SEND Policy

Together, we learn, love and grow with Jesus

Amended by: Mrs R Cregan
Governors approved:
To be reviewed: Autumn 2026

Updated Autumn 2025

This SEND policy is written to comply with the 2014 children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All our school policies are interlinked and should be read and informed by all other policies. This SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This policy has been devised by collaboration between SENCo's, (Special Educational Need Co-ordinators), across the WOWs network of schools – 18 schools in the Winstanley, Orrell, Worsley Mesnes, Norley Hall and Marsh Green areas. Professionals within all schools have been involved in consultation including teachers, governors and support staff as well as parents and pupils.

The SENCo at St Jude's RC Primary is Mrs R Cregan. At St Jude's we believe that every teacher, is a teacher of children with special educational needs.

'Together, we learn, love and grow with Jesus'

Definition of SEND

The 2014 Code of Practice says that:
A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than most others the same age, or, has 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.
2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.
The 2014 SEND Code of Practice: 0 to 25 years can be found at
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

School Aims

To nurture and inspire each individual so that they can learn and grow in order to reach their full potential.

School Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To raise aspirations and ensure high expectations for all pupils.
- To ensure that every child experiences success in their learning and reaches their full potential.
- To enable all children to participate in lessons fully and effectively to their own ability.
- To involve children in decision making and in the development of their learning.
- To value and encourage the contribution of all children and families to the life of the school.
- To support parents in their journey of education with their child.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regards to the Policy Statement for SEND.

Identification of SEND

The 2014 Code of Practice refers to four categories when describing children who may have SEND:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health Issues
- Sensory and / or Physical Needs

Detailed descriptions can be found at:
https://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx

- All staff are involved in the identification process which considers the needs of the whole child.
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at St Jude's, and how it will be managed.
- Individual children's needs are regularly discussed and monitored throughout their time at St Jude's.
- Children are assessed regularly through half termly assessments and during their lessons.
- Parents are welcomed and invited to discuss any concerns about their child's progress.
- At St Jude's we work closely with external specialist agencies e.g. Occupational Therapists, Educational Psychologists and Health Visitors and their assessments and recommendations form an important part of our identification process.

A graduated approach to SEND support

Quality first teaching, differentiated for individual learners, is the first step in responding to children and young people who have or may have SEND. High expectations should be set by teachers for every learner whatever their prior attainment.

- Highly focused lesson plans with clear objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the children in their class, including when pupils access support from teaching assistants or specialist staff.
This is supported through the GM Ordinarily Available Inclusive Provision, found at https://www.wigan.gov.uk/Business/Professionals/SEND/WGAT/Graduated-Approach.aspx

At St Jude's we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies, assessment and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the

Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual 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.

The first response to such progress should be high quality teaching targeted at their areas of weakness.
This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs, to make a successful transition to adult life.

Where a pupil is identified as having SEND, the SENCo and all staff, act to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles, to match interventions to the SEND of children and young people.

The graduated approach is a four-part cycle that consists of:

Assess
In identifying a child as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. St Jude's takes seriously any concerns raised by a parent. Assessments are looked at and, in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (providing the parents agree).

Plan
Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do
The class teacher should remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject

teacher, they should still retain responsibility for the pupil. They should 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 should support the class or subject teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education Health Care Plan (EHCP), the local authority, in cooperation with the school, must review the plan every twelve months as a minimum.

The success of the school's SEND policy and provision is evaluated through:
· Monitoring of classroom practice by the Headteacher, SENCo and Senior Leadership Team.
· Analysis of pupil tracking data.
· Monitoring of procedures and practice by the SEND governor.
· Local Authority moderation process and OFSTED inspection arrangements.
· Meetings of parents and staff, both formal and informal.

Managing SEND Support

At St Jude's, SEND children are assessed continuously. These assessments then inform planning and targets for SEND children in the form of a Child Centred Plan (CCP). This plan is then reviewed and assessed by the class teacher and SENCo and next steps are decided upon each half term.

It is the duty of the class teacher to keep SEND records up to date. The SENCo has a strategic lead over SEND within school. If a child has an EHCP, the SENCo will organise and chair annual reviews for that child. The plan is reviewed with parents, and pupil progress meetings help as part of this process.
Provision for children with additional needs is informed by:

- Specific needs of the individual child
- Pupil progress meetings
- Discussion with parents
- Other professional's advice
- SEN notional budget

The SENCo informs Governors through a termly Governor's report. The SENCo also meets with the SEND governor to discuss all aspects of SEND; the current **SEND governor is Mrs A Clarke.** A SEND census is completed three times a year.

Parents, families and children are involved in this process from admission into school through the school's SEND information report. Parents, families and children are involved in school life by:

- Attending parents evening.
- Open door policy.
- Annual reviews.
- Parent questionnaires
- Pupil questionnaires etc.

If a SEND support child isn't making the expected progress through the additional support that they receive, school will seek advice from other outside agencies. School currently uses the services of:

- Educational Psychology
- Targeted Educational Support Services (TESS)
- Early Learning and Childcare Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Outreach Services
- EMTAS
- Early help
- Social Care

If a child has followed the graduated approach and staff have been following advice from outside agencies and is still not making the expected progress, we would refer the child for an Education, Health Care Plan (EHCP) This process will involve the child, parents, family, health workers, staff from school and any other bodies that are involved with the child, providing they meet criteria.

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted; some may require further staffing to ensure all children are included; this includes any children with physical / medical needs.

At St. Jude's school, we have a pastoral manager, **Mrs M Ashurst**, who organises any nurture interventions that may be necessary. This ensures that SEND children, who require it, receive the support and nurture that they need, in order to build their self-esteem and reach their full potential.

If a child does not require the additional support that they did previously, due to the progress they have made, parents will be informed by the class teacher, and children will be removed from those plans. However, these children will still be monitored to ensure that they continue to make the expected progress.

Pupils and Families

Parents and carers of children with SEND are kept fully informed of the provision that is being made for their children. They receive a copy of their child's CCP and are invited to review progress towards the targets. Children are also informed of their targets, and their strengths and difficulties are discussed with them. If a child is unable to express what they find difficult / easy / like /dislike, other methods of communication are used such as pictures, photographs, learning walks and drawings. The pupil voice is very important to us.

Class teachers and the SENCo have regular meetings with parents and encourage active involvement with the school to help their children overcome their difficulties, whilst ensuring that they also discuss the strengths of the child or what he or she likes to do in school. The school will always ask permission from parents before approaching other professionals and outside agencies about their child.
The Local Authority has created what they call a 'Local Offer'. This highlights to parents and carers how the authority will support pupils and families. Each school was then asked to create their own 'School Information Report' for children and families. This School Information Report and the Local Offer from the authority can be found by following the links below:

School Information Report: https://www.saintjudes.wigan.sch.uk/send-policies-accessibility-information/
Wigan Local Offer: https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx

As a faith school our ethos is very supportive, and our beliefs underpin our actions. We live out our mission statement; **"Together, we learn, love and grow with Jesus"**
Transition from class to class can be a very anxious time for any child and even more so for a child with additional needs. The school plan in time for transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children can spend time with their new teacher and teaching assistants, as well as discovering what their new classroom environment has to offer. Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed, and support can be put into place where necessary. We also hold 'Meet the Teacher' meetings for parents to attend, gain any key information for that coming year group and ask any questions they may have.
If a child is required to leave the setting for whatever reason, or when they leave primary education at Year 6, information is passed onto the next setting via the SENCo, Headteacher or our Year 6 teacher.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have an Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practise (2014) is followed.
- The staff at St. Jude's work closely together to plan and deliver support for children who have medical conditions. We value the input given by parents and carers in supporting children effectively.
- If your child has a medical condition please speak to **Mrs Ashurst**, who will complete a health care plan with you to support your child. Medicines can be given in school when essential for a child's health.
- For further information on accessibility please see the School Information Report by following the link below:
  https://www.saintjudes.wigan.sch.uk/send-policies-accessibility-information/

- For further information on administration of medicines please see the Administrating Medicine Policy and the Health and Safety Policy by following the links below:
  https://www.saintjudes.wigan.sch.uk/general-policies/
  https://www.saintjudes.wigan.sch.uk/child-protection-safeguarding-policies/

Monitoring and Evaluation of SEND

Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

- Ongoing teacher and TA observations in daily classroom practice.
- Well thought out planning and resources.
- Ongoing evidence of work shows progress towards learning and behaviour objectives.
- Evidence of progress reviewed at termly Pupil Progress meetings.
- Child Centred Plans updated half termly.
- Daily monitoring of behaviour incidents.
- Informal discussion with the child about their progress with the class teacher / TA /Mentor.
- Discussion with parent/carer about their child's progress e.g. parent evenings, informal conversations, parent drop-in.
- Discussion with relevant outside agencies about progress/needs.
- Termly Planning and Review Meetings to discuss individual children and school needs.
- SEND report for Governors.
- Termly SEND updates for SEND Governor.
- Analysis of SEND data and reporting to staff and Governors

For monitoring and evaluation purposes we have adopted a graduated response approach:

- Assess
- Plan
- Do
- Review

The above approach promotes an active process of continual monitoring and evaluation, to improve provision and progress for all children.

Training and Resources

- To maintain and develop the quality of teaching and provision, to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes: A meeting with the SENCo to explain the systems and structures in place. Advice on the school's SEND provision and practice. Information about specific children and to discuss the needs of individual children.
- The school's SENCo regularly attends the Local Authority's cluster meetings, in order to keep up to date with local and national initiatives in SEND; they also regularly attend WOWs SEND meetings for the same reasons.

Roles and Responsibilities

The SEND Governor

Mrs A Clarke is the current Governor with responsibility for SEND at St Jude's Primary School. She has regular contact with the SENCo and the Headteacher to keep up to date with, and monitor the school's SEND provision, making sure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The governors ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs.
- They have regard to the requirements of the Code of Practice for Special Educational Needs.
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

The SEND governor will have regular contact with the SENCO and Headteacher and will be responsible for monitoring and assessing the SEND provision. The SENCo write termly reports regarding SEND to the full governing body.

The role of the Headteacher within SEND

It is the responsibility of the Headteacher, **Mr D Wilson**, to work with the SENCo, governors, staff and all stakeholders to ensure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- The management of all aspects of the school's work, including provision for pupils.
- Provision within special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCo.
- The deployment of all special educational needs personnel within the school.
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school.

The role of SENCO

The current SENCo at St Jude's is Mrs R Cregan. It is the responsibility of the SENCo to oversee the day-to-day operation of the schools SEND policy. The SENCo maintains the SEND register and coordinates provision for children on the register. The SENCo works with the head and governors to ensure the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning needs.
- Supporting class teachers in drawing up individual Child Centred Plans.
- Setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs.
- Ensuring the effective use of materials and personnel in the classroom to ensure the best possible outcomes for SEND pupils.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND, using existing school assessment information, e.g. class-based assessments / records, end of year tests, SATs, etc.
- Contributing to the in-service training of staff.
- Liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Role of the Class Teacher

Teachers are accountable for the progress and development of all the pupils in their class. Teachers differentiate the curriculum to meet the needs of the children with SEND through adaptive teaching. They measure and monitor the ongoing progress for pupils with SEND- focussing on outcomes with high expectations for all. They will liaise with the SENCo, in order to ensure high quality provision for children with SEND by:

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriate adapted curriculum.
- Retaining responsibility for the child, including working with the child daily.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

Role of Teaching Assistants

The teacher and teaching assistant (TA) work collaboratively to support all the children within a class. A teaching assistant works under the direction of the teacher, the teacher having ultimate responsibility for the children's learning.
Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

Teaching assistants must:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.

Children's responsibilities

Children must accept and tolerate difference and diversity in other children. They must understand and be sensitive towards the feelings of others and make responsible choices in relation to behaviour and learning.
All Children should be involved in making decisions about their education, were possible and appropriate, and the school should listen to the views of the child.

For children with SEND, we aim to involve the child in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Parents/ Carers responsibilities

We will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential.
Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parents of children with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEND framework.
- Can make their views known about how their child's education.
- Have access to information, advice and support during assessment, and any related decision-making processes about special education provision.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides.
- Provide staff with up-to-date information regarding their child's needs or medical condition.

Date adopted by Governing Body ……..

Date to be reviewed: **Autumn 2026**

Signature of Chair of Governors
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Signature of Headteacher
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Signature of SENCo

Mrs R. Cregan