

SEND Policy

St Francis' Catholic Primary School



Approved by FGB on: May 2019

Committee Responsible: Curriculum

Next review due by: May 2020

SPECIAL EDUCATIONAL NEEDS POLICY STATEMENT

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

Rationale

The prime objective of this policy is to meet the personal, social and educational needs of every child in St. Francis'. In the interests of equality of opportunity, we wish to promote the view that each child is unique and that the integration of children with special needs will be an enriching experience for all involved in the school. The school welcomes children with special educational needs in accordance with the criteria specified in our admissions policy.

At St Francis' we believe that each child has individual and unique needs. However, some children require more support than others do. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Some of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short-term needs.

Definition

A child or young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND code of Practice 2014)

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Aims

In particular, we aim to:

- follow the guidelines laid down by North Somerset Authority
- have regard to the Code of Practice on the identification and assessment of special educational needs
- work in partnership with the child, parent/carers, all staff, governors and outside agencies
- recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need
- include the child within the class, wherever and whenever practicable
- enable every child to experience success
- promote individual confidence and a positive attitude
- ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, that demonstrates coherence and progression in learning
- ensure that responsibility held by all staff and Governors for SEND is implemented and maintained

- ensure that Governors, teachers, parents, outside agencies and support staff work together to provide coordinated and continuous support.

Admissions

Pupils with special educational needs will be admitted to St Francis' School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years action or early years action plus. If the school is alerted to the fact that a child may have a difficulty in learning, it will endeavor to collect all relevant information and plan a relevant differentiated curriculum.

Access for Disabled

The school has wheel chair access, toilet provision for wheel chair users and an inclusive curriculum.

Access to the full life of the School

All pupils, whether they have a special educational need or not, will be involved in the full life of the school. Physical adaptations of the environment and modifications of the curriculum will ensure inclusion at St Francis. The modifications may be supervisory ratio e.g. trips or in specialized equipment e.g. lifting hoists etc.

We believe in inclusion in all areas of school life:

- Homework
- Clubs
- Collective worship
- Plays/productions
- Extended provision
- Sport
- Swimming
- Trips
- Playtimes

SEND Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs and Disabilities.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas; many children will have inter-related needs. The areas of need are:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical
- medical.

Identification and Assessment of Children with Special Educational Needs.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- Parents/carer
- Child

- Class teacher assessment
- Any of the support services
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house testing and assessment
- Records of achievement
- Special needs register
- Pupil tracking.

In identifying children who may have special educational needs, we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the expected objectives specified in the National Curriculum
- their performance against the assessment criteria within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. 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 a number of ways:

- closing the attainment gap between the child and their peers
- preventing the attainment gap growing wider
- progress that is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

If a child's progress is inadequate the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum. If there is a concern about progress, we start the SEND process.

The SEND Process

The process:

- encourages the participation of pupils and their families
- integrates the work of education, health and care providers
- follows a cyclical, graduated approach.

The school uses the following graduated approach to respond to children's special educational needs:

1. Placing children on our 'Growing Concerns' list. Where a pupils' attainment or progress is cause for concern, teachers will share their concern with the child's parents and the SENDCo. The quality of teaching and learning these children receive will be monitored

and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

2. Placing children on the school's SEND Provision Map. Where there is concern that 'everyday' quality teaching is not enough to support their needs, there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.

Differentiation

Differentiation means teaching a child in ways and at levels which match their ways of learning. Children make progress at different rates. Class teachers and the SENCo have the responsibility to ensure that there is appropriate provision for adaptation to meet individual children's' needs in liaison with the subject co-ordinator. Early support for children with special educational needs will usually be within the regular classroom routes by means of differentiated tasks and/or adult help. Where appropriate, children may be withdrawn from the classroom, individually or in a group, to work with the Teacher or Learning Support Assistant.

Stages of Intervention

- Should a child make little or no progress, even when teaching approaches are appropriately differentiated, the class teacher will discuss this with the SENDCo and appropriate action will be agreed. This may not necessarily involve additional adult support
- If a child fails to make adequate progress despite the additional support given over the period of two terms the child will move onto an IEP
- If a child is not making progress on an IEP, external advice will be sought by the school
- If a child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we a referral is made to the Local Authority for an Educational Health Care Plan.

Individual Education Plan

An Individual Education Plan will identify specific short-term targets and additional strategies to be employed.

An IEP should be used to plan the interventions for individual pupils. It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

An IEP should focus on up to three or four key individual targets and should include information about:

- the short term targets set for or by the pupil
- 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 IEP is reviewed).

Support from External Services

- Should a child continue to make little or no progress, or be working at a level substantially below that expected of children of a similar age, or have emotional or behavioural difficulties, which substantially and regularly interfere with the child's own

- learning or that of the class group, then the school will seek to gain advice from external profession bodies such as the SSE (Support Service for Education). Parental consent will be sought before discussing names of children with an external agency
- At all times records will be kept to indicate support provided (School Provision Map) and indicate progress made against set targets (school tracking system)
 - If a child demonstrates significant cause for concern, the school may request an Educational Health Care Plan Assessment.

Education Health Care Plans

If, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting, then we would make a referral to the Local Authority. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports. A child will be brought to the LA's attention as possibly requiring an Education Health Care Plan through:

- A request for an assessment by the school
- A request for an assessment by the parent or
- A referral by another agency e.g. health authority, social services.

Monitoring and Reviewing Provision

IEPs will be continually kept under review. However, the success of all IEPs will be evaluated three times a year (Oct,Jan/Feb,July) by the SENDCo.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole.

Governing Body

The school Governing Body has specific responsibility to:

- do its best to ensure that the necessary provision and systems are in place for any child with special educational needs
- ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs
- consult the LEA and the Governing Bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a child with special educational needs joins in the activities of the school, together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, and the efficient education of the children with whom they are educated, and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- publish and update annually an SEND Information Report to Parents.

In doing so, Governors will have regard to the Special Educational Needs and Disabilities Code of Practice and the Disability Code of Practice for schools. The governor designated as having special responsibility for SEND will be invited to meet with the SENDCo three times a year to discuss the school's provision in accordance with our mission statement and current legislation.

Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher monitors the effectiveness of provision for all children including those with special needs within the school.

The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with SEND.

The class teacher has responsibility to:

- identify the Special Educational Needs and Disabilities of individual children in their class
- know which pupils in their class are on the SEND Register and at what stage
- provide equal opportunity of learning for all children in his/her class
- create an atmosphere of trust, encouragement, sensitivity and respect
- provide differentiated work, that allows for challenge and success
- keep records relating to SEND that follow the child through the school, which are clear, accurate and up to date
- work in partnership with parents
- maintain a SEND file for their class reflecting this information for each individual child and copies of all relevant IEPs
- record all pupils on intervention groups, booster groups and 1:1 interventions
- record their base line, intervention and progress made and make this information available to the SENDCo and Head teacher
- write individual IEPs for pupils at School Support and those with an Education Health Care Plan
- ensure that these IEPs are reviewed with the parents and child, at least three times a year
- ensure TAs and LSA's are supporting pupils in their class, as directed.

Teaching Assistants and Learning Support

Under the guidance of the class teacher to:

- carry out activities and learning programmes planned by the class teacher and the SENDCo.
- keep records of this work as requested
- support children in class or by withdrawing individuals and small groups
- attend INSET and courses where appropriate.
- be fully aware of the school's SEND policy.

The Special Educational Needs Co-ordinator

The Special Educational Needs and Disability Co-ordinator is Mrs D. Galey

It is the role of the SENDCo to:

- co-ordinate provision for children with special educational needs
- oversee the day-to-day operation of the school's SEND policy
- keep the school's SEND register up to date
- keep the Head teacher informed of SEND developments
- provide support for teachers and work with TA's and LSA's in drawing up individual education plans
- liaise with parents of children with special educational needs

- attend regular cluster meetings
- attend In-Service training when appropriate and provide feedback to staff.
- identify and assess children with SEND as early as possible
- raise staff awareness of and expertise with SEND through INSET
- provide adequate resourcing for SEND
- meet regularly with the governor responsible for SEND
- liaise with other school SENDCo's, Educational Psychologists, SSE Services, SANDS Team, Inclusion Advisory Team Speech and Language Therapists and other health professionals
 - liaise with class teachers when they are carrying out detailed assessments, completing appropriate referral forms and when applying for Audit Funding
- re- apply for Top Up funding
 - contribute to the in service training of staff
 - ensure arrangements at transfer between classes and between schools are managed as effectively as possible
 - attend local Annual Strategic Conversations (ASC)
 - ensure that Educational Health Care Plans are reviewed
 - meet with parents and careers to discuss proposed interventions, involvement of external agencies and to work in close partnership.

Allocation of Resources

The school allocates funding in the following ways:

- the appointment of Learning Support Assistants
- training for Teachers and Learning Support Assistants so that they can meet children's needs more effectively
- resources.

New educational resources are logged and their effectiveness judged by assessing prior and post intervention. The details of how individual children receive support are recorded the school's provision map and on their Individual Education Plans. The school receives additional funding for some children with severe and complex needs, which is funded via the Audit Funding mechanism. The allocation of these resources is based on an annual audit of need carried out during the Spring Term.

Arrangements for Training and Development of All Staff

It is explicit and implicit in Section 317 Education Act 1996 that Governors and school staff to keep fully informed about developments in special educational needs:

- from September 2000, new SENDCos must undertake national SENDCo training
- teaching and non-teaching staff may, where possible and appropriate, attend SEND and Inclusion training, or visit special schools, or schools with a specific expertise in Inclusion
- the SENDCo will ensure that staff keep up-to-date with developments in Inclusion and SEND through staff meetings and/or in-service days
- particular support will be given to newly qualified teachers and other new members of staff
- the governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENDCo.

Liaison

All staff, together with the Head teacher, will ensure that careful records are kept and transfer documents meticulously completed. When children move to another school, their records will be transferred, by the school, to the next school within 15 days of the child

ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

The SENDCo will co-operate as part of the Newnham SENDCo Cluster Group and liaise as appropriate with pre-school settings/junior schools/secondary schools.

The SENDCo will liaise with other agencies when appropriate to meet the needs of the child; the school may seek advice from specialist advisory teaching services and the SEN Team.

Partnership with Parents (all those with parental responsibility)

“Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them.”

(Special Educational Needs and Disabilities Code of Practice)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child’s needs.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children’s strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

We do this through:

- close teacher/ parent partnership
- transition, welcome and induction of new pupils
- through communication to parents e.g. IEPs meetings and review of IEPs, annual reviews, parents evenings, permission for all referrals, close cooperation with the SENDCo
- seeking parents' views through feedback sessions with the SENDCo, parent questionnaires
- Home School Agreement
- informal written dialogue e.g. homework and reading diaries
- formal and informal conversations
- ensuring that parents are fully involved in any discussions leading up to a school’s decision to make a referral for an Education Health Care Plan.

Parents also have a responsibility to:

- communicate effectively with professionals to support their children’s education
- communicate regularly with their child’s school and alert them to any concerns they have about their child’s learning or provision.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs, which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEND should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Monitoring

We will monitor the success of our SEND provision through:

- plans for meeting the special educational needs in the school will be reviewed annually with the senior management team
- the effectiveness of the SEND provision will be reported to the Governors on an annual basis
- this policy will be reviewed as part of the Governors' rolling programme and must be reviewed at least on an annual basis
- logs of meetings, intervention value added data, attainment data, raise on line data will be shared with the SENDCo, Head and Governors
- An SEND Information Report will be written and updated, informing parents about the SEND provision at St Francis' School.

Evaluating Success

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

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil-tracking data and test results
- value added data for children identified on an IEP
- monitoring of procedures and practice by the SEND Governor
- school's self-evaluation mechanisms
- School Development Plan which is used for monitoring provision in the school
- frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success
- ASP data (Analyse School Performance)
- FFT data (Fischer Family Trust)
- written feedback from support staff where attainment is subjective.

Complaints

Should a parent or carer have a concern about the special provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues, then the SENDCo and class teacher will review the provision map and set up a mediation meeting with the parents. If the concern cannot be satisfactorily dealt with at this stage, parents should put their complaint in writing and it should be brought to the notice of the School's Complaint Officer. Under the SEN and Disability Act 2001, parents may seek advice on resolving disagreements with the LEA and school through an independent mediation service. School will make further information about this process available on request.

This Policy should be read in conjunction with:

- Inclusion and Equality Policy, SEND Information Report for parents Policy for the Able, Gifted and Talented Children, Anti Bullying Policy, Disability and Accessibility Plan, Behaviour Policy and the Equal Opportunities Policy.