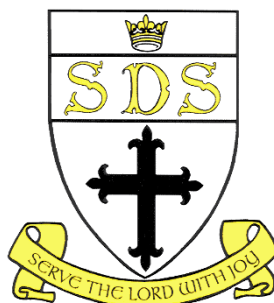
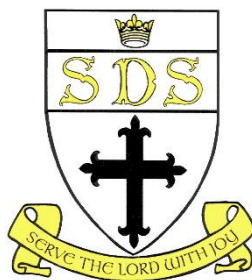


ST DOMINIC SAVIO CATHOLIC PRIMARY SCHOOL



Name of Policy:	SEND Policy and SEND Information Report
Date Adopted:	19 th June 2025
Responsible Person:	Headteacher
Approval:	Full Governing Board
Review Date:	Summer 2026
Signed By:	Laura Hulland Headteacher
Signature:	
Date:	
Signed By:	Fiona Cottle Chair of Governing Board
Signature:	
Date:	



SEND Policy and SEND Information Report Changes

Version	Status	Change Detail	Author	Date
2		Section 5 p6 Safeguarding and SEN section added Section 6.3 p9 Pupil voice statement added Section 6.7 p10 Scaffolding statement added Section 6.9 p11 Training section updated Section 6.17 p13 Section added about Looked After Children	RNW	16.4.2024
3		Page 4 Section 4.1 change of name Page 11 Section 6.4 Support plan to Action learning Plan Page 12 Section 6.9 change of name and personal experience	LW	13.05.2025

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Acronyms used

SEN – special educational needs

SENCO – special education needs coordinator

EHCP – education, health care plan

HLTA – higher level teaching assistant

SLT – senior leadership team

1. Aims

At St Dominic Savio we Serve the Lord with Joy. Our Catholic Mission is to ensure the Gospel values are reflected in all aspects of the school's life, in the classroom and playground and in the relationships between the pupils, the school staff, school governors, parents and the wider community.

Our mission statement says -

- We love Jesus and the Gospel values inspire and guide us.
- Happy, welcoming, worshipping and caring community is who we are.
- We fulfil each child's potential, developing tomorrow's talent, today!
- Home, parish and school working together.
- We are all God's children and respect everyone.

As a school we have high expectations. All children, staff, school and community will live up to the exceptionally high expectations placed upon them. We all want our school to be the very best.

The school believes that all pupils should be encouraged and enabled to access the curriculum and be involved, stimulated and challenged so that they can achieve their full potential. Pupils should receive whatever help and support they require in order for them to reach this potential.

St Dominic Savio is an inclusive school and we believe in the equality of opportunities for all children including those whose needs are defined in the SEND Code of Practice 2014 under these four areas:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

The school has clearly set out admissions criteria based on the faith of the pupil and whether they have siblings attending the school. If a pupil has a Statement of Special Educational Needs or an Educational Healthcare Plan (EHCP), there is a process by which parents name the school as their first choice. In this case, the Local Authority will approach the school on the parents' behalf. The Headteacher, in consultation with the Governing Body, will consider whether the school can meet all the specific needs of the pupil.

2. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- All of our school policies are interlinked and should be read and informed by all other policies. In particular, this SEND policy is linked to behaviour, accessibility and our Equalities policy which are also on our school website.

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (Education Act 1996 Section 312).

4. Roles and responsibilities

4.1 The SENCO

The SENCO at St Dominic Savio is Mrs Linden Wilkinson who can be contacted by email senco@st-dominicsavio.wokingham.sch.uk

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

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

4.2 The SEN governor

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Are responsible for delivering excellent teaching to all pupils;
- Are responsible for informing the SENCO and discussing with parents any pupils they identify as requiring support;

4.5 Teaching Assistants and support staff

- Liaise regularly with the class teacher and outside specialists and SENCO as relevant
- If the TA is supporting a child with an EHCP he/she will work according to the strategies recommended on it and the pupil's Action Learning Plan. This may involve monitoring and recording the pupil's progress in an agreed way.
- TAs also have the responsibility for ongoing assessments in partnership with the class teacher and SENCO

5. Safeguarding and SEND

Introduction

St Dominic Savio Catholic Primary School recognises that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. This includes our pupils with a formal diagnosis or medical and health condition, as well as where additional needs are apparent but there is no formal diagnosis.

Additional barriers can exist when recognising or disclosing abuse and neglect in this group of pupils. This can include:

- Adults including professionals may miss signs of abuse/neglect, mistaking them as part of a child's needs or health condition.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Communication barriers and difficulties.
- Some pupils may not recognise the abuse and pupils might not be able to ask for help.

All colleagues should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

The context of our setting includes pupils who are preverbal and non-verbal. Staff are trained for extra vigilance due to this additional risk. Staff are aware that due to this communication barrier they need to be vigilant when identifying signs of abuse and look out for the following with our pupils with additional needs

Identifying signs of abuse

These can include

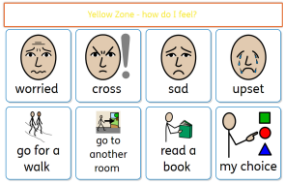
- Behavioural changes in a pupil and identify this as potential indicators of distress or trauma
- Unexplained bruising
- Pain, itching in the genital area, bruising, bleeding near the genital area
- Aggression towards adults and pupils
- Being more withdrawn than usual
- Showing signs of fear with others

Any lack of verbal communication will not prevent school staff from having a professional curiosity. Staff know to speak to the designated safeguarding lead

(DSL) and safeguarding team if there are concerns about the safeguarding of pupils. For example, this professional curiosity would be not accepting that an

injury is a result of the needs of the child, but instead consider what other causes there may be and what the evidence suggests.

School uses a range of strategies and procedures to safeguard and support pupils with additional needs. These are summarised by the three levels below

<u>Level 1</u> • Small group of key trusted adults to support pupil in the setting • helping pupils to build a supportive relationship with trusted people in the setting • Empowering pupil to understand self-care and safety. Educating pupils	<u>Level 2</u> Level 1 strategies plus • Use of social stories to outline accepted and unaccepted behaviours towards pupils • Social stories to outline social acceptable behaviour in a range of contexts. It is our responsibility to understand and address these specific risks for pupils. • Providing adapted education on topics such as keeping safe, sex and relationships and online safety in a way that is accessible for that pupil. • Use the child's preferred method of communication to support them.	<u>Level 3 – non or pre verbal</u> Level 1 and 2 strategies plus • Use of communication boards to identify feelings • Adults model to pupil how to explain feelings 
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SEN INFORMATION REPORT

6.1 What type of SEND does the school provide for?

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

- Communication and interaction, for example, autistic spectrum, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

6.2 How does the school identify pupils with SEN and assess their needs?

A pupil's special educational needs may have been identified before they arrive at the school, or may be identified once they are on roll, often by class teachers and parents. Identification of special educational needs and disabilities at the school is part of a continuous cycle of assessment.

To identify children with SEND, the school utilises guidelines as set by the Local Educational Authority and as outlined in the 2014 SEND Code of Practice.

The school measures a pupil's progress by

- Analysing teacher's ongoing observations and assessments as well as half termly summative assessments;
- The results of baseline and end of key stage assessments;
- Their performance against the school's own assessment system (aligned to the National Curriculum 2014)

Triggers for intervention or provision could be the teacher's or other's concerns, underpinned by evidence, about a child, who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- Presents persistent emotional difficulties which are not improved by positive behaviour management techniques usually employed by the school;
- Has sensory or physical problems, and continues to make little or no progress despite provisions of specialist equipment;
- Has communication or/and interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The progress of every child is monitored at half termly pupil progress meetings between teachers and the senior Leadership Team (SLT) and the SENCO and SEN governor.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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

If additional support is put in place for a pupil, the class teacher and parents write a Support Plan. The plan identifies targets and strategies as well as a review date so that outcomes can be considered.

If the SENCO, class teachers and parents feel that further advice or assessment would be useful, specialist help or advice from outside the school will be sought with the permission of parents.

6.3 How does the school consult and involve pupils and parents?

Parents are encouraged to participate as fully as possible in the decisions made about their child's progress and identify areas for development and support.

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these discussions will be added to a meeting log and a copy shared with parents.

A permission letter will be shared with parents when a child is to be added to the SEN register. We also have a register for children with medical or health needs.

There are many opportunities for parents to meet teachers, to build relationships and exchange information. Throughout the year, there are Parent Teacher evenings as well as an annual report. Additional meetings are organised as necessary.

For those pupils with an EHCP, their voice is sought as part of the annual review process, if appropriate the pupil might be invited to attend the review.

6.4 How does the school assess and review pupils' progress towards outcomes?

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

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

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

The assessment will be reviewed regularly.

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

This will be formally recorded on an Action Learning Plan which is reviewed each term and shared with parents. Parents and children (where appropriate) are encouraged to comment on the Action Learning Plans.

If a pupil's needs are complex or profound it may be suggested, in consultation with parents, that an EHC plan is necessary. The additional provision, known as an EHC (education, health, and care) plan is reviewed annually, or sooner if required. The parents, class teacher, SENCO, pupil and other appropriate professionals are involved in this process.

6.5 How does the school support pupils moving between phases and transition to school and ultimately adulthood?

When a young pupil with SEND is transferring from a nursery or pre-school setting to the school's Reception class, a visit by the class teacher or SENCO to the previous setting is arranged. Transition work is undertaken to support the new pupil in transferring to the school in partnership with parents. Meetings are arranged with professionals and parents prior to attending in Reception. Our school has an 'enhanced transition programme' in place for pupils.

If pupils transfer at any other time, the school will contact the previous school to request records and to speak to a member of staff who knows the pupil.

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

For Year 6 pupils receiving SEND support the SENCO liaises with the relevant staff of the secondary school. Additional visits are coordinated by the secondary schools.

6.6 What is the approach to teaching pupils with SEN?

We believe in teacher instruction. Our teachers use the 'Principles of Instruction' (Rosenshine 2012) to actively present material and structure the learning. Our school leaders lead through example and a secure knowledge of how to ensure progress in subjects for all pupils. They monitor the progress that pupils are making in all subjects and coach teachers to help ensure that all pupils continue to make strong progress.

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

High-quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Teachers work to ensure that the pupils with SEND work towards their Action Learning Plan targets and work closely with support staff and the SENCO to provide provision to meet their personal targets.

6.7 What adaptations to the curriculum and learning environment are made?

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

- Adapting our resources and staffing ensuring that children have access to high quality teaching support and materials as necessary.
- Using recommended aids, such as sloped tables, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, clarifying instructions etc.
- Using communication aids such as communication boards and simple Makaton if necessary
- The environment is adapted for children with SEND – see accessibility plan
- We have a nurture room that is available for children with SEND

Some pupils with additional needs require further scaffolding in order to access the lesson content and complete learning tasks. This document can be found on the school website.

6.8 What additional support for learning is there?

Adults support pupils when support is required or outlined in an EHCP.

Where available, we work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapist
- Foundry College
- Educational Psychologists
- Occupational therapists
- Physiotherapists
- Addington Outreach Service

6.9 Who are the staff that work with children with SEND? What training do they receive?

Our SENCO is Mrs Linden Wilkinson, a qualified SENCO who has worked in education in a range of different educational settings, including specialist provision and complex needs resource bases.

She is allocated three days a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. We have one HLTA who is responsible for Speech and Language and a Nurture and Family Liaison worker who supports SEND children and their families.

Teaching assistants and teachers have SEND training both from senior leaders as well as external providers and are familiar with the SEND policy and the procedures for SEND within the school.

The school has weekly training sessions for teaching assistants that are dedicated to all areas of continuous professional development including SEN

The SENCO works with Addington, the local special education school to develop inclusive practice and attends the outreach training.

All training is logged in a recorded system coordinated by the School Business Manager.

6.10 How will the school secure equipment and facilities?

When available the school uses its budget to provide the majority of resources and facilities that are needed to provide for pupils. These might include specific resources from other agencies such as equipment for mobility and support. Sometimes the school can make applications to charitable organisations.

6.11 How does the school evaluate the effectiveness of SEN provision?

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

- Reviewing pupils' individual progress towards their goals each term using the Action Learning Plan template.
- Internal monitoring by the SENCO
- INSIGHT data analysis
- Meetings with teachers to evaluate provision
- The school's SDP evaluates the priorities of SEN and is reviewed by SLT and the Governors as well as regular headteacher reports.

6.12 How does the school enable pupils with SEN to engage in activities available to those in the school who do not have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs (with prior arrangement).

- All pupils are encouraged to go on our residential trip(s) when they are in Key Stage Two.
- All pupils are encouraged to take part in sports day/school plays/ workshops and school activities.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school has an accessibility plan which clearly outlines

- Arrangements for the admission of disabled pupils
- The facilities we provide to help disabled pupils access school

This plan is available on the school website or from the school office upon request.

6.13 How does the school support emotional and social development?

We provide support for pupils to improve their emotional and social development at St Dominic Savio. This is provided through our Catholic Mission. We ensure the Gospel values are reflected in all aspects of the school's life.

Our school has a Nurture support assistant who is employed to support the emotional needs of the children at school. The nurture assistant receives referrals from class teachers and will tailor support to the individual child.

The SENCO and the Nurture Assistant meet regularly to review provision for the children with SEND who require emotional and social development support.

In certain circumstances we can make a referral to Foundry College who can offer services to support children with behavioural or emotional needs. The school will also refer to the Wokingham Emotional hub if appropriate.

We have a zero-tolerance approach to bullying.

6.14 How do parents complain about SEN provision?

If a parent is unhappy about the provision made for his/her child at the school then the following arrangements are in place:

The parents should approach their child's class teacher to make a mutually convenient time to meet and discuss the grievance.

If a parent still has a grievance, they should consult the school's complaint procedure which is published on the school website.

6.15 What are the contact details for support services for parents of pupils with SEN?

The school publishes its SEN provision and information on the Schools Local Offer. Wokingham Borough Council also provides a Local Offer that provides details and information about a range of services that are provided locally for families.

The SENCO regularly communicates with parents of children with SEND offering different training and support sessions when they receive them from agencies and support charities. This is via the CLASS DOJO group.

6.16 What agencies does the school work with to support children with SEND?

When available, school works with a range of different agencies to support the children with SEND including

- Community nurse to support medical needs
- Other local schools, special schools, preschools and Early Years Settings as necessary
- Foundry college to support with behavior and emotional needs
- Speech and language therapists
- Sensory consortium

- Other professionals and support agencies as necessary depending on the needs of the child

6.17 What are the arrangements for young children who are Looked After and have SEN?

SEN departments should work closely with the school as well as social workers to ensure that Local Authorities have effective and joined-up processes for meeting the SEN of looked after children.

The school has certain duties and responsibilities towards looked after children with a statement of needs or an Education, Health and Care Plan (EHCP). They must ensure that:

the SEND code of practice, as it relates to looked after children, is adhered to; and the child's EHCP works in harmony with the child's care plan.

A significant amount of children may be undiagnosed when they begin to be looked after. During the process of putting a PEP in place for looked after children, the Local Authority should ensure that any undiagnosed SEN are addressed as soon as possible if they are identified through this process.

Local Authorities should be particularly aware of the need to avoid any delays for looked after children and carry out the EHC needs assessment in the shortest possible timescale. Addressing a looked after child's SEN will be a crucial part of avoiding breakdown in their care placement.

6.18 What are the contact details for parents raising concerns?

If parents have concerns they can communicate with their child's class teacher using the school office email

schoolreception@st-dominicsavio.wokingham.sch.uk

Parents can also contact the SENCO using the following contact email

To SENCO senco@st-dominicsavio.wokingham.sch.uk

Alternatively, the school can be contacted using the following telephone numbers

0118 969 3893 or 01189 969 1606

6.189 Where is the local authority local offer and the school's local offer?

Our contribution to the local offer is:

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=s60ed1nr2eE&familychannel=400>

Our local authority's local offer is published here:

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

7. Monitoring arrangements

This policy has been written by the school SENCO in conjunction with the headteacher. This statutory policy will be reviewed annually. The SENCO is responsible for developing and implementing this policy. It will also be updated if any changes to the information are made during the year.

It will be approved by the full governing board.

8. Links with other policies and documents

This policy links to our policies

- Accessibility plan

- Behaviour
- Complaints
- Equality information and objectives