



St Francis Catholic Primary School

# **SEND**

## **(Special Educational Needs and Disability)**

# **Policy**

SEND Policy 2023-24  
LGB Approval  
Ratified: November 2022  
Amended: November 2023  
Next Review: November 2024

## **St Francis Catholic Primary School**

### **SEND (Special Educational Needs and Disabilities) Policy**

#### **1) Introduction**

As a Catholic school, we value and respect every person as an individual, always remembering our school mission to "Recognise Christ in Everyone." St Francis Catholic Primary School 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 (paragraphs xiii to xvi):

#### **2) Legal framework:**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to, but not limited to, the following:

- Children and Families Act 2014
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 2002
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The Early Years Foundation Stage Curriculum
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Teacher Standards 2012

This policy also has due regards to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2016) 'Keeping children safe in education' (updated 2023)
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

This policy should be read in conjunction with the following school documents and policies:

- Accessibility Plan
- Single Equality Policy
- Teaching and Learning Policy

- Anti-Bullying Policy
- Looked After Children Policy
- The school's Local Offer, which can be found on the school and local authority website.

### **3) Definitions of Special Educational Needs and Disabilities**

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

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.

Although the needs of children and young people often cross more than one 'area of need', the COP uses four main categories of need. (For detail see appendix 1)

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We also consider the following which may impact on progress and attainment of individual pupils but do not consider them SEND.

- Attendance and punctuality.
- Health and Welfare.
- EAL. (English as an additional language)
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/woman.

The school has clearly set out admissions criteria based on the faith of a pupil and whether they have siblings attending the school. If a pupil has a Statement of Special Educational Needs or an Education, Health and Care (EHC) Plan, 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 Board, will consider whether the school can meet all the specific needs of the pupil.

The SENCO at St Francis Catholic Primary School is Mr C. Whatley who can be contacted at: [c.whatley@stfrancisprimary.org](mailto:c.whatley@stfrancisprimary.org).

#### **4) Policy Objectives**

At St Francis we believe 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. The main objectives of the SEND policy and SEND provision are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To work within the guidance provided in the SEND Code Of Practice (COP), 2014.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To enable pupils to have their voice heard.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have had access to training and advice to support quality teaching and learning for all pupils.
- To clarify the roles and responsibilities of staff and Governors.

- To communicate with the Governing Body to enable them to fulfil their monitoring role.

## **5) Roles and Responsibilities**

### **The Governing Board**

In co-operation with the Head teacher, the Local Governing Board determines the school's general policy and approach to provision for children with SEND and maintains a general oversight of the attainment of children receiving SEND support.

In co-operation with the Headteacher, the Local Governing Board establishes the appropriate staffing and funding arrangements for SEND provision.

### **The Headteacher**

The Headteacher is responsible for day to day management to ensure provision for children with SEND is as described in the SEND policy.

The Headteacher, working with the SENDCo, keeps the Local Governing Board informed of developments in SEND provision.

### **The SENCO**

- is responsible for the day-to-day operation of the school's SEND policy;
- ensures support plans are in place;
- keep records on pupils with SEND, maintaining files containing current plans and cumulative information such as specialist reports, past interventions and reviews;
- keeps track of the number of pupils at different stages of SEND;
- is responsible for ensuring staff are properly trained for their role in SEND provision;
- liaises with appropriate professionals, including the educational psychology service and other support agencies, medical services and voluntary bodies.
- Liaises regularly with class teachers to monitor the progress of children with SEND.

### **Class Teachers**

- are responsible for delivering excellent teaching to ALL pupils;

- are responsible for the outcomes of all pupils in their class, including those pupils who have SEND. They give equal attention to all pupils who may need support with their learning. They ensure any support, such as that from a teaching assistant or learning support assistant, is in addition to, and in no way replaces, the attention pupils receive from their class teacher;
- are familiar with the SEND Code of Practice;
- are responsible for using the proper procedures for identifying, assessing and making provision for pupils with SEND. They desire aspirational outcomes for all pupils with SEND. The targets and strategies for pupils are developed with parents and are written in the pupil's support plan. A copy of this plan is available to all professionals that work with the pupil;
- are responsible for informing the SENCO and discussing with parents any pupils they identify as requiring support;

### **Teaching Assistants/Learning Support Assistants (LSA)**

TAs/LSAs may support one pupil with a Statement of SEND or EHC plan and may also support a target group within a class. They:

- liaise regularly with the class teacher and outside specialists;
- If the LSA is supporting a pupil with an EHC plan or Statement of SEND, s/he will work according to the strategies recommended on it and the pupil's support plan. This may be individual support, group work or whole class support. It may also involve monitoring and recording the pupil's progress in an agreed way.
- TAs/LSAs also have responsibility for ongoing assessments in partnership with the class teacher and the SENCO.

## **6) Facilities which increase access to the School and its Curriculum**

*This section should be read in conjunction with the school's Accessibility Plan and Single Equality Policy.*

- Differentiated learning from all areas of the curriculum is further facilitated by learning support teachers and learning support assistants;
- Physical access is enhanced by a ramp to the front of the school and two ramps leading into the temporary classrooms, wide doorways and the generally spare and open-plan style of the school (somewhat limited due to RACC);
- There are two toilets accessible to those who have physical needs.

## **7) Identification, Assessment AND Provision**

### **Identification and Assessment**

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 Diocese, Local Educational Authority and as outlined in the 2014 SEND Code of Practice.

The school measures ALL pupil's progress by:

- analysing class 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) –Assertive Mentoring

### **Graduated approach:**

At St Francis, we follow an 'assess, plan, do, review cycle' in the following way. We ensure that parents are consulted and informed at every stage and, where appropriate, pupil's opinions are considered through this cycle.

1. Children's attainment is monitored at the end of every term in line with the school's assessment policy. Children whose attainment falls significantly behind their age related expectations, are monitored for a term. At this point class teachers are aware that there is a potential barrier to their learning and differentiated lessons take into account their particular needs.
2. If after a term of monitoring the children, their attainment gap widens, they will then require an Individual Education Plan (IEP) and will be placed on the school SEND register. The IEP will be written to address the barrier to the child's learning and to help the child narrow the gaps in their attainment in a subject area. If the gap stays the same but the child has made progress, s/he would remain on the IEP list. This will be monitored and reviewed regularly, and at least 3 times a year.
3. Should the children not narrow the gaps in their attainment after a further term of targeted support, then the class teacher and SENCO will consider using outside agencies to bring advice and strategies which could help the child overcome their learning barriers. Outside agencies could be one or more of the following: Education Psychologist (EPs), Occupational Therapy(OT), Speech and Language Therapy (SLT), Physio Therapy(PT), Children and Adolescent Mental Health Service (CAMHS), Social, Emotional and Mental Health outreach (SEMH) or SHINE autism Services.
4. If, after following 2 terms of intervention the needs of the child cannot be met by the resources available within school, then the SENCO may apply for an Education Health and Care assessment (EHC). This will help all the professionals come together and make any judgement that can possibly supply school with the necessary support to help the child overcome their barrier to learning. It is important to note that an EHC assessment can be requested by parents/carers if they feel that school is not meeting the needs of their child. Independent advice can be sought from The Special Educational Needs and Disabilities Advisory Service (SENDIASS). This organisation can offer free and impartial advice. You can also speak to the school SENDCo for further advice and this is a good place to start.

5. If the child makes progress in their attainment and narrows the gaps at any point in the school's graduated approach of Assess, Plan, Do and Review cycle, they can be removed from the school's SEND register. They would then return to the class teacher's aware list, to continue to work towards narrowing their attainment gaps and eventually be removed from the class teacher's aware list.

### **Allocation of Resources**

In addition to the resources that all pupils utilise, there are special resources for SEND provision at the school:

- Learning Support Assistants who provide significant individualised support to pupils;
- Emotional Literacy Support Assistants (ELSA)
- Mathematics intervention programmes
- Personalised resources, e.g. Visual timetables, Incredible 5 Point charts
- Sensory Diet: Sensory garden in EYFS, Sensory circuits (Not currently available due to RACC. Hopefully available from January 2024), sensory break boxes, weighted pads etc.
- Resources to aid learning and attention: timers, talking tins, wobbly cushions, mini checklists, pencil grips etc.

### **Access to the Curriculum**

The SEND support that pupils receive ensures that they have access to all aspects of the National Curriculum. Where necessary, learning is tailored to meet individual needs.

Class teachers make provision for all pupils in their planning and ensure a variety of pupil groupings for learning and working in the classroom.

## **8) Partnership Beyond the School & Staff Training Information**

### **Working with 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.

The school publishes its School Offer as part of RBWM Local Offer on the school website in line with the requirements of the 2014 Code of Practice. Parents can also access information from the school.

There are many opportunities for parents to meet teachers, to build relationships and exchange information, including coffee mornings. Throughout the year, there are two parents' evenings and a 'Meet the Teacher' each September, as well as an annual report. Additional meetings are organised as necessary.

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

- The parent should approach their child's class teacher to make a mutually convenient time to meet to discuss the grievance. The desired outcome is to reassure the parent if necessary and also to devise a plan to move forward with their child's learning and development. The SENCO will also attend the meeting if required.

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

### **Staff Development & Training**

Teaching assistants have SEND training both from senior leaders as well as external providers and are familiar with the SEND policy. The SENCO attends courses and meetings to discuss policy and practice that take place, on a regular basis. The SENDCo is currently undertaking DfE led Mental Health training as the school's lead for Mental Health.

## **9) Deployment of teachers, facilities and educational support services outside the school**

### **The Education Psychology Service**

The Educational Psychologist visits the school to:

- Observe pupils and undertake individual assessments;
- Listen to and guide teachers and parents in the best possible ways to support a pupil

both in class and at home;

- Support, guide and advise the SENCO and Headteacher.

Work is carried out according to the needs and priorities of the school through collaborative work with teachers. Consultation takes place with the class teacher, parents and SENCO.

## **10) Links with other Schools**

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 and SENCO to the previous setting is arranged. Transition work is undertaken to support the new pupil in transferring to the school.

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. For Year 6 pupils receiving SEND support, the SENCO liaises with the relevant staff and where possible invites them to the pupil's final annual review meeting to ensure successful transition to secondary school. Contact is maintained throughout the autumn term to support the pupil's ongoing transition, particularly for pupils with an EHCP.

**Chris Whatley: SENDCO**

**January 2023**

## Appendix 1: Areas of Needs

The Code Of Practice, 2014 describes 4 broad categories of need. These four areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the whole child not just their SEND.

The 4 areas of need are:

### **1) Communication and Interaction**

- SLCN (Speech, Language and Communication Needs)
- Autism

### **2) Cognition and Learning** (when children learn at a slower pace than their peers, even with appropriate differentiation)

- MLD (Moderate Learning Difficulty)
- SLD (Severe Learning Difficulty)
- PMLD (Profound and Multiple Learning Difficulties)
- SpLD (Specific Learning Difficulties- e.g. Dyslexia, Dyspraxia, Dyscalculia)

### **3) Social, Emotional and Mental Health Difficulties**

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit and Hyperactivity Disorder)
- Attachment Disorder
- A wide range of difficulties may manifest themselves in many ways. They may reflect underlying mental health conditions such as anxiety, depression eating disorders etc.

### **4) Sensory and/or Physical Needs**

- Vision Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

## Appendix 2: Graduated approach:

