

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY



Mission Statement

As a Catholic School, we come together to celebrate our love of God and each other.

Through prayer we follow Jesus' example of love, forgiveness and truth.

We are a safe and happy community where every individual is supported

and encouraged to achieve their targets.

We believe, that with God, everything is in our reach.

In keeping with our Mission Statement, this policy document outlines the aims, learning and teaching and management of Special Educational Needs at St Francis RC Primary School, as discussed and agreed with staff and the Governing body.

This SEND Policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice 2014 together with the Equality Act 2010. The policy is reviewed and updated each year.

St Francis RC Primary School provides a broad curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Teachers set appropriate learning challenges and respond to children's diverse learning needs. Some children may experience barriers to learning and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs (SEND). Teachers take account of these needs and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in school activities. Such children may need additional or different help from that given to other children of the same age.

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.

Definition of Special Educational Needs

The 2014 Code of Practice says that;

A person has SEND if they have a learning difficulty or disability which calls for special education 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.

(Taken from 2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv)

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

Provision for children with special educational needs is a matter for the whole school. All teachers at St Francis R.C. Primary School are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

SEND NEED

There are four broad areas of SEND Need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

At St. Francis we have children in all of the above four categories.

Other Needs

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Types of SEND

Types of SEND which we currently have in school, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- Communication and Interaction
Autistic Spectrum and language disorders
- Cognition and Learning
Dyslexia, Dyspraxia and Dyscalculia; Moderate Learning Difficulties, Global Developmental Delay.
- Social, Emotional and Mental Health
ADHD, emotional difficulties, mental health difficulties
- Physical and Sensory Overload to explain behaviour, epilepsy,
Hearing impaired and Visually impaired
- Disability or Medical Needs

Aims

- We work more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

- All children benefit from ‘Quality First Teaching’: this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. Supporting materials for home are provided to parents and their children and appropriate advice is given.
- We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

The objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school by working in a safe environment that is warm and welcoming with an atmosphere of care and concern
- To work in partnership with parents / carers from the earliest stages, and throughout the process
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure children benefit from, a whole school sensitivity to their needs.

Identifying children at SENS (SEND Support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- 1 The progress of every child is monitored at pupil progress meetings. If children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo or SLT and a plan of action is agreed.
- 2 Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.
- 3 Parents sometimes ask us to look more closely at their child’s learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or parental support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Referral to a relevant Educational specialist or a medical professional may be made by us or often a GP referral may be more appropriate.

Early identification is vital. Screening for special needs, which have not been identified prior to admission to the school will depend on the following:

- observation by the class teacher and other members of staff;

- baseline assessment;
- internal assessment procedures including observations, Foundation Stage profiles, termly literacy and numeracy assessments;
- parental input.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At St.Francis R.C. Primary School we as a team strive to enable every child to have the opportunity to engage with activities, such as sport and off site visits be they SEND or Non-SEND Children. We make it a special aim to give every child the chance to represent St Francis school teams in all the sports we offer. This is provided we can offer the safety measures required.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The Process

If a child has made very little progress or is struggling with a particular aspect of school life, the class teacher via the Special Educational Needs Co-ordinator (SENDCO) informs the parents to alert them to concerns about their child and enlist their active help and participation. A SEND register is kept by the SENDCO. Children can be removed from or added to the SEND register at any time through consultation with parents and staff.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENDS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review ' required in the Code of Practice.

Depending on age, the child may be invited to attend all or part of the meeting and targets will be discussed using relevant language. At this meeting, a single page profile will be completed. This will be shared with the parent and child and will be updated throughout the year.

Thereafter, parents are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. At these meetings specific and challenging

targets will be set, together with a personalised plan which will be recorded on the pupil profile.

EHCP (Education, Health and Care Plan 0-25 years introduced 2014)

If children fail to make progress, in spite of high quality, targeted support at SENDS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may require long-term support and/or specialised provision

Having a diagnosis does not mean that a child needs an EHC Plan, as other interventions can be put into place to support the child with needs within school, that will be monitored regularly and updated as appropriate to meet the individual's needs. EHC Plans can never be guaranteed by our school and are awarded by Manchester's Statutory Assessment Team, based on the range of evidence presented to them.

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENDCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- Progress on actions towards agreed outcomes
- What we appreciate and admire about the child?
- What is important to the child now?
- What is important to the child in the future?
- How best to support the child?
- Questions to answer/ issues we are struggling with action plan

St Francis amendments to the EHC Plan will be recorded. The SENDCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Educational Inclusion

At St Francis RC Primary School, we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision we respect that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;

- need a range of different teaching approaches and experiences.

As part of inclusion, teachers respond to children's needs by:

- providing support for children who need help with communication, language;
- planning to develop children's understanding through the use of a variety of resources and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their emotions and behaviour so they can take part in learning effectively and safely.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we support children in the classroom situation but there are times when to maximise learning we ask the children to work in small groups or in a one-to-one situation outside the classroom.

Parental involvement and partnership is essential. We take account of the wishes, feelings and knowledge of parents at all stages of support. We encourage parents to make an active contribution to their child's education by sharing Support Plan targets and supporting these at home, where appropriate.

Teaching and Learning

We believe that all children learn best when taught with their peers. However some One to One and small group work sessions can also have an impact on our learners. St Francis's aim is for all children to be working independently, in class. Children with SEND and disabilities are entitled to be taught by a teacher. They have the right to an education which the children have be taught through the schools United Nations: Rights Respecting Programme.

Provision

The range of provision provided, includes:

- Providing small group work (intervention work) with experienced teachers focused on narrowing gaps in learning. The pupils are selected using internal assessment data and the groups may change throughout the course of the year.
 - Small groups for social and communication skills and motor skills groups.
 - Fisher Family Trust
 - Precision teaching
 - 1:1 support for selected pupils
 - Additional teaching and learning opportunities provided through intervention groups for specific needs.
 - Speech and language therapy
 - Dyslexia friendly classrooms
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- Extra-curricular clubs.
 - Investment in resources for use within the intervention groups and for specific pupils in class.
 - School trips and experiences both in and out of school.
 - CPD for staff so all pupils receive the best possible teaching.

Adaptions

When necessary, adaptations are made accordingly to ensure the curriculum and learning environments meet the needs of all pupils with SEND. These might include access to ear guards, writing materials, grips and boards that provide support for individuals.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. All lessons include differentiation of curriculum content and ideas that can be simplified and made more accessible by using visual, tactile and concrete resources.

Expertise

All of our teachers are highly experienced and trained to work with children with SEND. Our staff all have, access to advice, information, resources and training to enable them to teach all children effectively. The dinner time supervisors also recognise, and support the individual needs and issues of our children in the school. They have access to courses and training for the CPD and work closely with many agencies, including: Educational Psychologist, SALT, School Nurse and outreach support from The Grange, Rodney House or other local specialist schools.

Emotional and Social development

If a child is presenting with social and emotional needs, we will assess what provision is needed taking into account family circumstances and the child's known history of experiences. A child's behaviour at home is not always seen in school and with discussion between parents and school staff issues can be supported and overcome. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or we will refer ourselves.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained staff, who will develop good, trusting relationships with the children.

Personal, Social and Health Education known as PSHE is taught using the Jigsaw Programme, in-line with our PSHE Policy.

Bullying

Bullying is taken very seriously at St Francis Catholic Primary School. It is not tolerated and the expectations within our school are that when or if a child makes a complaint it is dealt with instantly and there are consequences for any action outside of the schools very clear rules. Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St Francis Roman Catholic Primary School endeavour to generate a culture of support, understanding and care among pupils.

Working in Partnership with Parents

Partnership with parents plays a key role in supporting children's Special Educational Needs. At St Francis, we

- develop positive and constructive relationships with parents
- acknowledge and draw upon parental knowledge and expertise in relation to their child
- focus on children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be sensitive to their feelings
- ensure parents are supported in understanding procedures and how to access support from external agencies
- respect the differing needs parents may have themselves such as a disability or communication barriers
- parents should never be embarrassed to share their own learning experiences from home as we are in partnership and want the very best for each individual child. Most of all we want every child enjoy their school life
- Our Educational Psychologist
- Speech and Language Therapist
- Information, Advice and Support Manchester for Parents
- Parent Partners
- CAMHS
- Doctors
- Local Specialist Schools - The Grange, Rodney House and The Birches

Transfer

On transfer to secondary school the Year 6 teacher and a member of the SENDCO will meet with the SENDCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All points of view are valid and listened to.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. The first person to speak to is the Headteacher and SENCO.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs. They are committed to securing the best possible provision for any pupil identified as having special educational needs.

The governing body has identified a governor to have a specific overview of the school's provision for pupils with special educational needs. The Governor with particular responsibility for SEND meets with the SENDCO.

The SEND Governor ensures that all other governors are aware of the school's SEND provision.

Reporting

- It will be the responsibility of the Headteacher, or a delegated member of staff, to report to the governors:
 - on the progress made towards narrowing the gap, for socially disadvantaged pupils
 - an outline of the provision that was made since the last meeting
 - an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.
 - **Pupil Participation and Assessment**

The Code of Practice emphasises the importance of finding out the wishes and feelings of children and involving them when decisions are made that affect them.

The children at St.Francis School through a variety of methods are able to share their successes. Their achievements can be measured by how quickly we as a school narrow the attainment gap and evaluate the children's achievements. These will then form part of the children's new targets and our School Improvement Plan.

Reviewed and agreed by the governing body

Signed : (Chair)

Date: