

ST FRANCIS' CATHOLIC PRIMARY SCHOOL
Whyteleafe Road
Caterham
Surrey
CR3 5ED

Policy Documents for

SPECIAL EDUCATIONAL NEEDS



Policy agreed: Autumn 2017

For review: Autumn 2018

Ethos

All aspects of our school life are set against the backdrop of our mission statement to value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

St Francis' school is a happy, Christ – centred community.

We are committed to a ***policy of inclusion***, respecting the unique contribution which every individual can make to the community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and ***accepts individual differences in ability, aptitude and level of skills.***

The governors wish to make it clear that no child who fulfils the admissions criteria will be denied a place at St Francis School because they have 'Special Needs' or because of any physical or sensory disabilities, if the school is able to make any reasonable adjustments to meet their needs and provide a suitable education for that child.

Definition of SEN

St Francis' uses the definition for SEN and for disability from the SEND Code of Practice, (2014).

This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.***

Key Roles and Responsibilities

Inclusion Manager

The Inclusion Manager has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Educational Health Care Plans (EHCP). Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

Inclusion Manager: Mrs Lorna Dommett

Contact details:

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Telephone: 01883 342005

National Award for SEN: 18th March 2013

Specialist Lead of Education: July 2016

SLT Member: Mrs Lorna Dommett is a member of the Senior Leadership Team

SEN Governor:

Kate Ashforth, the role is to support our Inclusion Manager in writing and updating policy, champion the issues of special educational needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs.

SEN Teaching Assistants:

All of our teaching assistants are trained to support the needs of the children in their care.

Designated Child Protection Officers:

Mrs Maria Wheeler, Mrs Nanda Fawcett & Mrs Lorna Dommett

Pupil Premium and Looked After Children Funding

Mrs Lorna Dommett & The Business Manager

Managing school's responsibility for meeting medical needs of pupils

Mrs Maria Wheeler & Mrs Lorna Dommett

Introduction

This policy was created in partnership with the SEN Reference Group which includes the Headteacher, the SEN Governor, SENCO, representative staff and parents. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014)

How can parents access this policy?

You can get a copy of our policy in a number of ways:

- The school website: <http://stfrancis.surrey.sch.uk/>
- In the school's prospectus/brochure
- A hard copy on request at the school office
- We are able to provide translation on request
- Should you require any other assistance please contact our Inclusion Manager or the School Office
- Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 Schools SEN Information Report Regulations (2014) (see 14 questions – Local offer - which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims

At St Francis' School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make progress and feel that they are a valued member of the wider school community.

- ✓ We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- ✓ We will use our best endeavours to give pupils with SEND the support they need.
- ✓ Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- ✓ We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents.
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develop our practice within the guidance set out in the SEND Code of Practice, July 2014
4. To develop a parent/carer Reference Group to ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities

Identification of Needs

At St Francis' school we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. These needs are grouped by the Code of Practice under the headings:

- ✓ **Communication and interaction** – for example – attention difficulties, restricted vocabulary, lack of awareness of social rules.
- ✓ **Cognition and learning** – for example – children who find some or all areas of the curriculum difficult to access.

- ✓ **Social, emotional and mental health** – for example - children who suffer from anxiety, avoidance of social situations, phobias.
- ✓ **Sensory and/or physical** – for example – hearing impairment, vision impairment, neurological impairment.

This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

The Right Provision at the Right Time

At St Francis' all of our teachers are teachers of special educational needs. They plan for and provide differentiated expectations for the pupils in their class. This is the first step in responding to pupils who may have SEN.

Our teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

In order to build an accurate picture of the children's attainment we monitor and track pupil progress in a number of ways:

- their performance, which is monitored by the class teacher as part of ongoing observation and assessment
- the outcomes of Foundation Stage Profiling
- their performance against age related expectations within the National Curriculum
- the results of the Key Stage 1 SATs at the end of Year 2
- standardised and diagnostic tests used in school
- half termly pupil progress meetings with the Head Teacher
- the use of a tracking system to identify areas of strength and weakness

Teaching and learning appraisals are carried out by the Head Teacher, Deputy Head, Inclusion Manager and Subject Coordinators to review the quality of teaching. Staff receive training throughout the year and during Inset days. This enables them to develop their understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the special needs most frequently encountered in our setting.

Deciding to make special educational provision

Assess

Before children enter our school we gather background information from the family and where appropriate, the Early Years setting. At St Francis' the Inclusion Manager attends the annual review prior to admission for those children with already identified special educational needs.

For children already at St Francis' the key test of the need for action is identified when progress is inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- allows access to the full curriculum;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- matches or betters the child's previous rate of progress;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour or confidence.

Once an additional need has been identified the class teacher will notify the parents and the Inclusion Manager. This process is the first stage in our process of:

Assess – Plan – Do - Review

Plan

A **Pathway Plan** will be created aimed at closing the gap identified by the class teacher. Parents and where possible and appropriate the child, will be consulted on the content of the plan and the goals it aims to achieve.

Do

The plan may consist of targets which can be provided within the classroom or involve activities delivered individually or in small groups outside of the class. These are planned and monitored by the class teacher with support from the Inclusion Manager.

SEN support can take many forms. This might include:

- a special learning programme for a child;
- extra help from a teacher or a learning support assistant;
- making or changing materials and equipment;
- working with your child in a small group;
- observing a child in class or at break and keeping records;
- helping a child to take part in the class activities;
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult;
- helping other children to work with a child, or play with them at break time;
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Review

Once the intervention is completed an assessment of the progress made is recorded and where necessary a new plan is made, once again in collaboration with the child, parents and teacher. All interventions are short term and reviewed after ten weeks.

Support Services

Where children have a higher level of need the Inclusion Manager will, with parental permission, seek support and guidance from specialist support services. The following services offer support to the staff and pupils at St Francis’:

- Specialist Teaching & Educational Psychology
- Ethnic & Language Minority Support Service (REMA),
- Education Welfare Officer (EWO)
- Outreach Service for pupils with an Autistic Spectrum Disorder (ASD)
- Speech & Language Therapy (SALT)
- Physical & Sensory Support Service (PSSS)
- Down Syndrome advice and support (PSDS)
- Surrey Child & Adolescent Mental Health Service (CAMHS)

Managing the needs of Pupils on the SEN Register

- ✓ Provision and the impact is recorded in and costed using the Surrey Provision Management Tool
- ✓ A timetable is drawn up to show when and by whom the intervention will be provided
- ✓ Interventions are closely monitored for impact and adjusted to best meet the individual child’s needs.
- ✓ If adequate progress is not made following the Assess, Plan, Do Review cycles, the Educational Psychologist will advise on the action required to support the child, this may require the school or the parents to notify the Local Authority to request additional funding and/or an assessment for an Educational Health Care Plan which replaces the old Statement of Educational Needs. (Please see Surrey guidance on the Surrey website). www.surreysendlo.co.uk
- ✓ The Inclusion Manager is responsible for keeping the SEN Register up-to-date
- ✓ Pupils who no longer require SEN support are removed from the register following completion of an assessment of adequate progress and discussion with the child’s parents.
- ✓ The Inclusion Manager will liaise with the SEN department of schools children with SEN transition to or from.

Supporting pupils at school with medical conditions

St Francis’ school is an inclusive community that aims to support and welcome pupils with medical conditions. We aim to provide all pupils with all medical conditions the same opportunities as others at school.

We will help to ensure they can:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution

Staff training:

- The school ensures all staff understands their duty of care to children and young people in the event of an emergency.
- Staff feel confident in knowing what to do in an emergency
- Staff understand that certain medical conditions are serious and can be potentially life threatening.
- Staff understand the importance of medication being taken as prescribed.
- All staff understand the common medical conditions that can affect children at this school.
- Staff receive appropriate and timely training on the impact of medical conditions.

Monitoring and evaluation of SEN

We regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements.

- ✓ The SEN Governor works with the Inclusion Manager to ensure we are meeting the needs of pupils in line with our statutory obligations.
- ✓ Monitoring & review of SEN funding is carried out by the senior management team termly.
- ✓ Termly reports of SEN provision are supplied to the Full Governing Body Meetings
- ✓ Departmental and school self- evaluation is carried out in collaboration with the staff
- ✓ School Development Planning is carried out yearly where future actions to improve SEN provision are included, costed and timetabled
- ✓ An SEN Reference group was set up in 2014. This group of parents and carers work with the school to develop the SEN policy and provision.
- ✓ Questionnaires and surveys of parents/carers are carried out at parent meetings and via letter once a year.
- ✓ Questionnaires and feedback from pupils is gathered every year.
- ✓ Audits by Surrey e.g. SEN Monitoring visits by Babcock4S (Surrey Support for schools) and OFSTED (the Office for Standards in Education) inspections.
- ✓ Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships.

Training and Development

St Francis' school ensures that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND through:

- ✓ INSET and training for staff delivered by the Inclusion Manager and others e.g. Surrey specialist teachers, Educational Psychologists, health professionals, Babcock 4S consultants
- ✓ Individual LSA's have developed specialist areas of expertise such as communication, literacy interventions and Down Syndrome through specialist training.
- ✓ SEN is included in the induction programme of all new staff.
- ✓ The Inclusion Manager's own professional development, attending SENCO networks, courses, conferences.

Storing and Managing Information

All information will be securely managed within the school's own data management system and confidentiality policy:

- ✓ Documents are stored in the office until the child leaves the school when all documents are transferred to the next school.
- ✓ Documents on children who are taken off the SEN register remain in the office until the child leaves the school and are then destroyed.

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review by the Inclusion Manager. It will next be reviewed in the Autumn Term 2018 .

Comments, complements and complaints

The school's Complaints Procedure is outlined in the School Brochure. The SEN/D Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.