

St Francis Catholic Primary School

POLICY for

SPECIAL EDUCATIONAL NEEDS and DISABILITY

[SEND]

Mission Statement

St Francis Catholic Primary School exists to help the parents of this area to bring up their children in the Catholic Faith in the context of a good education. It is central to our mission that every child matters as a unique gift from God. As a Christian community we aim to develop the whole child within an ethos of faith, love, care and respect.

Our mission is to provide high quality:

- *Catholic teaching and learning*
- *Catholic worship*
- *Education delivered by inspirational staff*
- *Opportunities that encourage all to become independent and responsible*

The school is commissioned to do this by the Trustees of the Catholic Archdiocese of Southwark in the parish of Peckham in partnership with the Local Authority, Southwark.

Pupils with Special Educational Needs and Disability [SEND]

Rationale

The Special Educational Needs and Disability Policy at St Francis Primary School has been reviewed in light of the new Code of Practice 2014, effective from Autumn 2014. The new policy highlights and takes account of the changes made in the new code of practice, most noticeably of the SEN and Disability Act of 2005 and Equality Act 2010.

Objectives & Aims of the Policy

The Governing Body, Head Teachers, SENCO and members of teaching and support staff of St Francis School, believe that all children are “..entitled to an education that enables them to make progress so that they achieve their best..”, participate fully in the life of the school and “...become confident individuals, living fulfilling lives..”. We aim to provide a whole-school approach to Special Education Needs which focuses on the identification, provision, inclusion and strategies for dealing with children with SEND in our School. The goals we set are the same for every child in the school but we acknowledge that the level of support needed in order to progress towards those goals will vary greatly between individuals. In order that we can provide each pupil with the appropriate support, we aim to:

- ✓ *ensure that children with SEND get the support they need, and engage in the activities of the school alongside pupils who do not have SEND*
- ✓ *inform parents when we are making special educational provision for their child*
- ✓ *build an informed and mutually supportive partnership with parents by involving them fully in the provision appropriate to the needs of their child.*
- ✓ *gather information to identify and assess the needs of individual children as early as possible.*
- ✓ *provide each child identified as having a specific need and requiring additional support, that is over and above quality first teaching and differentiation, with an IEP-Individual Education Plan, or Delivery and Review Plan or Child Provision Plan (CPP).*
- ✓ *work in a way that acknowledges and rewards a child's strengths and achievements as well as addressing areas of concern.*
- ✓ *encourage a team approach to special educational needs that involves all teaching and support staff in developing a range of teaching strategies and resources.*
- ✓ *enlist advice from external agencies to respond as fully as possible to the needs of the individual children, whether it is in the nature of: communication and interaction, cognition and learning, social, mental and emotional health, Sensory and/or physical*
- ✓ *prepare a SEND information report, publish our arrangements and the admission of children with SEND, the steps we are taking to prevent discrimination against children with disability and the facilities we provide to enable access to the school.*
- ✓ *promote disability equality and make reasonable adjustments, including providing thoughtful supplementary support and/services for children with disability to prevent them being put at a substantial disadvantage*
- ✓ *appoint a member of the governing body or a sub-committee to oversee the school's arrangements for SEN and disability.*
- ✓ *review expertise and resources used to address SEND which can be used to build the quality of whole-school provision as part of our approach to school improvement.*
- ✓ *ensure that the quality of teaching for pupils with SEND, and the progress made by pupils, are a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.*
- ✓ *ensure that the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.*
- ✓ *ensure that children, parents and young people are actively involved in decision-making (where possible) of their special educational needs and disability.*
- ✓ *collaborate with other local education providers to explore how different needs can be met most effectively.*

The Legal Framework

[adapted from New Code of Practice 2014: Section 6 – Schools]

What is Special Educational Needs & Disability? [SEND]

The terms ‘special educational needs’ and ‘disability’ have legal definitions. These can be found in the New Code of Practice 2014, paragraphs xiii – xxiii of the Introduction to the 0-25 SEND, which defines that:

“.....A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely **provision different from or additional to** that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable;

Schools should assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.....”.

Disabilities

“.....Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes, for example, Sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **must** make reasonable adjustments (see Glossary), including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as ‘anticipatory’ – people also need to think in advance about what disabled children and young people might need.....”.

In the summary for parents, the new Code of Practice simplifies that:

“....Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

If your child’s first language is not English, does that mean they have a learning difficulty? The law says that children and young people do not have learning difficulties just because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.

Many children and young people will have SEND of some kind at some time during their education. Early years providers (for example, nurseries or child minders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training.....”.

“.....Children and young people with SEND may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice 2014 set out four broad areas of SEND. Some children and young people may have SEND that covers more than one of these areas:

Communicating and interacting – for example, where children have speech, language and communication difficulties, (SLCN), which make it difficult for them to make sense of language or to understand how to

communicate effectively and appropriately with others. “...This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others....”.

Cognition and learning – *for example, where children learn at a slower pace than others their age, even with appropriate differentiation; they have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or numeracy.*

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – *for example, where children have difficulty in managing their relationships with other people, are withdrawn or isolated, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing. These challenging, disruptive or disturbing behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder [ADD], attention deficit hyperactive disorder [ADHD], or attachment disorder [AD].*

Schools and colleges should have clear processes to support children, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs – *for example, children with visual impairment (VI), and/or hearing impairments,(HI) or a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

Children with multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or support. They have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 of the New Code of Practice for a link). These difficulties can be age related and may fluctuate over time.

Access to our School:

Our school is a two-form entry school – this means we have two classes in each year group, apart from a part-time Nursery with 26 places. The school building is modern and is situated on a pleasant, well cared for site next to the Parish church. The area is well serviced by public transport and we have some parking facilities around the school. Access to the school is at ground level. We are wheel-chair accessible and have toilets for people with disabilities. We endeavour to supply equipment and make sure adaptations are put in place to support each child's individual needs. The external doors throughout the school have been modified, for example, there are ramps at the external entrances of the halls at Key Stages 1 and 2; there is a ramp in the playground to access the classrooms on the ground, and a further indoor ramp to access the ICT suite from the Key Stage 2 hall. One classroom in each year group in the Foundation Stage and in Key Stage 1 have ramp access. We have wide corridors inside the building and access to a lift to transport physically disabled pupils to the upper floor to enable them to move together with their class when they reach year 5 and year 6.

Admission Arrangements: *See attached sheet for admission.*

The School's Principles and Objectives for Management of Special Educational Needs

<i>The Responsible Persons: [Head Teachers]</i>	-	<i>Mrs R Atkinson & Mrs C Molloy</i>
<i>SENCO/Inclusion Manager [Special Educational Needs & EMA]</i>	-	<i>Ms J Moronkeji</i>
<i>Designated Governor with Responsibility for Special Educational Needs</i>	-	<i>Mrs B Rodger</i>
<i>Designated Persons responsible for making Referrals of Suspected Child Abuse</i>	-	<i>Mrs R Atkinson and Mrs C Molloy [Head Teachers]</i>
<i>Deputy Designated Persons for Suspected Child Abuse & Children Looked After</i>	-	<i>Ms J Moronkeji - [Inclusion Manager] Miss R Esau - [Assistant Head] Miss C Gillespie - [Assistant Head]</i>
<i>Learning Mentor</i>	-	<i>Ms B Bowen</i>

Outside Agencies involved with the School's Special Educational Needs

<i>Advisory Service and SEND</i>	-	<i>Satellite Class [specialist teaching support]</i>
<i>Behaviour & Autism Support</i>	-	<i>School Nurse</i>
<i>Cherry Garden support (for global delay)</i>	-	<i>Social Services</i>
<i>Child & Adolescent Mental Health Service[CAHMS]</i>	-	<i>Speech & Language Therapy</i>
<i>Educational Psychology</i>	-	<i>Sumner House</i>
<i>Educational Welfare Service</i>	-	<i>Visual Impairment Service</i>
<i>Health Services</i>		
<i>Hearing Impairment Service</i>		
<i>Inclusion and Monitoring Team (Southwark)</i>		
<i>Occupational Therapy</i>		
<i>Physiotherapy Service</i>		

Specialist Support available in the School - Curriculum Post holders:

There is a close liaison between members of staff, and the curriculum post holders, who are keen to support colleagues with advice and suggestions for teaching resources and strategies that will more easily enable children with special educational needs to access their curriculum.

- *English Co-ordinators* : *Mrs D Newell & Miss K Finbow*
- *Maths Co-ordinator* : *Miss S Miguez-Jorge*
- *Science Co-ordinator* : *Miss P Banton*
- *Computing Co-ordinator & Assistant Head* : *Miss R Esau*
- *R.E. & Assessment Co-ordinator* : *Miss McAleer*

Arrangements for Co-ordinator Provision for Pupils with Special Educational Needs and Disabilities

The Governing Body

The Governing Body of the school has statutory duties towards pupils with special educational needs and disability, making sure that the necessary support is made for any child who attends the school who has SEND.

The Governing Body, together with the Responsible Person[s], determine the school's general policy and approach to provision for children with SEND, developing appropriate level of staffing, funding arrangements and maintaining a general oversight of the school's work in this area.

The Governing Body has appointed a Governor to take a specific interest in special educational needs provision throughout the school. Governing Body must ensure that there is a qualified teacher designated as SENCO for the school.

The Governing Body is responsible for monitoring the effectiveness of SEND provision in the school.

The Responsible Person:

The Head teachers have been designated the role of "Responsible Person". The responsible person must be informed by the local authority when it considers that a pupil at the school has special educational needs and/or disabilities. The Head teachers :

- *are responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEND.*
- *must be informed by the local authority when it considers that a pupil at the school has special educational needs.*
- *must communicate with the other school when a child transfers to ensure that sufficient information is gathered about the child's special education needs.*
- *will give responsibility to the SENCO and class teachers but are still responsible for ensuring that the needs of children with SEND are met. The SENCO has an important role to play with the head teachers and the governing body in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.*
- *must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND*
- *in consultation with the School Governing Body, decide the budget for SEN provision from the school's SEN funding, to support the learning of children with SEND, based on needs.*

- *must ensure that all those involved in teaching the child are fully aware of his or her special educational needs.*
- *discuss the effectiveness of the school's current interventions and provisions with the SENCO and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.*
- *must regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.*
- *deal with any compliments and complaints that parents may have about the work we do for their children.*

The SENCO

The SENCO must be a qualified teacher working at the school.

The SENCO has an important role to play with the head teachers and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENCO should ensure that the school keeps the records of all pupils with SEND up to date.

The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The role of the SENCO/Inclusion Manager

Our school has a qualified teacher - SENCO/Inclusion Manager, who is responsible for:

- ✓ *overseeing the day-to-day operation of the school's SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.*
- ✓ *co-ordinating provision for children with SEND*
- ✓ *overseeing the interventions and evaluations completed by all staff*
- ✓ *appraising the teaching assistants*
- ✓ *ensuring that the school keeps the records of all pupils with SEND up to date*
- ✓ *maintaining records for SEND children and passing them on when pupils leave*
- ✓ *liaising with the relevant Designated Teacher where a looked after pupil has SEND*
- ✓ *advising on the graduated approach to providing SEND support - [Assessing, Planning, Practising and Reviewing].*
- ✓ *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- ✓ *liaising with parents of pupils with SEND*
- ✓ *liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*
- ✓ *being a key point of contact with external agencies, especially the local authority and its support services*
- ✓ *liaising with and seeking advice from the external agencies as listed on page 5 above.*

- ✓ *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- ✓ *working with the head teachers and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- ✓ *Providing professional guidance to colleagues, working closely with staff, parents and other agencies.*
- ✓ *supporting class teachers in early identification and assessment of a child's special educational needs;*
- ✓ *reviewing and contributing to the in-service training of teaching and support staff as set out in the School Improvement Plan*
- ✓ *cross phase liaison with external Inclusion Managers for transition eg. nurseries and year 7*
- ✓ *undergoing and keeping up to date with SEN training/courses to enhance knowledge, understanding and skills at CPD levels.*
- ✓ *reviewing and updating the SEND policy in consultation with staff and governors*
- ✓ *developing, deploying and coordinating effective SEN provision through a provision mapping system*
- ✓ *Monitoring and supporting the Learning Support Assistants, providing feedback, organising training to enhance effective and progressive support for the SEND children.*
- ✓ *developing the understanding of Assessment for Learning [AfL] among Learning Support Assistants [LSA] to enable them to plan and assess the learning of SEN children more effectively.*
- ✓ *tracking the progress made by SEND children.*
- ✓ *Working closely with the School Nurse to organise and address medical needs, where appropriate.*
- ✓ *working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*

The Class Teacher

All staff use quality first teaching to engage and support the learning of all children with a strong focus on pupil participation in learning. SEN is viewed as a whole school approach. To achieve this, all teachers work closely with teaching assistants, learning support assistants, the inclusion manager and the Senior Leadership Team. The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. The Class teacher should be confident in the operation of the school's procedure for early identification and assessment of a child's special educational needs. With support and interaction from outside agency specialists, the class teacher is responsible for the delivery of appropriate programmes, which are matched to the individual's need. The Class Teacher is responsible and accountable for:

- ✓ *High quality first teaching, differentiated for individual pupils. This is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.*
- ✓ *Differentiating in their planning and provision for all children, including children with SEND - the progress and development of every child in their class, including identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and informing the Inclusion manager as necessary.*
- ✓ *Writing the child's Individual Educational Plan (IEP) or a Delivery and Review Plan at least once each term. These are also used to inform planning for the next term.*
- ✓ *Ensuring that all staff working with a SEND child in the school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.*
- ✓ *Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach, including pupils with SEND.*
- ✓ *Pupils who have access support from teaching assistants or specialist staff.*
- ✓ *Gathering initial information when identifying and assessing if a child has SEND*

- ✓ *Meeting with and directing the support staff [TAs & LSAs] on the work or activities they will do with an individual child or groups of children.*
- ✓ *Attending Team Around the Child/Family meetings, Annual Review meetings for children with an EHC Plan*
- ✓ *Regular communication, as appropriate, with parents/carers through a range of methods [eg. meeting parents before or after school, phone calls, emails, communication books etc].*
- ✓ *Working with the Inclusion Manager and other members of staff and external professionals, where necessary, to make the best provision for children with SEND.*

Inclusion

As a school, we aim to ensure that all children feel that they are a valued part of our school community. We aim to offer an inclusive ethos, embedded in a broad and balanced curriculum for all our children irrespective of their abilities or needs. This, we aim to achieve by removing barriers to learning and participation through the provision of adult support, resources and a differentiated curriculum, suitable to the needs of the individual child. This includes children with behavioural difficulties, co-ordination difficulties and language problems. Support for SEND children will have a balance of individual / group working, in-class support and/or support out of class, following specialists designed programmes, on-going class work and/or other identified needs activities. At all times the pupil's IEP targets and/or targets from specialists will be central to their learning.

Access to a specialist teacher, for children requiring specialised support, who may or may not have an EHC Plan, may be provided on school site or attended at a specialist unit, for example, for further dyslexia support/ assessment, behaviour, hearing or visual etc.

Child Protection

The physical and emotional well-being of every child is the responsibility shared by the whole school and parish community. All staff, teaching and non-teaching, have a duty to be alert to any signs that a child may be suffering abuse or neglect. Designated Persons, Deputy Designated Persons, and a Governor with responsibility for Child Protection will respond as a matter of urgency to any concerns that are raised, and will seek the appropriate advice from Social Services and/or Southwark's Child Protection Team. (See Child Protection Policy for greater detail re: procedures.). When available, a School Nurse liaises on matters of physical well-being.

Identification and Assessment of Special Education Needs Procedures

The school:

- ✓ *Gathers on entry information of the child's levels, current skills and attainment, building on previous settings and key stages.*
- ✓ *Consider evidence of a disability (if any), and how to make reasonable adjustments*
- ✓ *Collate evidence of regular assessments of progress and consider progress which :*
 - *are less than expected progress according to their age and individual circumstances.*
 - *are significantly slower than that of their peers starting from the same baseline*
 - *fail to match or better the child's previous rate of progress*
 - *fail to close the attainment gap between the child and their peers*
 - *fail to address a child's social needs in order to make a successful transition to adult life.*

In response we aim to provide a high quality teaching, targeted at areas of weakness. Where progress continues to be less than expected, the class or subject teacher, (working with the Inclusion Manager) will:

- *assess whether the child has SEN*

- *put in place, extra teaching or other rigorous interventions designed to secure better progress, where required, while informally gathering evidence (including the views of the pupil and their parents)*
- *identify particular needs based on the child's response to the support provided.*
- *when SEN is identified at an early age or when difficulties become evident as a child develops, the school will alert all staff concerned to the emerging difficulties and respond early.*
- *where a teacher has identified a concern, parents will be informed at the earliest possible stage. The class teacher will work closely with the SENCO to further assess the child's needs in order to facilitate the necessary provision. The child's performance and progress is monitored by the teacher as part of ongoing observation and assessment using:*
- *outcomes from Foundation Stage Profiles*
- *the level descriptors and objectives in the National Curriculum for English and Maths - Yr 2 and Yr 6 Standardised Attainment Targets - SATs*
- *Year 1 Phonics tests, teacher assessment, external agencies assessment, work samples.*

The teacher and the SENCO take note and monitor other areas of concern, seeking advice and support as required:

- *poor visual/auditory recall*
- *Difficulty in following instructions, sequencing*
- *reversal and fine motor skills difficulties*
- *Short span of concentration*
- *Speech and language problems*
- *Gaps in understanding associated with EAL*
- *Pupils who are isolated or intolerant or withdrawn*
- *Sight or hearing impairment*
- *Aggression or erratic or change of behaviour*
- *Poor self-esteem/image*
- *Need for constant attention/reassurance*
- *Over anxious behaviour*
- *Clumsiness, lack of coordination or poor spatial awareness*
- *Poor social skills*
- *Lethargy*
- *Attendance/punctuality problems*
-

SEND Support and the Graduated Approach

The criteria for deciding which pupils should be placed on the SEND register takes account of the Definition of Special Education Needs new Code of Practice 2014 which stipulates that :

"...A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age...". [para 6.15-6.20].

*To this effect, we aim to provide a higher quality teaching to the whole class, to reduce the number of children requiring SEN support. Where a pupil is identified as having SEND, the school considers many ways to enable a child to access their learning more effectively and put special educational provision in place. The SEND support take the form of a four-part cycle of **Assess-Plan-Do-Review**, (known as **the graduated approach**), through which earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.*

The Graduated Approach

This draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles, in order to match interventions to the children's area of SEND.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, carries out a clear analysis of the child's needs. This is drawn on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on other assessments where relevant, the child's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

Parental Concern: The school takes seriously any concerns raised by parents. These should be recorded and compared to the setting's own assessment and information on how the child is developing.

Beginning of School Assessment

The Foundation Stage for the Nursery class use 'On-Entry' and a matrix assessment taken from the Southwark Transition and Assessment Record (STAR). A baseline assessment, using the matrix, is taken within the first two weeks of the child's starting term.

The Foundation Stage for the Reception classes, as in the Nursery assessment, is on-going with a baseline assessment. The baseline assessment is drawn from previous nursery records including health services, social services, parent/ teacher/ NNEB/ support staff and class observations. These are then placed onto a Foundation Stage Profile (FSP) grid and tracking ladders.

The FSP grid is updated when the children achieve a scale. Ladders are updated half termly and are used to track specific areas of underachievement within the phase. Foundation Stage profiles and scores are statutory.

This assessment is reviewed regularly which helps ensure that support and intervention are matched to need. The barriers to learning are identified and interventions put in place to overcome these, the interventions are evaluated half termly to assess their success. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need. These interventions are recorded on the school's provision maps or on an Individual Education Plan (IEP) or Delivery Plan for the child.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the Inclusion Manager should contact them if the parents agree.

Plan

Where it is decided to provide a child with SEND support, the parents are formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the Inclusion Manager agree, in consultation with the parent and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's provision maps and/or child's IEP of Delivery Plan. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are made fully aware of the planned support and interventions and receive a copy of the target set to practise with the child and to reinforce progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the teacher still retains responsibility for the child working closely with any Teaching Assistants (TA) or Learning Support Assistant or specialist staff involved. They work together to plan and assess the impact of support and interventions and how they can

be linked to classroom teaching. The Inclusion Manager supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions are reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parent(s). This feeds back into the analysis of the child's needs. The class teacher, working with the Inclusion Manager, revises 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 pupil.

Parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority reviews that plan, in cooperation with the school, at a minimum of every twelve months.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school considers involving specialists from outside agencies. Specialists support the school in advising on early identification of SEND and effective support and interventions where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents are always involved in any decision to involve specialists and need to give consent. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. This school works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- ✓ *Educational psychologists*
- ✓ *Child and Adolescent Mental Health Services (CAMHS)*
- ✓ *Specialist teachers or support services, including specialist teachers with a mandatory qualification. E.g. Specialists for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.*
- ✓ *Therapists (including speech and language therapists (SALT), occupational therapists (OT) and physiotherapists)*
- ✓ *Specialist teachers for inclusive practice.*

The Inclusion Manager, class teacher, specialists, and parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved documented on the Individual Support Plan, including a date by which progress will be reviewed.

If the needs continue to not be met sufficiently an Education, Health and Care Plan may be required, drawn up by the Local Authority. The child receives additional funding over and above the notional budget the school provides for a child with SEND. The EHC Plan replaces the Statement of Educational Needs

Requesting an Education, Health and Care needs assessment [EHCP]

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where the child has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment. The schools' EHCP coordinator will then facilitate a Team Around the Family meeting (TAF) and all parties involved with the child will meet to

discuss the next steps in the process. It is at this point the decision is made as to whether the case will be presented to the EHCP panel. This panel of SEN representatives from the local authority decide whether the child's needs can be provided for with additional funding for human resources and other funded interventions. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEND support.

Annual Reviews

The school provides an annual report for parents on their child's progress as well as termly face-to-face opportunities to discuss progress. Where a child is receiving SEND support the class teacher talks to parents more regularly and at Parents Evening at least three times each year. The class teacher writes IEP targets in the Autumn and Summer Term which is reviewed termly. Where a child is receiving SEND support with EHCP, the SENCO/Inclusion invites the parents, the class teacher, the LSAs, and other professionals from outside agencies who have a relevant contribution to make and convenes a meeting to review progress and needs and set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The discussions provide an opportunity for the parent to share their concerns and agree their aspirations for the child. The discussions allow sufficient time to explore the parents' views and to plan effectively and where age-appropriate, the views of the child are included in these discussions either through involving him or her in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion is kept within the child's SEND Folder and shared with all the appropriate school staff. This record is shared with the child's parents. Actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEND support outside school and any changes in the child's needs. The LA is obliged to review all EHC Plans annually. All Statements of Special Educational Needs have to be transferred into an EHC Plan over a period of specified time. It may also be necessary to amend the EHC Plan to reflect newly identified needs. The Inclusion Manager sends the report of the meeting to the LA.

Transition - Secondary Transfer

Our SEND support includes planning and preparation for the transitions between this and the next phase of education i.e. secondary school. To support transition, the parents and the SENCO from the Secondary school are invited to share any relevant information with them. This school will agree with parents and pupils the information to be shared as part of this planning process. As part of our transition process we work with the secondary school to hand over information about children, including strategies that work to support the child, activities to support the children with the transition to the new school. In school transition between year group at the end of each academic year is also considered for SEND children, to help the children with this process they spend half a day with their new teacher and where required a transition book is made with information. The child's current class teacher also meets with the Inclusion leader and future class teacher

Publishing information: SEND Information Report

St Francis Catholic Primary School will publish information on the website about the implementation of the policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. We aim to provide the information required set out in the Special Educational Needs and Disability Regulations 2014, including arrangements and procedures of the kinds of SEND that are provided for:

- ✓ identifying children with SEND and assessing their needs, including the name and contact details of the Inclusion leader*
- ✓ consulting parents of children with SEND and involving them in their child's education*
- ✓ consulting children with SEND and involving them in their education*

- ✓ *assessing and reviewing children's progress towards outcomes, this should include the opportunities available to work with parent and child as part of this assessment and review*
- ✓ *supporting children in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society*
- ✓ *the approach to teaching children with SEND*
- ✓ *how adaptations are made to the curriculum and the learning environment of children with SEND*
- ✓ *the expertise and training of staff to support children with SEND, including how specialist expertise will be secured*
- ✓ *evaluating the effectiveness of the provision made for children with SEND how children with SEND are enabled to engage in activities available with children in the school who do not have SEND*
- ✓ *support for improving emotional and social development this should include extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying*
- ✓ *involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families*
- ✓ *handling complaints from parents of children with SEND about the provision made at the school.*

The above should include arrangements for supporting children who are looked after by the local authority and have SEND. This information will be easily accessible on our website or in hard copy from the school office by parents and is set out in clear, straightforward language. It includes information on the school's SEND policy and named contacts within the school for situations where parents have concerns. It gives details of the school's contribution to the Local Offer and includes information on where the local authority's Local Offer is published.

In setting out details of the broad and balanced curriculum provided in each year, this report includes details of how the curriculum is adapted or made accessible for pupils with SEND.

The school also provides data on the levels and types of need within the school available to the local authority. This data is required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report.

Monitoring of SEND

Teachers are held accountable for the progress of the pupils in their class. Every half term there is a pupil progress meeting in which the pupil's progress is discussed and strategies to implement to help children make further progress are discussed. Another part of monitoring progress of SEND children involves discussions and reviews, every half term, of the progress children are making towards their child centred outcomes.

Funding for SEND support

This school has an amount identified within its overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

This school, as part of its normal budget planning, determines the best approach to using resources to support the progress of pupils with SEND. The Head teachers, Finance Department and the governing body have a clear picture of the resources that are available and consider their 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.

This enables the school to provide a clear description of the types of special educational provision they normally provide which helps parents and others to understand what they can normally expect the school to provide for pupils with SEN.

Evaluating the Policy

The following success criteria can be measured against the schools objectives for pupils with special educational needs, in such a way as to demonstrate the continuing development and extension of day to day provision of support for those pupils.

- ✓ The Inclusion Manager will support class teachers in the completion of the new assessment sheets highlighting priority areas of concern and subsequently co-ordinate appropriate action.
- ✓ The Inclusion Manager will provide a SEND Folder for each identified child for special educational needs. This will be audited at least twice a year.
- ✓ The Inclusion Manager will meet with parents **twice yearly** for SEND Reviews [eg. late autumn & Early Summer]. This will be additional to the general Parents' Evening meetings. Informing and encouraging parental awareness and participation continues to be a key issue in the SEND Development Plan.
- ✓ Teachers will use their pupils' IEPs as a working document to inform planning, reviewing, annotating and updating the targets termly, with a view to writing new targets as the child achieves them or change unachievable targets.
- ✓ Appropriate targets will be set for individual pupils who will be rewarded through the school systems of house points and merit assemblies in order that they feel better about themselves and the contribution they can make to the life of the school.
- ✓ The school support staff will be increasingly involved in the planning and development of teaching resources and strategies. There will be provision for appropriate training, both in-house and through external courses, to increase confidence and develop skills.
- ✓ SEND resources relating to text are logged into our Library system and the staff is required to use the logging system for accessing the resources; SEND Software are located in the programmed 'SEND Resources Folder' in our ICT Suite. Other resources, for example practical activities and games are located in a designated SEND/EMA Resources Cupboard in the Key Stage 2 area. The middle rooms in-between each KS2 class and one other room are facilitated for group support sessions where children can be withdrawn to.
- ✓ The Inclusion Manager and the Line Manager will meet regularly to discuss SEND issues.
- ✓ The Policy will be reviewed annually and changes will be made accordingly.

Next Review date: January 2017

Signed.....
Chair of Governors

Date.....

Signed Date.....
Headteachers