability is identified
- **Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- **Communication of information** – how information is communicated within school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability

<b>PHYSICAL FACILITIES</b>	<b>Process for identifying barriers</b>
	<ul style="list-style-type: none"> <li>• Action plan following a site inspection by relevant personnel (e.g. Site Manager, Governor)</li> <li>• On-going feedback from individual students / staff</li> <li>• Review of pupils needs by SENCo in liaison with SENART and Wakefield Inclusion Services</li> <li>• Review of individual Education, Health and Care Plans and Support Plans for pupils with SEN(D)</li> </ul>
	<b>Summary of progress to date in last three years</b>
	<ul style="list-style-type: none"> <li>• New building includes a lift to access the second floor</li> <li>• 8 disabled parking bays adjacent to reception for easy assistance – manned site from 5.45am – 8.30pm every day for assistance</li> <li>• Trip hazards been removed</li> <li>• Ramps placed in appropriate areas</li> <li>• Disabled toilets in every block and a disabled visitors toilets (2 of which have emergency cords)</li> <li>• All stair cases have been refurbished. Threads on staircase are the correct colour to aid Visual Impairments and handrail is tubal to aid assistance</li> </ul>
	<b>Objectives for improvement 2016-2018</b>
<ul style="list-style-type: none"> <li>• Remaining handrails to be painted appropriate colour (Yellow) for Visual Impaired Students (renewed each summer)</li> <li>• Emergency Evacuation Plans to be written when required for individual students</li> <li>• St. Wilfrid's are a responsive site and will put in place all feasible actions which are identified by individuals</li> <li>• October 2016 – New Communication resource building will be up and running complete with changing facilities for PE and unisex toilets within the block.</li> <li>• The above will be in a safe compound</li> </ul>	
<b>Monitoring of plans</b>	
<ul style="list-style-type: none"> <li>• This plan will be monitored every half term through a site inspection by the site manager and governor</li> </ul>	

<b>SUPPORT SERVICES</b>	<b>Process for identifying barriers</b>
	<ul style="list-style-type: none"> <li>• Review of Education, Health and Care Plans or Support Plans for pupils with SEN(D)</li> <li>• Advice from external agencies</li> <li>• Requests and identified needs of pupils and parents through discussions, observations and feedback</li> <li>• Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services</li> </ul>
	<b>Summary of progress to date in last three years</b>
	<ul style="list-style-type: none"> <li>• Catholic Care to provide full time on site counsellor</li> <li>• School nurse completed training with all Learning Support Services on diabetes and supporting pupils to manage their diabetes</li> <li>• School nurse completed training with all staff on Epipen and Asthma and supporting pupils to manage their conditions</li> <li>• Educational Psychologists completed ten in school sessions to assess pupils and complete parent training evening sessions</li> <li>• Communication and Interaction Service works with individuals and small groups of pupils, also developed cygnet course for parents</li> <li>• Learning Support Service to assess and advise on individuals</li> <li>• First-aid room re-located and redecorated</li> <li>• School employed own counsellor for well-being of pupils – completes individual and groups sessions with drop-ins and feel good Friday</li> </ul>
	<b>Objectives for improvement 2016-2018</b>
<ul style="list-style-type: none"> <li>• Extend collaboratively work within academy and feeder Primary schools</li> <li>• Review SEN register (min annually) to identify pupils with SEN(D) and provide appropriate support for students and parents</li> <li>• Develop literacy &amp; numeracy and social/emotional support offered to pupils through programs of intervention</li> </ul>	
<b>Monitoring of plans</b>	
<p>This plan is to be monitored by the governing body, Inclusion staff and other relevant staff.</p>	

<b>SCHOOL CURRICULUM</b>	<b>Process for identifying barriers</b>
	<ul style="list-style-type: none"> <li>• Monitoring of high quality teaching, learning support and impact on progress through learning walks</li> <li>• Year 7 pupils to have base-line testing on reading, comprehension, writing and spelling for anyone entering school below expected expectations</li> <li>• Review of individual Education, Health and Care Plans and Support Plans for pupils with SEN(D)</li> <li>• Feedback and input from parents at consultation meetings and external agencies</li> </ul>
	<b>Summary of progress to date in last three years</b>
	<ul style="list-style-type: none"> <li>• Laptops available in most departments which pupils can use</li> <li>• Pupils can be granted permission to use their own laptops in school</li> <li>• Pathways system implement to ensure pupils have access to appropriate level of curriculum – allows for personalised provision</li> <li>• Provisions of appropriate sensory processing aids for specific pupils following advice from external agencies</li> <li>• Liaison with individual pupils and parents regarding the personalised curriculum pathways available</li> <li>• Alpha-smarts replaced by notebooks and loaned out through the Inclusion Department</li> <li>• Training delivered to whole staff regarding removing barriers for SEN(D) within the classroom – training matched to the priorities determined by whole school pupil population and their needs (Completed Feb 2015)</li> <li>• Provide home-work clubs after school for pupils with SEN(D) and monitor attendance at these (Established September 2015)</li> </ul>
	<b>Objectives for improvement 2016-2018</b>
<ul style="list-style-type: none"> <li>• Increase SEN(D) voice on school council</li> <li>• Review curriculum offer in light of national and local practice / policy</li> <li>• Review the interventions provided for individuals and small group within each Key Stage</li> </ul>	
<b>Monitoring of plans</b>	
<p>This plan to be monitored by the curriculum and pastoral teams within school and any other relevant staff</p>	

<b>AWARENESS</b>	<b>Process for identifying barriers</b>
	<ul style="list-style-type: none"> <li>• Observations of learning and pupil feedback</li> <li>• Feedback from pupils, parents, staff, external agencies and visitors</li> <li>• Curriculum and provision review</li> </ul>
	<b>Summary of progress to date in last three years</b>
	<ul style="list-style-type: none"> <li>• Staff training on specific areas of SEN(D)</li> <li>• Assemblies focusing on specific areas of SEN(D)</li> </ul>
	<b>Objectives for improvement 2016-2018</b>
<ul style="list-style-type: none"> <li>• Link assemblies and whole school events to World Days e.g. World Autism Day – school to develop a ‘respect’ week</li> <li>• Have new signs advertising where to access the right support</li> </ul>	
	<b>Monitoring of plans</b>
	This plan to be monitored by Inclusion team and other relevant staff

<b>COMMUNICATION</b>	<b>Process for identifying barriers</b>
	<ul style="list-style-type: none"> <li>• Feedback from pupils, parents and external agencies</li> <li>• Review of Education, Health and Care plans and Support Plans</li> </ul>
	<b>Summary of progress to date in last three years</b>
	<ul style="list-style-type: none"> <li>• Parents of SEN(D) pupils have direct contact details for SENCo and other key staff within the Inclusion department</li> <li>• Parents all have a log-on for Learning Gateway to access student information</li> <li>• Termly reports for all pupils</li> <li>• Weekly newsletter (electronic) to parents</li> <li>• Student Support Plans for anyone on the SEN Register developed</li> <li>• New system of parental meetings implemented – all pupils on SEN register to have a named link person</li> <li>• Launch of App and website</li> </ul>
	<b>Objectives for improvement 2016-2018</b>
	<ul style="list-style-type: none"> <li>• Raise profile of SEN(D) pupils on the school council</li> <li>• Behaviour Watch to be replaced with SIMs In Touch</li> </ul>
<b>Monitoring of plans</b>	
This plan to be monitored by the Inclusion Team and any other relevant staff	