



## Special Educational Needs and Disability Policy

### Revised January 2021

**Governor: Mrs. Helen Webb**

**SENCO: Hannah Griffiths**

**To be read in conjunction with the school's SEND information report**

**Date to be reviewed: January 2022**

#### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEND Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework
- Safeguarding Policy and KCSIE 2020
- Accessibility Plan
- Teachers' Standards

All the teachers in Saint Francis Catholic Primary School are teachers of children with Special Educational Needs. We have the highest aspirations and expectations for all children, including those with special educational needs. High quality first teaching, differentiated for individual children is always seen as the first step in responding to those who may have SEND.

Teachers plan to meet the specific needs of individuals and groups of children. They set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements may arise as a consequence of a child having Special Educational Needs. Provision is made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities, and to meet their potential as learners.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Educational inclusion is concerned with the participation, on an equal basis, of all pupils in education regardless of age, gender, ethnicity, background and attainment, including special needs or disability. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

We aim to provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs or a Disability and try to ensure full curriculum entitlement and access. We are committed to maximum inclusion commensurate with meeting individual needs. With the efficient use of resources, we aim to provide the highest quality of education for all pupils. To support these aims, the following structures, procedures and systems are in place.

### **OBJECTIVES**

1. To establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. To respond to learners in ways which take account of their varied needs and life experiences.
3. To identify a child's special educational needs at the earliest point and make effective provision.
4. To enable parents to participate as fully as possible in decision making about their child and provide them with information and support necessary to enable this.
5. To support all children to participate in discussions, express their views and be fully involved in decisions which affect them (age appropriate), encouraging them to become increasingly effective self-advocates.
6. To work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
7. To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching assistants or specialist staff.
8. To provide targeted support, advice and training for all staff working with children with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all children.
9. Ensure the school has in place a qualified or suitably experienced Special Educational Needs Coordinator who has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC (Education Health and Care) plans.
10. To ensure that all children receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.
11. To ensure that children and young people with SEND are able to engage fully in activities alongside children who do not have SEND.
12. To ensure that where necessary, pupils with SEND have access to effective evidence based targeted support.
13. Any such personalised support will be closely monitored and its impact on pupil progress and overcoming barriers evaluated.

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions. The school will do this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEND information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.
- Teachers' meeting with parents to discuss concerns regarding a child's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- The SENCo being available for a meeting by appointment through the school office.
- Support and guide parents in ways that they can help their child's learning and development at

home.

- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents of children with SEND when reviewing the school's SEND Information Report and SEND policy. A paper copy will be made available to parents on request.
- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.

### **ADMISSIONS ARRANGEMENTS**

We will follow the agreed inclusive Admissions Policy of the school. If parents of a pupil with an EHCP wish to have their child educated at Saint Francis, we will do our best to accommodate their wishes and take all reasonable steps to provide effective educational provision.

### **IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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.

This provision is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age; however, for other children and young people, difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of *all* children. Class teachers will assess each child's skills and levels of attainment on entry, building on information from previous years. Class teachers make regular assessments of progress for all children identifying in particular where children are making less than expected progress given their age and individual circumstances. Where a child's progress is causing concern, this may 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 after specific targeted support
- widens the attainment gap

It can also include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

### **BROAD AREAS OF NEED AS OUTLINED IN THE SEND CODE OF PRACTICE (2014)**

These four broad areas give an overview of the range of needs that the school plans for and not to fit a child into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a child

into a category. In our school, the needs of the *whole* child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

The class teachers identify a pupil's Special Educational Needs and consulting our SENCO, gather information and take initial action to address those needs. There is discussion with parents at this stage to alert them to our concerns and to consider their views about their child's needs.

All needs of the children are addressed within the School where possible. Children with an existing identifiable Special Needs or Disability will be placed on the Special Needs Record and monitored with regard to the SEND Code of Practice 2014.

Pupils who fail to make progress despite a period of additional targeted support may also be placed, with parental consent, on the SEND Record. In this way the school complies with the SEND Code of Practice which describes a 'graduated response' to the identification of special educational needs.

### **THE GRADUATED APPROACH TO SEND SUPPORT - Identification and Assessment of SEND**

Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all children in our school. The school has a rigorous and regular system, through termly data input, pupil progress meetings and class teacher monitoring, to identify where a child is not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching and appropriate differentiation aimed at closing the gap or raising attainment. The class teacher, in conjunction with the SENCo will also talk with parents to ensure there is a shared understanding of the child's needs and gain parental perspective on any areas of strength and emerging barriers to learning.

Where a child's needs are persistent, the class teacher will complete an initial concerns record and arrange to meet with the SENCo. At this meeting, the need for additional assessments will be discussed. The parents and child's views will be sought as part of this process. A decision will then be made to decide if different and additional provision is required to meet the child's needs. Appropriate staff along with the SENCo will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEND record at **SEN Support** i.e. the support available in school for children and young people who have special educational needs but do not have Education, Health and Care plans.

### **PLANNING AND IMPLEMENTING SEN SUPPORT**

The school values highly and responds positively to parents' views. Partnership with parents plays a key role in promoting a culture of cooperation between parents, School, LA and other outside services and advisers. If parents wish to take up any issues with the school, they are welcome to discuss their concerns with the Class Teacher, the SENCO or the Head Teacher. At Saint Francis Catholic Primary School we focus on the strengths and interests of a child, not on what they can't do.

Working together, the SENCo, child's teachers, parents and child will discuss the type of SEND Support needed to meet the outcomes identified for the child. This will be delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a child may be receiving support from a learning support assistant. This SEND support will take the form of a four part graduated cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

In exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties, that with multi-professional advice and parental agreement, a move to Statutory Assessment is necessary immediately. An Education, Health and Care Plan coordinates the support for children and young people and focuses on desired outcomes including, as they get older, preparation for adulthood.

### **REVIEWING SEN SUPPORT**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed at least once each term. The review process, led by the class teacher/SENCo, will include an evaluation of the impact and quality of the support and intervention and the views of the child and their parents. This review will then feed back into the analysis of the child's needs. The class teacher/SENCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

The school may request specialist involvement for advice regarding early identification and effective support for any child. The school will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the child's teacher and in appropriate cases, the child them self. It is the SENCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the child.

### **EXTERNAL SUPPORT**

The school has a named school nurse, within the District Health Authority to whom references are made in accordance with the Graduated Approach for assessment. Similarly, contact is made with the Social Services Department and Education Welfare Service as appropriate. We also work with the following services provided centrally by the Local Authority and the Health Authority, when applicable:

- Educational Psychology Service
- Educational Welfare Officer
- Specialist Teaching Service: Hearing Impairment Team, Visual Impairment Team, Autism Outreach Team, Learning Support Team, SEND Early Years Inclusion Team, Student Support Service
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Birch Wood School Outreach Support
- Oakfield School
- Supporting Leicestershire Families
- Children's Centres
- MENPHYS
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)

In some cases, there is a charge for accessing specialist agency support, funding for which comes from the school's notional SEND budget and will be monitored by the head teacher and SENCo. Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist named.

### **REMOVING PUPILS FROM THE SEND RECORD**

In consultation with parents, a child will be considered for removal from the SEND register where he/she has made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and additional SEND provision is no longer required to ensure this progress is sustained.

### **STAFFING**

Mrs. Griffiths is the SENCO and in conjunction with the Head Teacher has the following responsibilities:

- The day to day operation of the school's Special Educational Needs and Disability policy.
- Advising and supporting class teachers and teaching assistants
- Taking the lead in managing provision for pupils during School based support
- Updating and overseeing the Provision Map outlining support and interventions
- Updating and overseeing the records of all pupils with Special Educational Needs.
- Working with parents of pupils who have special educational needs or a disability.
- Liaising with external agencies including a Designated Teacher where a looked after pupil has SEND, the Educational Psychologists, early years providers, medical and social services and voluntary bodies, potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Working with the Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Special Educational Needs issues are discussed at Pupil Progress Meetings with the Headteacher, SENCO and class teacher, Senior Leadership Team Meetings (SLT), formal and informal staff meetings when appropriate. All staff are responsible for their pupils with Special Educational Needs whether or not an Education, Health and Care Plan is in place.

**Contacting the SENCo** If you wish to speak to Mrs. Griffiths, please phone the school 01664 562891

### **GOVERNING BODY AND HEAD TEACHER**

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. Helen Webb is the nominated governor for Special Educational Needs.

The head teacher, SENCO and Governing Body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil

premium. The head teacher, SENCO and governing body monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The Head teacher will ensure that the SENCO has sufficient time and resources to carry out her functions. This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

### **THE LA SEND SUPPORT PLAN AND EDUCATION HEALTH AND CARE PLAN (EHCP) PROCESS**

Where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, will consider requesting an LA SEN Support Plan or EHC plan from the Local Authority. Very few children at SEN Support will require an LA SEN Support Plan. To inform this decision, the SENCO will have close regard to the Local Authority's criteria for funding through an LA SEN Support Plan or for an EHC Plan. This can be found on the Leicestershire Local Offer web site along with information on the EHC plan integrated assessment process. This will be shared in full with parents to ensure they are confident and clear about what the process and how they will be involved in it.

Link to Leicestershire Local Offer: [http://www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions or disability may also have a special educational need (SEND) and may EHC plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Please see Administration of Medicines Policy.

### **MONITORING AND EVALUATION OF SEND**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEND, learning walks, work scrutiny, and observation. The SEND Governor also monitors the achievement of pupils with SEND as part of the Governing body's duty to monitor the effectiveness of the school's SEND Policy in practice.

### **TRAINING**

In order to maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff on taking up a post are made aware of the school's SEND policy. New teachers will meet with the SENCO who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

### **FUNDING AND ALLOCATION OF RESOURCES**

The school's budget is used to make general provision for all pupils in the school including pupils with SEND. Schools also receive money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'. The amount is based on a formula agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEND costs more than the notional budget, it can apply to the LA for top-up funding to meet the cost of that provision. Where the LA agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the LA. Schools will be expected to use this funding to make provision for that individual pupil. The school may use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address

the needs of these pupils and enhance learning and achievement.

### **DEALING WITH CONCERNS AND COMPLAINTS**

The school is committed to working in close partnership with all members of the school community and places great value on the role which parents can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. The School acknowledges the difference between a concern and a complaint and the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible. The School's Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.