

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

**Policy Documents for**

***SPECIAL EDUCATIONAL NEEDS***



**Policy agreed: Autumn 2019**

**For review: Autumn 2020**

## 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 SEND 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 Inclusion Manager is to co-ordinate arrangements with the class teacher regarding those pupils with Special Educational Needs and Disabilities (SEND).

**Inclusion Manager:** Mrs Lorna Dommett

### Contact details:

**Email:** [lorna.dommett@stfrancis.surrey.sch.uk](mailto:lorna.dommett@stfrancis.surrey.sch.uk)

**Telephone:** 01883 342005

**National Award for SEN:** 18<sup>th</sup> 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 & Mrs Penny Hamilton

## 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 (January 2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Health and Social Care Act 2010
- Education Act 2002
- Working Together to Safeguard Children 2013
- Education and Skills Act 2006
- 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.

- ✓ Giving all children the opportunity to achieve their full potential, through the effective inclusion of all pupils in high-quality everyday personalised teaching (Quality First Teaching) which is supported by appropriate interventions and strategies to promote a positive and confident attitude to learning.
- ✓ Facilitating opportunity for all children with SEN to achieve their potential, through regular liaison with the Inclusion Managers, resulting in coordinated provision, including regular updates of provision maps, targets and tracking.
- ✓ To closely monitor the progress of children from vulnerable groups and to adapt teaching methods to facilitate their learning, self-esteem and progress through differentiated class planning and intervention strategies.
- ✓ Setting SMART (Specific, Measurable, Achievable, Realistic and Timed) targets, so children with SEN feel a sense of achievement as the targets are reached.
- ✓ To increase staff awareness and understanding of SEN issues through access to training.
- ✓ To form positive relationships with parents/carers and outside agencies to support children with SEN academically and emotionally.
- ✓ To continually reflect on, review and evaluate the impact of interventions and strategies through collation of evidence to ensure the most effective impact.

## Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with 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, January 2015
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

## **Admission Arrangements for Pupils with SEND**

The admission arrangements are set out in each prospectus and these make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have Education Health and Care Plan (EHCP) where it has been requested by parents, as their school of preference and named by the Local Authority (LA). The LA must comply with this request and name the school in the EHCP unless:

- The school would be unsuitable for the age, ability, aptitude or SEN of the child.
- The inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LAs will work closely with the schools, so that any decisions on placement for a pupil with a Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from specialist schools within the borough. The Inclusion Manager, in collaboration with the Senior Leadership Team, parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEN entering the schools.

## **Identification of Needs**

At St Francis' school we recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or are facing difficulties, with any aspect of learning or social development, at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies, as appropriate;
- Termly tracking of all pupils to monitor rates of progress and attainment;
- Concerns raised directly by parents or other agencies.

As well as core subject areas, progress in other areas will also be considered such as social development and communication skills. In determining whether a pupil may have SEN, consideration will also be given to other factors, which may be affecting achievement including;

- Attendance
- English as an Additional Language
- Family circumstances
- Economic disadvantage

The school acknowledge that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be SEN.

Before deciding that a pupil requires additional SEND support, the Inclusion Manager and class teacher will review current arrangements to meet the child's needs, within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

## Meeting the needs of pupils with SEN

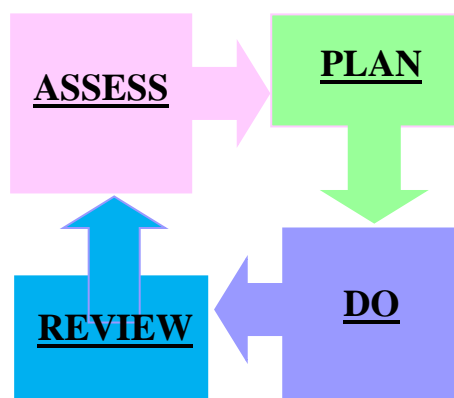
When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**. **Parents will be formally notified that their child will receive this additional support and be placed on the SEN register, where his/her progress and provision can be monitored more closely.**

## The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- Progress and achievements of pupils with SEND can be more closely monitored.
- There is an overview of the range and level of need across the school.
- School provision reflects and is responsive to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs. Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of



This cycle is known as the Graduated Response and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent reviews and more specialist expertise.

## **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 SEND.

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**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- be outcome focused;
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes;
- highlight the ways in which parents can be involved in order to reinforce and contribute to progress outside of school;
- give details of the role and input of external agencies, when they are involved with a pupil;
- include the views of the child and parents/carers;
- be recorded on individual Pathway Plans or on class/individual provision maps;
- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive copy of this plan with a time frame for review.

### **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. This will ensure that the additional support offered, is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills, within the context of the class.

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

The impact of any additional support offered will be reviewed at least termly. Parents/carers will be invited to attend, along with pupils when this is appropriate. Depending on the level and complexity of need, this review may be included in the general cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute. At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes;
- Pupils' response to the support and view of their progress where this is applicable;
- Views of parents and specialist agencies;
- Next steps with refinement and adjustments to the support offered, as required.

Where progress has been limited and highlighted in pupil progress meetings, further analysis and assessments will be made to ensure the provision offered, matches the nature and level of needs. If not already involved and with the agreement of parents, the Inclusion Manager will make a referral to a specialist support services.

## Specialist 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)
- Occupational Therapy

## **Education, Health and Care Plans**

The additional needs of most of the pupils with SEN in our school will be met by interventions and resources from within. In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case, the Inclusion Manager, in consultation and agreement with parents and other specialist support services, will make a request to the Local Authority for an Education Health and Care Plan (EHCP). Full details of the process for requesting an EHCP can be found on the Surrey Local Offer Website (details on the school's webpage). The EHCP will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents/carers, pupils and external agencies.

## **Removal from the SEN Register**

If a pupil makes good progress and achieves the outcomes set, they may no longer require additional SEN support and their name will be removed from the register. Parents will be notified of this decision. Progress will continue to be monitored regularly, as part of the termly tracking for all pupils.

## **Supporting pupils at school with medical conditions**

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in individual health care plans.

These plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN, the plan will be closely linked to provision to support accessibility and additional educational needs, so that there is a coordinated approach.

Staff who have responsibility for supporting a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

## **Transition Arrangements** - Arrangements to support pupils with SEN moving into the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the Inclusion Manager. For pupils joining our Reception classes, the Inclusion Manager will find out information about the nature and level of needs for pupils identified with SEND

and the provision that has already been offered to overcome these barriers. Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan', which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP.

For transition within school between year groups and for some children who need additional support transitioning between activities we provide a personalised plan for the child. This will involve increased familiarisation visits to the new class and where possible opportunities to spend time getting to know the next teacher. Other children will be pre warned about changes in activity and prepared in advance to make the transition a positive learning experience.

For pupils moving to secondary school or to a different school, the Inclusion Manager will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

## **Funding and Resources**

The school receives additional funding from the local authorities each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school's leadership teams decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted throughout the year to take into account changes in the cohort of pupils with SEND, outside of those with EHCP.

## **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. A 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 Surrey Support for Schools and OFSTED inspections.
- ✓ Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships.
- ✓ SEND Coffee Mornings provide termly opportunities for parents of children with SEND to discuss what has gone well and what we need to review or change.

## **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, Down Syndrome and Autism, 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.

## **GDPR**

The school will ensure that they are fully GDPR compliant, for example all transfers of data are fully password protected or transmitted through a secure network.

## **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 2019.

## **Comments, compliments and complaints**

Parents/carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, parents should speak to the class teacher with further discussions with the Inclusion Manager, as required.

Where these initial attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from Surrey SEND Information, Advice and

Support Service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child.

If concerns are still unresolved, parents will be asked to make a formal complaint and directed to the school's complaints policy.

If issues remain unresolved, parents can choose to seek the support Surrey's 'Disagreement Resolution Service'. This service is commissioned by Surrey but operates independently. The service can provide a quick and non-adversarial way of resolving disagreements.

Where the parental complaint is directly related to decisions around an EHC plan, this will be managed directly by the Surrey SEN team. Parents will be contacted directly to receive information about the mediation services available.