St Winefride's Catholic Primary School

Special educational needs and disabilities (SEND) policy

Date policy last reviewed: Last updated: September 2026

Signed by:

Mrs J Davies

Headteacher Date: 28th September 2026

Dr M Branch

Chair of governors Date: 28th September 2026

At St Winefride's Catholic Primary school, we recognise in everyone, the dignity and beauty of the person, made in the image and likeness of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

Vision and Values

St. Winefride's Catholic Primary offers quality first teaching for all pupils, ensuring access to an inclusive learning environment and our broad, balanced and ambitious curriculum. We promise to provide a broad, balanced, creative, and challenging learning journey for all our pupils, offering them the opportunities and experiences to achieve success and to develop attitudes of mutual respect and responsibility. We aim to work closely with parents, carers, and outside agencies to offer the most suitable provision. At St. Winefride's, we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and can contribute to all aspects of the school. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

This document is a statement of the aims, principles, and strategies for provision for pupils with Special Educational Needs and/or Disability. It is also in accordance with:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

This policy should be read in conjunction with the school's SEN Statement, which is published on the school website http://www.stwinefrides.cheshire.sch.uk/

St Winefride's Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special educational needs

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

They have a **learning difficulty or disability** if they have:

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

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

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

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

AREA OF NEED	
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.

Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Mrs A Jones – a.jones@stwinefrides.cheshire.sch.uk You can also contact Mrs Jones by telephoning the school office on 0151 832 5012 or by emailing admin@stwinefrides.cheshire.sch.uk and the communication will be sent to Mrs Jones. Please note, parents and carers should not communicate with Mrs Jones regarding SEND matters via Class Dojo. Please see our Class Dojo Policy for information around communication.

They will:

- Work with teachers to inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Anne-Marie Parker – admin@stwinefrides.cheshire.sch.uk

The SEND governor will:

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

The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Implementing the school's teaching and learning policy
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

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.

Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of

progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. 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.

Consulting and involving pupils and parents/carers

St. Winefride's believes in developing strong partnerships with parents and recognises that by working together home and school can help children with SEND achieve their potential. The school considers parents of children with SEND valued partners in this process and will keep them fully informed and seek their views at every stage. We will signpost additional support for families outside of school where possible.

We will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

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

Children's views are always sought, and they are a part of the target setting process. Where possible, children receiving additional funding are included in the annual review process to the best of their ability. Notes of these early discussions will be added to the pupil's record and given to their parents/carers. We will formally notify parents/carers if it is decided that a pupil will receive special educational provision by sharing relevant documentation with them (SEND profile).

The graduated approach to SEN support

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**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil'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 SENDCO 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 pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and 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 SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Levels of support

School-based SEN provision

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 pupil'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 pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils 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 pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers
- Discussions at pupil progress meetings and setting expectations for next steps.

Monitoring of Pupil progress

Monitoring of SEND pupils takes place through:

- Collecting results following assessments and analysing tracking data
- Monitoring the Provision Maps to ensure that pupils are receiving the correct intervention.
- Monitoring other subject plans to ensure that good practice and differentiation for SEND pupils is included.
- Discussion with support staff, class teachers, parents, and outside agencies to track progress and evaluate what the next step should be.
- Checking use, availability, and effectiveness of resources, updating when necessary
- Observing lessons
- Collecting work samples and carrying out scrutiny of pupils' books/work

Adequate Progress - Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in several ways, for example:

- The attainment gap between the child and their peers is narrowed.
- The attainment gap is prevented from growing wider.
- The pupil's progress matches or betters their previous rate of progress.
- The pupil is enjoying access to the full curriculum.
- The pupil is demonstrating an improvement in self-help, social or personal skill or behaviour.

Education Health Care Plan - Statutory Assessment

The triggers for starting a SEND support arrangements document towards gaining an EHCP are that, despite receiving additional support identified on a Provision Map, the pupil:

- Continues to make little or no progress in specific areas over a long period and appears to have a barrier that is hindering their learning.
- Continues working at substantially below the end of year expectations of pupils of a similar age.
- Continues to have difficulty in developing English and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to the child's learning.

An EHCP is a legal document, and the school must ensure that the requirements set out in them are met. Statements/EHCs are reviewed annually, with the year 5 review indicating provision required at secondary school.

Parents may also apply for an EHC needs assessment and school will provide any relevant documentation, once requested.

Liaison with Other Schools

To ensure that enough provision is given to pupils with SEND entering and leaving the school, the SENDCo ensures that:

- Contact is made with Nurseries and playgroups prior to admission of pupils with SEND.
- Contact is made with the previous school of the pupil to gain information prior to entry.
- Contact is made with schools receiving pupils with SEND to ensure that the transition process is smooth, and that the relevant information is passed on.
- On transfer to secondary school the Inclusion Team and the class teacher will meet with the receiving school to discuss pupils with SEND. Interventions such as such as preparing children for transition could be put in place.
- The school maintains close links with other schools through the SENDCo Network Meetings.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

St. Winefride's aims to provide access to a balanced curriculum for all pupils through Quality First Teaching methods such as:

- High-quality modelling in all areas of learning
- Effective use of questioning to support inclusion
- Scaffolded work within the classroom.
- Differentiated tasks
- Reduced quantity of work where appropriate
- Alternative ways of recording
- Visual supports
- Practical and multisensory learning
- Additional adult modelling
- Assistive technology
- Individual workstations
- Sensory breaks
- Additional time
- Small-group intervention
- In class support by the class teacher and/ or Teaching Assistants
- Application of various targeted interventions. Examples include Little Wandle, Nessy, Maths For Life.
- Support and advice from outside agencies including educational psychologist, Learning and Language Support, Speech and Language therapists, behaviour support teacher, School Nurse, Physical and Sensory service and outreach teachers.

We aim to maintain high expectations for all children while ensuring that appropriate support and reasonable adjustments are provided.

Termly Learning Goals (TLG), are a part of the SEND profiles and focus on up to three or four key individual SMART targets and will include information about:

- the short-term targets set for or by the pupil in order to meet the long term target.
- the teaching strategies to be used.
- the provision to be put in place.
- when the plan is to be reviewed
- success and/or exit criteria.
- outcomes (to be recorded when TLG is reviewed)
- pupil voice

Other Records/Assessment include:

- Teachers may keep anecdotal records, which are part of their continuous assessment.
- Individual records of support work kept by the support teacher.

- Records of children who are working on specific programmes.
- Results from end of term assessments. such as NFER Reading and Maths and SWIST (Spellings) tests.
- Formal assessments tests such as SATs

SEN Assessments

The following tests, if appropriate, will be used and recorded in the SEND files. These help with the setting up of TLGs and aid outside agencies as well as school in the monitoring of progress. In addition to tests/assessments that are done for all our children, such as SATs, NFER, class teacher assessments, other assessments may include:

- SWIST (Spelling – KS1 and KS2)
- Edinburgh Reading Test (Hodder)
- 100 key words – reading/spelling.
- High Frequency Words
- NFER reading assessments.
- White Rose Topic assessments and end of term assessments for math and science
- Lucid (Dyslexia Screening)
  *This list is not exhaustive.

Adaptations to the curriculum and learning environment.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints. We make the following adaptations to ensure all pupils' needs are met:

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

Additional support for learning

- We have several teaching assistants who are trained to deliver interventions such as Little Wandle keep up sessions, Maths pre teach, ELKAN, SALT, Maths, English and Phonic 'Keep up' sessions and ELSA (Emotional Literacy Support Assistant) support.
- Teaching assistants will support pupils on a 1:1 basis when it is stated within Section F of a child's Educational Health Care Plan, needs a specific targeted programme or needs emotional or nurture support as provided by the ELSA.
- Teachers and support staff will support pupils in small groups when they need additional help.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

At St. Winefride's, all pupils are included in taking part in these activities because of their SEN or disability.

- All our extracurricular activities and school visits are available to all our pupils and we welcome conversations with parents/carers in order to facilitate it in the best way for the child.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

KS2 SATs – Children with SEND may be given 'readers' for their Maths assessments and, where necessary, extra time will be applied for in Reading and Maths should they meet the access arrangements criteria. All will be done to assist children in respect of need and in line with ARA "Assessment and Reporting Arrangements", this could include 'breaks' for children with behavioural difficulties or 'scribes' for children who have fine-motor skills difficulties or use of a laptop when writing.

School Admission Policy - The procedures upon admission of any child includes the collection of all the relevant information about a child from their previous school which the head teacher passes on, if necessary, to the SENDCO in order to allocate resources or contact relevant support services.

School Accessibility Plan - new duties have been placed on schools since September 2002 in relation to pupils with disability. In order to cover new legislation St Winefride's continues to:

- Not discriminate against disabled pupils.
- Take responsibility for taking reasonable steps to include pupils with a disability.
- Make increased accessibility for disabled pupils in line with the local authority's strategic planning.

Staff are aware of the distinction between the definition of a pupil with SEN and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'. For further details, see Accessibility Plan, available on the school website.

Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to play a full part in the life of the school, such as being on the School Council, acting as a 'buddy' in year 6, taking part in all educational visits.
- Pupils take part in social skills and nurture sessions, such as social comms, gardening etc.
- We have a zero-tolerance approach to bullying.

Supporting Pupils at School with Medical Conditions

At St. Winefride's, we are aware that children can have medical needs. In line with guidance from the LA, the school aims to meet these needs through detailed medical plans.

Whilst St. Winefride's is not adapted to meet severe medical needs, every effort is made to overcome constraints imposed by the type of building. When we are made aware of a medical need, this is passed on to the Class teacher and SENDCo by the Head teacher upon admission. A medical plan may then be drawn up with the help and guidance of the appropriate professionals where appropriate.

We recognise that children with medical conditions should be properly supported so that they have full access to education. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extracurricular activities, such as school/class trips, performances and after-school clubs

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 pupil. However, they may need additional support. Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

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 pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Social services
- The Autism Team
- SEND Advisory
- Down Syndrome Cheshire
- Parent Forum
- Koala Northwest

Admission and accessibility arrangements

Please see our admissions policy and accessibility plan for further information.

Admission arrangements

Oversubscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

1. 'Looked After' children and previously 'Looked After' children (see note 2)
2. Baptised Catholic children from the parish of St. Winefride's (see note 3)
3. Baptised Catholic children from other parishes (see notes 3)
4. Non-Catholic children whose parents wish them to have a Catholic education.

Pupils with an Education, Health and Care Plan (see note 1)

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

Accessibility arrangements

Please see our school accessibility plan for further information

Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher Mrs Davies in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, please see: https://www.livewell.cheshirewestandchester.gov.uk/Services/3332

You can request mediation by contactingTogether Trust Centre, Schools Hill, Cheadle, SK8 1JE 0161 2834807drs@togethertrust.org.uk

The local authority local offer

Our local authority's local offer is published here:

https://www.livewell.cheshirewestandchester.gov.uk/

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

Monitoring the policy

This policy will be reviewed by Mrs Davies/ Mrs Jones and the Full Board **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Full Governing Board.

Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy