



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



SEN, DISABILITY AND INCLUSION POLICY

November 2025

'I can do all things through Christ who strengthens me.'

Phillippians 4:13

Our Christian Vision

'I can do all things through Christ who strengthens me.' Philippians 4:13

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the preSENce of God.



Our Mission Statement



We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



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The staff and governors of St Wilfrid's Church of England Primary Academy are committed to providing all our children with the opportunity and support to develop their full potential through a rich, broad and balanced education, and through experiencing the love and security of belonging to a caring Christian community. We aim to enable all children with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure, and happy whilst experiencing success in a stimulating, caring and Christian learning environment where we achieve, believe and care.

This policy complies with the statutory requirements of the **SEND** Code of Practice 2014 (0-25) and has been written with reference to the following guidance documents:

- **SEND** Code of Practice (0-25) 2014
- Equality Act 2010; advice for schools DfE Feb 2013
- The Special Educational Needs and Disability regulations 2014
- Children and Families Act 2014
- Working together to improve school attendance 2022
- Keeping Children Safe in Education 2025

The information outlines the support and provision they can expect to receive whilst attending this school.

The policy was written in consultation with Mr Colothan the Executive Headteacher, the school Governor with responsibility for **SEN** Rev'd Cath Gabriel, and Chair of Governors Kathryn Ashton.

All members of staff in school at St. Wilfrid's have a responsibility for maximising the achievement and opportunity of all learners including those with **SEND**. Every teacher is a teacher of every child, including those children with Special Educational Needs. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all children at all times.

AIMS

The aims of our inclusion policy and practice at St Wilfrid's Primary Academy are:

- To provide curriculum access for all
- To secure high levels of achievement and outstanding levels of progress for all from their own starting point
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from children, parents and carers
- To involve parents at an early stage with their child's education, communicating and involving parents in discussions and decisions.
- To work with the special educational professionals in partnership with parents and children to take into account the views of individuals and the views of the child in respect of a child's particular needs
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet children's needs, through well -targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

OBJECTIVES

- To admit all children to the school on the basis of the school's published admissions procedures and welcome all children, including those with **SEN**
- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the **SEND** Code of Practice 2014
- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs
- To provide a clear **SEN** Inclusion Policy which the Special Educational Needs Co-ordinators (**SENCOs**) will work within
- To provide support and advice for all staff working with special educational needs and/or disability children
- To ensure **SEND** policy is understood and implemented consistently by all staff.

WHO TO CONTACT SUMMARY:

Role	Contact Person	Responsibility	Availability/First Contact
First point of contact	Class Teacher (for day-to-day progress and concerns)	Share information about how your child is doing academically, socially, and emotionally.	On the door (EYFS & KS1) or by email to the school office for a phone call or appointment enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992
Phase Leaders:	Early Years (Nursery & Rec) Mrs Kate Newman KS1 (Y1 & Y2) Mrs Eleanor Chisnall Lower KS2 (Y3 & Y4) Miss Lisa Clayton Upper KS2 (Y5 & Y6) Mrs Emma Prentki	The day to day management of all aspects of their phase, this includes the support for children with SEND .	Phone call or email to the school office enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992
SENDCO (Special Educational Needs Coordinator)	Mrs. Kate Newman SENDCO Miss Cowburn (KS2 SENDCo support) Mrs Cunningham (Early Years and KS1 SENDCo support)	Coordinates all support, liaises with external agencies (e.g., Speech and Language Therapy, Educational Psychology). Responsible for the day-to-day management of SEND	Phone call or email to the school office enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992
Pastoral/Emotional support	Mrs. Saggerson Pastoral Lead	Addresses emotional and social concerns and works with children and families	Year 3 door in the mornings, phone call or email to the school office enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992
Executive Headteacher	Mr. Stuart Colothan	Responsible for the day-to-day management of all school aspects, including SEND	Email to the school office enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992

SEND Governor	Rev'd Cath Gabriel	Responsible for monitoring provision, standards, and expenditure, and ensuring necessary support is made for any child with a special need	Provides regular reports to the Local Governing Board
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IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

DEFINITIONS OF SEND

A child or young person has **SEND** if they have a learning difficulty or disability which requires special educational provision to be made for them.

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

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her 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.

Disability is defined as “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal daily activities. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The Special Educational Needs (**SEND**) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, emotion and mental health difficulties**
4. **Sensory and/or physical needs**

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

OUR APPROACH TO INCLUSION AND EQUAL OPPORTUNITIES

Identifying pupils with SEND and assessing their needs

The **SEND** Code of Practice 2014 suggests that children are only identified as having **SEN** if they do not make adequate progress once they have had intervention or adjustments and good quality personalised teaching.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (**SEN**), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

At St Wilfrid's Primary Academy, we identify the needs of children by considering the needs of the whole child. The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

If a child is underachieving they will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions or adaptations are put in place to help these children to make the progress of which they are capable through liaison with the class teacher.

Early identification of **SEND** is important to ensure that children attain the best possible outcomes.

Class teachers and subject leaders, supported by the Senior leadership team, make regular assessment of the progress and attainment of all children. These seek to identify children making less than expected progress for their age and circumstances. This can be characterised by progress which:

- 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

Where children continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the **SEND**CO, will assess whether the child has a significant learning difficulty. Where this is the case, they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

We recognise that there are factors which may impact on progress and attainment other than **SEND**, these may include issues in relation to:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Disruption to education

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have **SEN**
- They are known to external agencies

They have an education, health and care plan (**EHCP**) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

A GRADUATED APPROACH TO SEN SUPPORT AND EDUCATION HEALTH CARE PLANS (EHCP)

All children at St Wilfrid's Primary Academy have an entitlement to high quality, personalised teaching. This is teaching that is carefully planned to meet the individual needs of the child and takes prior learning into account. Lessons have a clear structure and include objectives that are shared and revisited during the lesson. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning, taking into consideration the Greater Manchester Ordinarily Available Inclusive Provision. All teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

THE UNIVERSAL OFFER: INCLUSIVE QUALITY FIRST TEACHING

High quality first teaching that is adapted and personalised will meet the needs of the majority of children and young people.

Quality first teaching should focus on making learning purposeful and enjoyable. It should ensure high achievement for all through explicit high expectations and high aspirations.

Quality first teaching is evident when:

- The learning needs of all children and young people are considered; ensuring support and challenge for learners
- Lesson planning, involving everyone working with the children and young people, takes account of prior learning based on assessment. This enables learning objectives to be specific, focused and adapted appropriately with clear success criteria
- The classroom is well organised and resourced to enable children to function as independent learners
- A planned range of teaching skills, strategies and approaches are deployed to engage all learners
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner. Visuals may be used to support learning using 'Widget' to ensure consistency throughout school
- Adults model good practice
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges
- Motivated learners are fully engaged in learning, having opportunities to work both independently and collaboratively
- There is focused praise and effective feedback (i.e. positive praise and reward, modelling, instructing, scaffolding, explanation, questioning and recording and marking, which needs to be timely and specific)
- Everyone involved in teaching is deployed appropriately and knows how to support learning

Teachers set high expectations for every children, whatever their prior attainment and use appropriate assessment to set targets which are deliberately ambitious.

To enable all children to achieve their learning outcomes, St Wilfrid's Primary Academy uses a graduated approach to support children's needs and 'Ordinarily Available Inclusive Provision' following the Greater Manchester 'Ordinarily Available Inclusive Provision' document.

Once a pupil has been identified as having **SEN**, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

In identifying a child as needing **SEND** support the class teacher, working with the **SENDCO**, will carry out a clear analysis of the children's needs. The views of the child and their parents/carers will be considered. The school may also seek advice from external support services. The teacher's assessment and experience of the child, their previous progress and attainment, as well as information regarding their progress, attainment and behaviour. This assessment will be reviewed regularly. This will help to ensure that support is matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their impact is measured.

2. **Plan**

The teacher and the **SENDCO** will agree, in consultation with the parents and child (if appropriate) what adaptations, interventions or support are to be put in place through the **IEP**, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The child's **IEP** will enable teachers and support staff who work with the child to be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be recorded on our management information system, SIMS. Parents/carers will be fully aware of the planned support through the **IEP** and strategies for inclusion, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The child's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The **SENCO** will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date on the **IEP**.

We will evaluate the impact and quality of the support or interventions. This evaluation will be based on:

- The views of the parents/carers and pupils

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

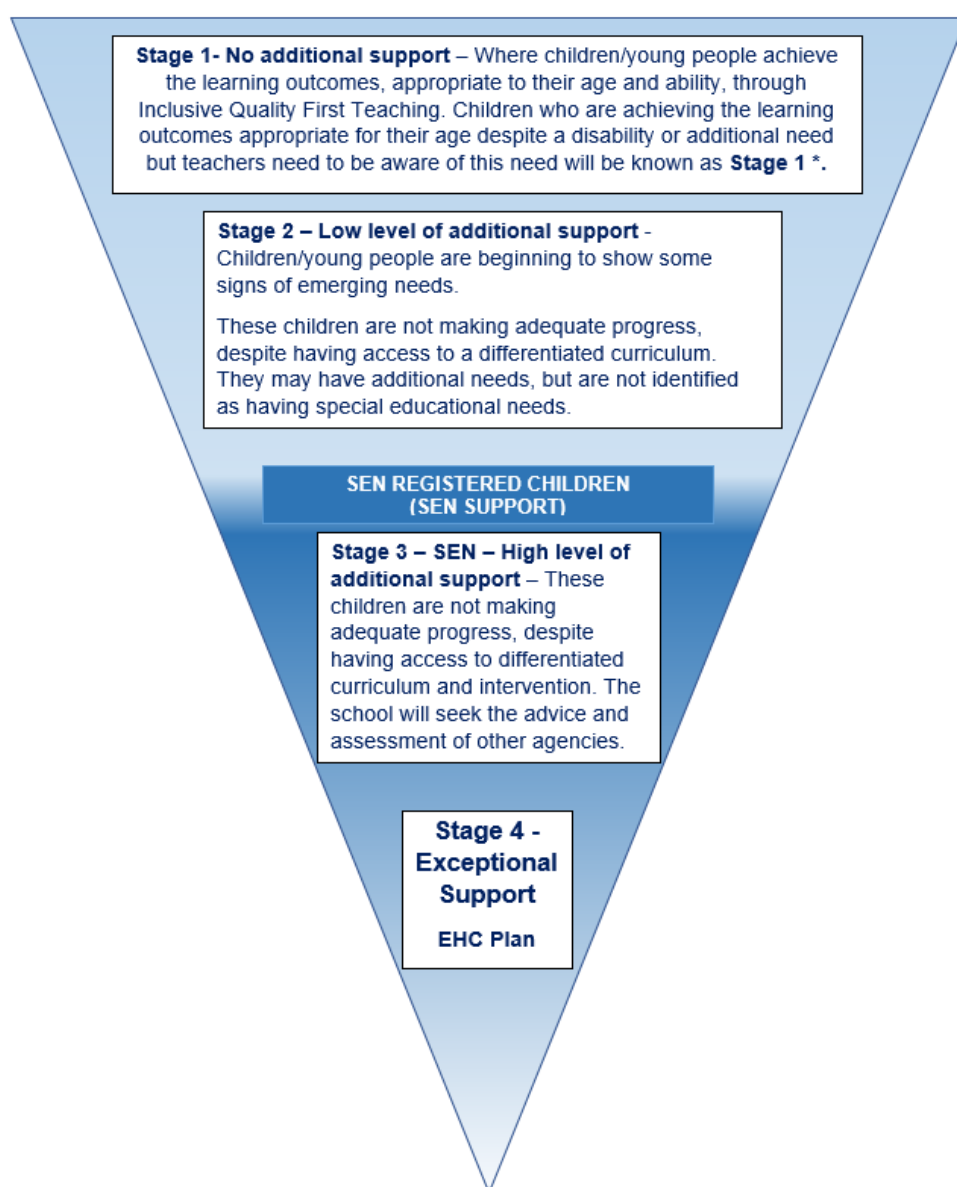
The teacher and the **SENCO** will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents/carers.

LEVELS OF SUPPORT

- Stage 1: No additional support
- Stage 2: Low level of additional support
- Stage 3: High level of additional support
- Stage 4: Exceptional Support

Pupils receiving **SEN** provision will be placed on the school's **SEND** register. These pupils have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through the school's notional **SEND** budget. On the census these children will be marked with the code K.



Education Health Care Plan (EHC)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify and meet the **SEN** needs of the child, the child has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care assessment. Parents also have the right to request an EHC assessment. An EHC plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these children will be funded from the school's notional **SEND** budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these children will be marked with the code E.

When making an EHC assessment local authorities must consult the child and their parents and take into account their views, wishes and feelings and any information provided by them. Local authorities must also gather evidence from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested until the final EHC plan is issued, must not exceed 20 weeks. Once finalised, it is the named school and local authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly in consultation with the child, their parents and any other professionals involved.

LINKS WITH EXTERNAL PROFESSIONALS AND OTHER AGENCIES

The school recognises that it won't be able to meet all the needs of every pupil. If a children displays a higher level of need (usually where a specific need has been identified or the child has reached the 'Lots of support' stage) specialist provision from external agencies and professionals may be called upon to carry out more specialist assessments to help to further identify the provision required.

This may include:

Sycamore SEND Support Service

Sycamore **SEND** Support Service provides targeted educational support where learning and/or behaviour are a concern and may have an effect on achievement.

Educational Psychology Service (EPS)

This service provides advice and support for children and young people to help them with progress in education, positive mental health, personal and social development.

Child and Adolescent Mental Health Services (CAMHS)

Their approach is to work with families rather than 'on' them. Their aim is to help families to find what best works for them. The service is for people up to the age of 18 and can help with problems such as depression, eating disorders, feeling scared or problems with family life. Parents can refer themselves or, with parental permission, school can make a referral.

Social services

School Attendance Officers

Specialist Sensory Education Team (SSET)

SSET supports learners who have sight and hearing difficulties

Family Hub

The Family Hubs are part of the Council's wider Early Intervention and Prevention Service. The teams support children and young people and their families through providing advice, guidance and support on a wide range of issues.

Ethnic Minority and Traveller Achievement Service (EMAS)

EMAS provides support for learners whose first language is not English

Schools Outreach Service

The Schools' Outreach Service is provided by special schools working in partnership with the Special Educational Needs and Disability Service (**SENDS**) and the Educational Psychology Service (EPS) to promote change and strengthen the inclusion of children and young people with **SEND** in mainstream settings.

Virtual School Team

A service to break down the barriers to learning for Children Looked After to enable them to meet their educational potential.

Children and Young People's Occupational Therapy Service

This service aims to provide a high quality Occupational Therapy service as part of a multidisciplinary team to meet the needs of children and young people.

Children's Physiotherapy Service

This service aims to provide a high quality physiotherapy service as part of a multidisciplinary team to meet the needs of children and young people aged 0-16 or 0-19 if attending a special school.

Children and Young People's School Nursing Service

School Nurses are public health nurses who lead and deliver the Healthy Child Programme for school-aged children and young people.

Children and Young People Speech and Language Therapy Service

The service aim is to provide a high quality speech and language therapy service to children and young people with speech, language and communication difficulties and/or eating and drinking difficulties in the Ashton, Leigh and Wigan area.

SEND Information and Advice and Support Service (SENDIASS)

The benefits of the active participation of parents and young people in decisions about special educational provision are crucial to the systems and processes as they exist in Wigan.

SENDIASS, which was formerly known as Wigan Parent Partnership and Participation Service, will provide access to impartial and relevant information and support to promote effective partnership working.

SEN INFORMATION REPORT

The school publishes a **SEN** information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

MANAGING THE NEEDS OF CHILDRENS ON THE SEN REGISTER

At St Wilfrid's we ensure that children who are on the **SEN** register are receiving the appropriate provision and we assess and review this through:

- Tracking the progress of children through the whole school tracking system

- Progress meetings with the Senior Management Team
- Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in an EHC plan or **IEP** and regularly maintaining and updating **IEPs** and plans relating to interventions
- When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the **SENCO** requests additional support from specialist services
- When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs
- Any agency referral documentation is completed by the **SENCOs** or Pastoral Lead in co-ordination with the class teacher. This could include referrals to speech and language, Sycamore **SEND** Support Service, EPS, Outreach services, counselling, OT.
- Annual reviews of EHC plans or Statements are carried out in accordance with the **SEND** Code of Practice 2014, with all agencies invited to be involved in the Annual Review

CRITERIA FOR EXITING THE SEN REGISTER

Through the review part of the 'assess, plan, do review' process, if a child has made significant progress which puts them in line with their peers, and ensuring all stakeholders agree, the children will be removed from the **SEN** census but will still be regularly monitored to ensure progress is maintained.

SUPPORTING CHILDREN AND FAMILIES

St Wilfrid's Primary Academy will support children and their families by:

- Ensuring that parents and children have easy access to the LA local offer through the schools own webpage.
- Providing a **SEN** Information Report on the schools webpage.
- Ensuring that families are provided with links with other agencies to support both the family and the children where appropriate.
- Parents are sign posted to services that will meet the needs of their own child.
- The Local Authority provide Family Hubs to support parents. Details can be found in the parent section of the school website in the section 'Family Links and Support'
- Ensuring that families are able to access information about admission arrangements
- Ensuring that families are informed about access arrangements for tests when necessary.
- Planning effective transition between phases and key stages. This includes:-
 - A transition session for children moving between Year groups
 - Transition activities for children moving from KS1 to KS2
 - Transition days for children preparing to move to Secondary School.
 - Transition meetings between class teacher to discuss the needs of the children moving up
 - Transition meetings with high schools to discuss children and their needs

SUPPORTING CHILDRENS AT SCHOOL WITH MEDICAL CONDITIONS

All children with medical conditions at St Wilfrid's are supported and have full access to all aspects of education, including school trips, physical education and any after school activities. Any children who have a disability in conjunction with a medical condition also have access to

all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

- If a child with a medical condition at St Wilfrid's also has a special educational need (**SEN**) and a EHC plan or Statement of Special Educational Needs, we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the **SEND** Code of Practice (2014) is followed.
- St Wilfrid's has a medication policy with forms in the office to be completed in every case.
- Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, hay fever, allergies and other conditions, is provided for staff and regularly updated.
- Procedures are in place for medical emergencies.
- All staff have briefings about children's needs. Good ratios of staff with first aid training are maintained.
- Staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epi – pen, epilepsy, diabetes and visual support training
- The school has a policy for managing the medical conditions of children and intimate care needs.

MONITORING AND EVALUATION OF SEND

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Learning walks by the **SENCOs** and Senior Leadership Team
- The assessment of progress through Pupil Progress meetings
- Scrutiny of books by the Senior Leadership team and subject leaders
- Children discussions with class teachers when setting new **IEP** targets or reviewing existing targets;
- Tracking children progress from formative and summative assessment.
- Parent and children views through annual reviews of **EHCPs**.
- Monitoring **IEP** targets, evaluating the impact of **IEPs** on childrens' progress;
- Bi annual meetings between, Sycamore **SEND** Support Service team, Executive Headteacher and **SENCO**. Review development and planning meeting with the Educational Psychologist and Wigan Targeted Education Support Service.
- Meetings between the **SENCO** and Governor responsible for **SEN** (Rev'd Cath Gabriel);
- **SEND** report to Governors and Directors.

ATTENDANCE

Many pupils with **SEND** face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other child. However, they may need additional support and monitoring is in place. The Pastoral Lead, Senior Admin Officer and Learning Together Trust Attendance Champion meet regularly to undertake monitoring of whole school attendance and persistent absence. This monitoring includes:

- Analysis of persistent absence
- Specific cohort and group monitoring – particularly for children with **SEND**
- Monitoring patterns of absence

ADMISSIONS ARRANGEMENTS FOR CHILDREN WITH DISABILITIES

- The Local Governing Board operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need/Education Health and Care Plan naming the school, the Local Governing Board will allocate places using the criteria. The second priority on the admissions criteria is children with special medical or social circumstances affecting the child where these needs can only be met at this school. Professional supporting evidence from e.g. a doctor, psychologist, social worker is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.
- A copy of the school admissions arrangements is available on the school website in the section 'Information'

SAFEGUARDING

We recognise that pupils with **SEND** can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with **SEND**, and the support we provide to help children overcome any communication barriers they face, see our safeguarding/child protection policy.

EXPERTISE AND TRAINING OF STAFF

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff at St Wilfrid's are encouraged to undertake training and development. The headteacher, phase leaders and the **SENCO** continuously monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development.

- The school has a training plan for all staff to improve the teaching and learning of children including those with **SEND**. This includes whole school training on **SEND** issues such as Autism, ADHD, Mental Health and de-escalation strategies.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Hope or Willow Grove Outreach Service, Rainbow Hub, TESS, Sycamore **SEND** Support or the sensory support team
- The **SENCO** is kept fully up to date about **SEN** issues through attendance at Local Authority training and cluster meetings and through working with our Trust Attendance Champion Mr. M. Rigby.
- 'Widget' is available in school to support the creation and adaptation of resources with consistent visuals.
- All staff have a subscription to OPOGO, an online platform where they can access online training and support.

SEND FUNDING

The Executive Head is responsible for the operational management of the budget for special educational needs provision. The academy uses a range of additional funding including the notional **SEN** budget and, where applicable, children premium to provide high quality appropriate support for children with **SEN**. The **SEN** provision map is used to specify the cost of support for those children at **SEN** Support and where a top-up funding level of provision is in place. Where a children's needs exceed the nationally prescribed threshold (currently £6,000) additional funding is applied for from the local authority. Those children with Top-up Funding, Exceptional funding or who have undergone statutory assessment for their high needs and have an Education Health Care Plan (EHC plan), have detailed individual costed provision plans.

The **SEND** budget is used to:

- Provide additional teaching, better teacher to children ratios and support staff
- Deliver targeted interventions
- The purchase of specialist resources to support accessibility and inclusion
- Sensory Resources
- Buy back specialist provision and outreach
- Educational Psychology Service time
- Release for staff to undertake statutory duties
- Training for staff
- Purchase of assessment materials to identify learning needs and to track learning of children who make smaller steps of progress (B Squared)
- Purchase of software to support learning and intervention
- Replacement of resources that support learning

REQUESTING A PERSONAL BUDGET

A Personal Budget is an allocation of money identified to provide support for an eligible person to meet their identified needs, which must support the outcomes specified in the EHC Plan. Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan. Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate.

The EHC Plan will clearly state which outcomes can be met by a Personal Budget (if a Personal Budget is agreed). Parents views must be considered when deciding how the money will be spent. The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan. The personal budget can include funding from education, health (Continuing Care) and social care (specialist provision as assessed by the Targeted Disability Service (TDS))

ROLES AND RESPONSIBILITIES

SEND Governor: Rev'd Cath Gabriel

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has **SEND**.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with **SEND**COs, analysis of data and learning walks.
-

Executive Head teacher: Mr Colothan

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with **SEND**.
- She will give responsibility to the **SEND**CO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to **SEND**.

SENDCO: Mrs Kate Newman (supported by Miss Dominique Cowburn and Mrs Emma Cunningham)

Responsible for:

- Coordinating the support for children with special educational needs or disabilities (**SEND**) and developing the school's **SEND** Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- overseeing the day-to-day operation of the school's **SEND** policy
- Ensuring that parents are:
 1. involved in supporting their child's learning;
 2. kept informed about the support their child is getting;
 3. involved in reviewing how they are doing;
- Liaising with all the other people who may be coming into school to help support a child's learning and being a key point of contact e.g. Speech and Language Therapy, Early Years providers, other schools, Educational Psychologists, Health and Social Care Professionals, and independent or voluntary bodies
- liaising with the Pastoral Lead where a looked after children has **SEND**
- advising on the graduated approach to providing **SEND** support
- Updating the school's **SEND** census (a system for ensuring all the **SEND** needs of children in this school are known) and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with **SEND** in the school achieve the best progress possible.
- liaising with potential next providers of education to ensure a smooth transition is planned

- working with the Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Pastoral Lead: Mrs Julie Saggerson

Responsible for:

Providing support for the **SEND**CO and all staff with specific responsibility for:

- behaviour
- attendance and punctuality working with our Trust Attendance Champion Mr Mike Rigby.
- referrals to outside agencies
- support for children and families e.g. at health appointments and meetings
- Children Looked After (CLA)
- Care plans

Class/subject teacher

Responsible for:

- Monitoring the progress of all children that they teach and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the **SEND**CO know as necessary.
- Writing Individual Education Plans (**IEP**), and sharing and reviewing these termly with parents and children and planning ahead for the next term.
- Ensuring that all staff working with children in school are helped to deliver the planned programme, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work or resources.
- Ensuring that the school's **SEND** Policy is followed in their classroom and for all the childrens they teach with **SEND**

Teaching Assistants

Responsible for:

Keeping records up to date

- Keeping the teacher informed so that this can be fed into planning and target setting
- Contributing to children progress meetings and annual review meetings
- Following the targets set on **IEPs** and informing the teacher of any changes that need to be made to the **IEP**

The school accessibility plan is available on the school website.

COMPLAINTS ABOUT SEND

The complaints procedure for **SEND** is in line with the Wigan LA complaints procedure. The complaints procedure for the school can be found on the school website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then they should contact the **SENCO** (Mrs Newman) followed by the Executive Headteacher Mr Colothan. If the concern

cannot be resolved then parents may follow the complaints procedure which can be found on the school website. Parents also have the right to contact the Local Authority **SEN** Team

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy should be read in addition to the school **SEND** information report, safeguarding policy, behaviour policy, Wigan Local Offer, Accessibility Plan, medical policy, attendance policy, Equity information and Objectives and Anti bullying policy

GLOSSARY OF TERMS

EHC / EHCP	Education health care plan
IEP	Individual education plan
LA	Local authority
SENCO	Special educational needs co-ordinator
SEND	Special educational needs and disability

REVIEWING THE POLICY

This Policy will be updated annually and presented to Governors. The **SEN** Governor will meet with the **SENCO** to monitor **SEN** provision and progress. This will be reported at termly Governing Body Meetings.

This Policy was last updated in November 2025

This Policy will be reviewed annually.