

# William Cassidi Church of England Primary School

## SEND Policy Statement

*'Life in all Fullness'*  
*(John 10:10)*



As a school, we want to provide children with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for the children who attend our school. We want every child to be the very best that they can be and to recognise that they are precious, loved and valued.

## Introduction

This policy is designed to reflect the practice and aspirations of the whole school community. William Cassidi C. of E. Aided Primary School aims to provide high quality support to enable a child with a Special Educational Needs or Disability to reach his/her full intellectual, personal, social and emotional potential. Our school vision is 'Life in all Fullness' - rooted in John 10:10. We want all members of our school community to live a 'full' life, particularly the most vulnerable members of our school community. Our approach to supporting SEND pupils and their families is therefore of paramount importance.

*"If you get it right for the most disadvantaged and vulnerable, you get it right for everyone."*

*Sir Martyn Oliver - Ofsted's Chief Inspector - March 2025*

The Special Educational Needs Code of Practice, issued January 2015, provides practical guidance for all involved with children with Special Educational Needs or Disability (SEND) from 0-25 years and aims to ensure that these needs are addressed within a mainstream school. William Cassidi School will respect the Code of Practice and plan provision accordingly.

## Objectives

Our objectives are to use guidelines provided by the LA and Diocese and refer to the Code of Practice;

1. That our school's philosophy as outlined above, underpins all of our actions and is actively promoted by all members of our school community.
2. That all children whatever their ability, gender, ethnic origin, social background or disability, have access to a broad and balanced relevant and differentiated curriculum.
3. To ensure that SEND pupils are identified, assessed and addressed as early as possible by using observations, assessments and early identification strategies.
4. To provide access to a broad and balanced curriculum through careful planning, differentiated work, additional staff to provide support and specific resources to meet needs as

- far as possible within financial constraints.
5. That we have high expectations of all our pupils in all areas of school life.
  6. That children's views are sought and individual targets are shared.
  7. That we promote positive partnerships with parents; involving them in children's learning programmes and achievements through parent and teacher consultations, and pupils, so they are aware of their own targets and receive positive reinforcement and rewards.
  8. That we make appropriate use within SEND of the expertise of external agencies through having whole school documentation available.
  9. That our SEND policy and procedures are known and understood and followed by all members of staff.
  10. To provide relevant staff training.
  11. To ensure the systems for assessment, recording and reporting are easily managed, accessible and clearly linked to our SEND policy.
  12. To provide a clear structure for the management of specialist support.
  13. To provide a detailed provision map including costing for interventions and any support funded from the LA.
  14. To track children's progress per intervention programme to target suitability and achievement.

The Code of Practice 2015 defines Special Educational Needs as:

A child or young person has SEND if they have

- A learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- he or she has a significantly greater difficulty in learning than the majority of others of the same age,
- 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.

For children aged two or more,

- 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age,

- special educational provision means educational provision of any kind.

A child under compulsory school age

- has special educational needs if he or she is likely to fall within the definition in the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

### Aims

- to support all pupils and staff within school;
- to work together as a team, i.e. child, parents, teachers, SEND Coordinator, Head Teacher, Teaching Assistants and other Support Services;
- to support pupils with SEND, providing opportunities for them to learn and develop to their full potential and feel a sense of belonging;
- to provide an effective structure for the identification and assessment of SEND;
- to ensure access for all children to a broad and balanced curriculum, including the National Curriculum and Foundation Stage Curriculum.

### Roles and Responsibilities

#### Governors

The governing body is responsible, in consultation with the Head

Teacher and SEND Coordinator, for determining the school's policy and approach to provision for children with SEND and for establishing the appropriate staffing and funding arrangements. The SEND governing body working party take special interest in SEND in order to maintain a general oversight of the school's work. Members of this working party are: Miss. A Raper and Mrs C Shannon.

SEND is reported termly via Headteacher reports to governors and termly assessment points.

### Head Teacher

The Head Teacher, in consultation with the SEND Coordinator, is responsible for some day to day management of SEND within the school, especially with regard to the SEND budget. The Head Teacher will also keep the governing body fully informed and work in partnership with the SEND coordinator to ensure the school vision is implemented into practice.

### All staff

All staff are made aware of their responsibility towards SEND, are involved in the development and the implementation of the school's SEND policy and of the school's procedures for identifying, assessing, and making provision for pupils with SEND. The Teacher Standards documentation refers to specific responsibilities for class teachers linked to the progress, attainment and pastoral responsibilities for children with SEND. All staff are required to provide quality first teaching, taking into account the needs of all children.

### Coordinating and Managing Provision

The SEND Coordinator is Miss. A. Raper.

The SEND Coordinator plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

SEND Coordinator's responsibilities:

- overseeing the day to day operation of the school's SEND

- policy;
- liaising with and advising fellow teachers;
  - coordinating provision for children with Special Educational Needs and Disabilities;
  - managing and advising Teaching Assistants;
  - overseeing the records on all pupils with SEND;
  - liaising with parents of children with SEND;
  - contributing to appropriate in-service training for staff;
  - completing the provision maps
  - liaising with external agencies, including LEA Support Services, Educational Psychology Services, Health and Social Services and Voluntary Bodies.
  - Monitoring and evaluation of SEND pupils and all SEND documentation.

The Head Teacher may also undertake some of these responsibilities.

### Admission Arrangements

William Cassidi School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the school's Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children/resources and there are no reasonable steps that can be taken to prevent the incompatibility.

The school is able to provide wheel chair access into all buildings with a toilet for the disabled situated in the main corridor and in the Nursery unit.

### Allocation of Resources

All schools in Stockton-on-Tees LA receive funding for pupils with SEND in three main ways:

- the Standards Fund covers teaching, including time allocated for SENDCO duties.
- the delegated budget covers the cost of the SENDCO,

- curriculum expenses and any additional support required.
- LA Top Up funding is allocated to pupils where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

William Cassidi School follows LA/Diocesan guidance to ensure that pupil's needs are appropriately met.

### Identification, Assessment and Review Procedures

The importance of early identification, assessment and provision for any child who may have Special Educational Needs cannot be over-emphasized. The earlier action is taken, the more responsive the child is likely to be.

We aim to identify children who:

- have significantly greater difficulty in learning than the majority of children their age;
- have a disability, which hinders or prevents them from making use of educational facilities generally provided for children of a similar age.
- Have needs that are unable to be met through quality first teaching alone.

Teacher assessment of the child will be used in relation to communication and interaction, cognition and learning, social, emotional and mental health development, sensory and/or physical aspects.

Early Assessment within the Foundation Stage is made possible by using continuous assessment where evidence is recorded internally on SIMS and by utilising the RBA (Reception Baseline Assessment). Baselines are completed within the first six weeks on entry to the Nursery class and/or the Reception class.

### Requesting an Education Health and Care Plan Assessment

The special educational needs of the majority of children in William Cassidi Primary School are met effectively through SEND support. However, in a small number of cases, where the child has not made expected progress despite this action, the school or parents may consider requesting top up funding and potentially an Education,

Health and Care plan assessment by the Local Authority. School will follow a graduated response towards all EHCP applications.

Where a request for an assessment is made by the school, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including reviews.

Where the evidence submitted suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and therefore may require special educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education, Health and Care Plan assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child's needs and aspirations.



- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes. A local authority must conduct an assessment of Education, Health and Care Plan when it considers that it may be necessary for special educational provision to be made for the child.

If the Local Authority declines to issue an EHC plan, clear reasons for this decision must be provided to both school and parents and they have a right to appeal.

### Annual Review of an EHCP

All EHCPs must be reviewed at least annually. The purpose of the review is to discuss progress towards objectives identified in the plan and to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified. The review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

### Record Keeping

At William Cassidi Primary School, a register of children with special educational needs is kept up to date by the SENDCO.

All interventions are tracked and a copy is kept by the SENDCO to assess impact and appropriate delivery. These records are used by the class teacher, SENCO and Teaching Assistant when reviewing the child's progress and setting the next targets.

Records from outside agencies are kept in the child's SEND file with all other records.

These are kept in a locked cupboard in the Secretary's office or in a secure file on the school computer system.

### Monitoring and Review

A child's progress and re-assessment of his/her needs are monitored termly or more often if necessary. Collaboration between the SENDCO, class teacher, Teaching Assistant and parents is essential to this process. Regular teacher assessment, National

Curriculum Assessments and regular reading assessments help to monitor the child's progress.

The Head Teacher is kept informed of each child's progress by the SENDCO. Parents are informed of their child's progress and are consulted about their views of their child's progress at consultation meetings, but can also request a meeting with the SENDCO and/or Head Teacher at any time.

### Curriculum Access and Inclusion

William Cassidi school is an inclusive school, engendering a sense of community and belonging through its;

- School vision and ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

We endeavour to ensure that every child at William Cassidi C. of E. Aided Primary School, regardless of religion, ethnic origin, gender or ability has access to a broad and balanced curriculum.

### Greater Depth Pupils

Greater depth is defined as "Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum, or in a limited range" (Deborah Eyre).

The DCSF defines gifted and talented children as the "most able 5-10% of pupils. Pupils can be defined as "gifted" - those with ability in the statutory curriculum.

At William Cassidi School we have included "greater depth" in our definition to include the 10-20% of pupils who show ability in one or more areas at a level well above the expected range.

## Aims

- identify more able, gifted and talented pupils in each year group;
- to continue to encourage a high achievement culture throughout the school
- provide opportunities for more able, gifted and talented children to engage in learning and opportunities to help them realise their potential
- develop teacher's skills in planning and delivering a curriculum to meet the needs of these learners.

We follow the Diocesan and Stockton LA guidance to help us to select and plan for our cohort of more able and gifted and talented pupils. We always keep an up to date working knowledge of the latest research informed evidence e.g. The EEF.

## Identification

- test data such as statutory assessments
- observational assessment
- observation, noticing the speed of picking up new concepts

Identification processes are inclusive. Class teachers know their children well and they are in the best position to identify more able, gifted and talented pupils across all areas of the curriculum.

## Monitoring

- Teachers monitor the children's progress continually. Each term teachers are asked to input a teacher assessment judgement based on pupils' current attainment. This termly data drop enables teachers to monitor the progress of pupils. Senior leaders review the data and all children are discussed via pupil progress meetings.

## Provision

The vast majority of provisions for more able, gifted and talented children are made through differentiation, scaffolding and challenges set by class teachers. In Key Stage One, children's

English groups are based on their reading ability. The children are then placed into smaller, targeted groups. Through the assessment process teachers can ensure work is challenging and targeted appropriately.

Clubs have been organised to encourage children's interests, enrichment and skills, these are run during lunch times and after school.

### Criteria for evaluating the success of the policy

The successful operation of the school's SEND policy is measured in relation to:

- a child's progress and attainment;
- a child's access to the National Curriculum;
- their pastoral development - we want every child to flourish

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

- monitoring of classroom practice by the SENDCO, Head Teacher and subject coordinators.
- analysis of pupil assessment results and progress made in school work .
- value added data for pupils on the SEND register.
- monitoring of procedures and practice by the Governors.
- Schools annual profile, which is accessible to parents.
- School Self Evaluation and Development Plan.

### Staff Development and Appraisal

The SENDCO will attend relevant in-service training and Support Group meetings in order to provide support for the rest of the staff.

The SENDCO will also arrange/deliver any training requested by staff or in line with school development priorities linked to SEND.

A programme of training for Teaching Assistants is available from the L.A. and Diocese.

New staff and ECTSs are made aware of the school's SEND policy and procedures by the SENDCO.

### Links with other Agencies, Organisations and Support Services

When further help or guidance is required by staff in order to meet a pupil's special educational need, outside support is sought from the SEND and Engagement Service. All up-to-date information is sought through the Stockton Local offer Page.

Parents are consulted about the involvement of an outside agency and their permission sought before assessment. They are informed of the outcomes of assessment and further action to be taken.

The relevant outside agencies are also invited to the Annual Review of EHCP meeting for a child with an Education and Health Care Plan.

### Partnership with Parents

Parent Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

All parents of children with special educational needs will be treated as partners and will be given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

Parents are consulted about the child's needs as soon as the school has identified that a child has SEND.

Parents' consultation evenings are used to inform parents of their child's progress.

Parents are informed of the purpose of any intervention or programme of action and is welcomed into school for a meeting for this to be explained.

Parents are encouraged to help their child at home. There is an established home/school link with reading diaries.

Parents are welcome to discuss their child's difficulties at any time through daily interaction with staff or via digital contact through E-Schools or the school office.

No outside agency will be involved without the parent's knowledge and consent.

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) is a free, impartial and confidential service which provides advice, information and support on all matters relating to special educational needs and disabilities (SEND) to:

- Parents/ carers of children and young people with SEN or disability
- Young people up to the age of 25 with SEN or a disability

Parents can find information about Stockton's Local Offer at the website can be viewed at [www.stockton.gov.uk/localoffer](http://www.stockton.gov.uk/localoffer)

At William Cassidi parents are encouraged to:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning, wellbeing and provision.
- fulfil their obligations under home school agreements, which set out expectations of both sides.

### The Voice of the Child

Children with special educational needs or disability often have a unique knowledge of their own needs and views about what sort of help they would like to help them make the most of their education.

At William Cassidi C of E Primary School, we encourage pupils to participate in their learning by being involved with reviewing their progress and setting new targets with their teacher on a regular basis.

Children's views are sought and valued as part of the Assess, Plan, Do and Review process. All children at our school are encouraged to contribute to their review by stating beforehand how they feel they have progressed to reach their targets. All pupils are encouraged to attend annual reviews of EHCP to express their opinions and share their success. This is considered a vital and valuable part of the review process.

### Links with other Schools and Transfer Arrangements

The SENDCO and Head Teacher liaise with local secondary schools and pass on information about SEND pupils before their transition to that school. The SENDCO from the relevant secondary school is invited to attend the Y6 Annual Review meeting for pupils with an Education and Health Care Plan. This meeting is held in the Autumn Term of the child's final primary year.

If a child moves to another school, their records will be transferred to their new school within 15 days of the child ceasing to be registered at our school.

When children need more specialised teaching and our school is unable to fully meet their needs and an EHCP has been issued by the L.A., a placement may be required in a more specialised school. If this is a full-time placement, the school will liaise and transfer records. If the placement is part time, we will maintain a close liaison and review the child in consultation with the placement on a termly basis and in line with all guidance for dual registration.

Policy approved by the Governing Body: June 2025  
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