



St Francis Church of England Voluntary Aided Primary School

SEND POLICY

Policy drawn up by SMT

Date September 2015

Version No	Date	Change/Review
V1.0	September 2016	
V1.1	January 2017	Amendments made
V1.2	September 2017	Amendments made
V1.3	September 2018	Amendments made

Review date September 2019

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Special Educational Needs and Disabilities Policy

1. Introduction: Vision, Compliance and Contacts

This document outlines our school's agreed policy for identifying needs, planning, monitoring and evaluating learning, working with agencies and developing strong home school partnerships to ensure children's needs are met appropriately, effectively and mindful of the vision of the school, to include and celebrate the achievements of all pupils.

Our vision states clearly that all children are unique and should be treated with that vision in mind.

'We believe that all children are a gift from God: They are all special and should be allowed to develop and grow in a nurturing environment, secure in the knowledge that they are cherished. All children will leave the school with special memories and having achieved personal success, whilst being equipped to take their next steps in the journey of life.'

Therefore, provision for children with SEND is a matter for the school as a whole. All members of staff have important day-to day responsibilities. **All teachers are teachers of children with special educational needs and disabilities. Teaching such children is therefore a whole school responsibility.**

This policy was created by the School's SENCOs, with the SEN Governor in liaison with the Senior Leadership team. Representatives of parents of children with SEND have been consulted in the development of this policy and all staff have been part of the process of creating the policy too.

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

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework September 2014
- Statutory framework for the Early Years Foundation Stage 2014
- Safeguarding policy
- Accessibility Plan

At St Francis there are Special Educational Needs Coordinators (SENCOs) with different responsibilities.

All SENCOs work in a part-time capacity in their roles. They can be contacted via the school:

Telephone: 01793 727624

Email: admin@stfrancis.swindon.sch.uk

1.1 SENCO roles and responsibilities

Mrs Fullarton: SENCO Lead

Supported by Mrs Millsop: Deputy Head teacher and SENCO

2 Aim

At St Francis we seek to raise the aspiration and expectations for all pupils with SEND. As a school we focus on the outcomes for the children and tailor our provision and support to achieve these outcomes.

Objective

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils

3 Identification

The Code of Practice describes 4 broad areas of need. It is important to identify the specific needs pupils have to plan for the action that the school needs to take. We identify the needs of pupils by considering the needs of the whole child which will not just be limited to their Special educational needs but will incorporate other appropriate factors

Communication and Interaction difficulties	Cognition and Learning difficulties	Social, Emotional and Mental Health difficulties	Sensory and or Physical difficulties
Some pupils present with difficulties with speech, language and interaction difficulties SLCN (speech, language and communication needs) ASC- Autistic Spectrum Continuum including Asperger's	Some children present with difficulties with acquiring and retaining knowledge and developing understanding of their learning MLD (moderate learning difficulties) SLD (severe learning difficulties) PMLD (profound and severe learning difficulties) SpLD (specific learning difficulties such as dyslexia)	Some pupils present with difficulties which result in challenging or withdrawn behaviour ADD (Attention deficit disorder) ADHD (Attention deficit and hyperactive disorder) Attachment disorder SED (social and emotional difficulties)	Some pupils present with difficulties regarding their physicality or their sensitivity to the sensory nature of their environments VI (visually impaired) HI (hearing impaired) MSI (multi-sensory impairment) PD (physical disability)

Behaviour as an SEN is no longer acceptable as an SEN. Concerns relating to a child or young person's behaviour is described as an underlying response to a need which the school will recognise and identify clearly based on knowledge that the school has about the child.

Integral to the identification of needs, is the collection of relevant pieces of information to create an accurate picture of the precise barriers to learning:

- Summative assessment information; i.e. the rate of progress through the curriculum objectives will be monitored and analysed
- Additional tests such as spelling ages, reading ages, profiles regarding sensory needs may be carried out
- Observations and formative assessments may be collected
- Discussions with parents and carers will be held, either as part of the scheduled parents' evenings or in addition to these opportunities

- Information from previous settings will be gathered if appropriate
- Discussion with SENCO and reference to information materials about specific areas of SEN.

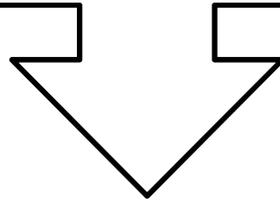
The following factors may have an impact on the progress and attainment of pupils, but are not regarded as SEN.

- Disability (the code of practice outlines the reasonable adjustment duty for all settings and schools provided under the current Disability Equality legislation- these also do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Majority of class making appropriate progress as identified through assessment and Support Staff get setting procedures.

4 A Graduated Approach to SEND Support

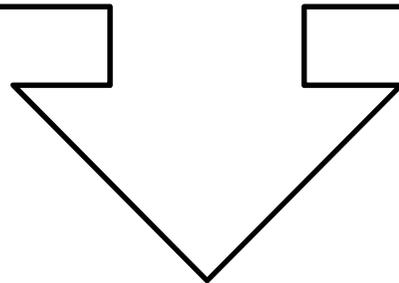
All pupils: Receive high quality first teaching. High quality first teaching has the greatest impact on the achievement and progress of all pupils regardless of SEND. A reasonable level of differentiation is incorporated too. This may be adult support, outcome modification or resource support, as decided by the teacher to best meet the needs of the children.

Monitoring of all pupils' learning is carried out through regular progress meetings with Staff, learning walks (opportunities for staff to observe a particular aspect of teaching and learning across the school) and focussed lesson observations by SLT and SENCOs.



Some pupils (SEND Support): Receive high quality first teaching but do not make the progress expected even with reasonable differentiation and support. Further information is gathered and shared with parents. Pupils' needs are shared with the SENCO and a collaborative approach is taken between Parents, Class teacher and SENCO to devise specific, measurable targets which are written and actions carried out. These are then monitored for their impact and the progress discussed with parents. Currently Support targets and actions are recorded on an IEP. These are reviewed and redrafted at least three times a year, usually at the end of term1, term3 and term5 but these timings may be applied differently.

The SENCO may feel that it is necessary to complete an EARLY HELP RECORD to capture a holistic history and picture of the child and their circumstance. This is completed with the parents and carers. From that record a TAC is convened to support all aspects of the child's development not just their school educational development. This may be completed at any part of the process. (Please see box below for explanation of a TAC.)



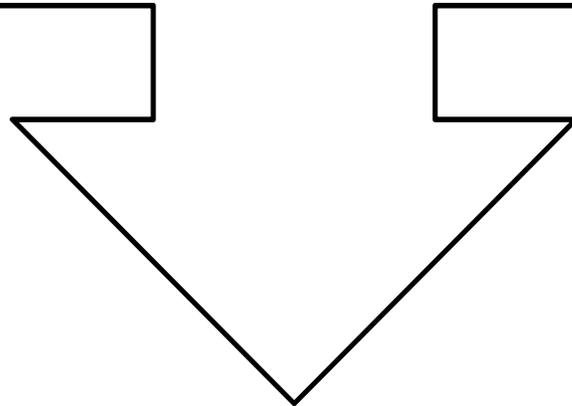
A few pupils (SEND plus):

Continue to receive high-quality first teaching as described above. They may present with a range of needs and the cycle of in-school interventions, does not have impact on their progress. The school, with agreement and consultation from parents, will seek advice from outside agencies to firstly help the school accurately define the most significant barriers to learning and secondly to devise the most effective targets and strategies for meeting the needs the pupil presents.

The Key Stage SENCO may feel that it is necessary to complete an EARLY HELP RECORD to capture a holistic history and picture of the child and their circumstances. This is completed with the parents and carers. From that record a TAC is convened to support all aspects of the child's development not just their school educational development

The same plan-do-review cycle recorded on an IEP (Individual Education Plan) may be carried out and then it may be decided that the level of need is high enough to meet the requirements to develop an Educational, Health and Care Plan.

Monitoring of all pupils' learning is carried out through regular progress meetings with Support Staff, learning walks, and focussed observations by SLT and SENCOs.

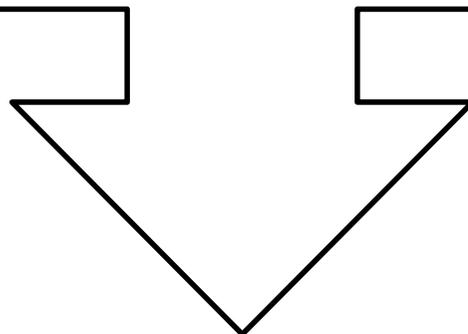


A few pupils have Educational, Health and Care Plans or Statements:

They receive high quality first teaching as described above. They may present with a range of needs and the cycle of in-school interventions as described for some pupils, does not have impact on their progress. The school, with agreement and consultation from parents, will continue to seek advice from outside agencies to help the school accurately define the most significant barriers to learning and secondly, to devise the most effective targets and strategies for meeting the needs the pupil presents. The progress of the child's development is reviewed at ANNUAL REVIEW meetings which are held between home and school. The progress of the child is reported back to the Local Authority.

The Key Stage SENCO continues to update the EARLY HELP RECORD and convene TACs as necessary. The SENCO will also hold annual reviews for pupils from Year 1-Year 6 and 6 monthly reviews for Nursery and Reception pupils.

Monitoring of all pupils' learning is carried out through regular progress meetings with staff, learning walks, focussed observations by SLT and SENCOs.



JARGON BUSTER

IEP (Individual Education Plan): This is a form that is completed by Teachers and SENCOs. It describes the focus for support for a child and how the child will be supported at school and home. It records how well the child has progressed. It is reviewed three times a year.

EHCP (Education Health and Care Plan): This has replaced the Statement of Special educational needs. It is for children with significant and or complex needs. It is applied for through the Swindon Borough Council Special Educational Needs Resourcing Panel (SENRAP).

EHR (Early Help Record): This has replaced the CAF (Common Assessment Framework). It is used to record a broad picture of a child's life and their development to date. It is a written document which enables parents to outline their view of a child's strengths and the concerns they may have. It records all the professionals who have been involved with the child.

TAC (Team around the child): These are meetings are for parents and all professionals involved with a child. Successes and challenges are shared and actions drawn up for all participants. Regular review meetings are held to evaluate the success of actions and new actions are agreed. TACs are closed when the group feels that the child is making appropriate progress and the necessary support is in place for all. TACs are reopened at any time when an adult connected to the development of the child feels that this needs to happen. Sometimes TACs become TAFs (Team around the family) when it would benefit all the children and the family.

4.1 Managing pupils on the SEN Register

Each phase SENCO manages the progress and performance of pupils on the SEN register.

Term 1

At the beginning of each year the SENCO meets with each class teacher and reviews the progress of the pupils in the previous year. Discussion centres on the barriers for the pupils' development. The intervention timetable is planned alongside this discussion so that Adult support is targeted to maximise impact. It may be that a referral to an outside agency is made if the impact of interventions have not been successful. It may be that a pupil is removed from the register as their progress is closing the gap and they no longer need extra support or intervention to sustain their progress and close the gap. Discussion will tease out the most effective targets which will form the IEP.

Term 2

All IEPs are reviewed and new IEP targets are written by the beginning of Term 2 along with intervention timetable.

Term 3

SENCOs monitor the impact of interventions and continue to observe individuals as requested by teachers to provide best support.

Term 4

All IEPs are reviewed and new IEP targets are written by the beginning of Term 4. Intervention timetables are adjusted accordingly.

Term 5

SENCOs monitor the impact of interventions and continue to observe individuals as requested by teachers to best provide support

Term 6

All IEPs are reviewed and new IEP targets are written by the beginning of Term 6. Intervention timetables are adjusted accordingly.

Specific targets are recorded on reports to parents and IEPs travel up with pupils to their new classes. For specific pupils, extra transition arrangements are made to ease their transition to a new class and new adults.

Responsibilities

Class teachers and support staff are responsible for drafting IEPs and reviewing them, for sharing them with parents and ensuring that they are stored correctly. Class teachers are responsible for completing forms as requested by SENCOs and talking to outside agencies as requested, as their knowledge of pupils is often more accurate.

Class teachers are responsible for sharing IEP targets with parents and carers at parents' evenings or at separate meetings so that there is clear understanding about the targets and progress of the child. Class teachers, wherever possible and mindful of the age and stage of the child, should seek to gain the viewpoint of the child about their strengths and aspects they find challenging, as targets are drafted and reviewed.

SENCOs are responsible for supporting the writing of IEPs, accessing outside agencies, completing paper work for EHC Plans and funding requests. SENCOs are responsible for completing EH Records, TAC minutes and Annual review paperwork as well as setting up and attending meetings from which this paperwork is produced.

See Appendix 4 for an example of the IEP record and one page profile documents.

5 Criteria for exiting the SEND register

Pupils can be deemed to no longer need SEND support if their performance and development demonstrates that they are making good progress and are catching up with their peers. It is only if this progress will be sustained that they will be removed from the SEND Register.

All pupils have access to additional adult support as well as strategies such as visual timetables and dyslexia friendly resources. E.g. off-white backgrounds for Smart boards are set to DF settings, the school photocopies on buff paper, pupils can access talking tins, wedges for posture, finger gym etc.

6 Supporting pupils and families

The school has contributed to the Local Authority's Local offer which can be found at www.mycaremysupport.com

<http://www.schoolswire.org/public/stfrancis013.html.nocache>

The SENCOs, in conjunction with the SEND Governor, maintain the SEND Information Report. This is on the school's website

<http://www.stfrancis.swindon.sch.uk/Page.aspx?ID=33727>

The school works with two Swindon-based organisations to support Parents and carers with the process:

SENDIASS: To support parent with all aspects of SEND

SAMs: Provides support for the process of converting statements to EHCPs and successfully applying for EHCPs

There are other groups who are available to support parents too:

PAC: Swindon Parents and Carers groups for different SEND needs

Aiming High: organisation for groups and activities for pupils with SEND

Further support: the school has information about other courses and groups for specific needs e.g. Early birds ASC Parenting course.

The schools admission arrangements are available for parents on the website:

<http://www.stfrancis.swindon.sch.uk/Page.aspx?ID=15726>

Pupils who need specific access for external assessments access these through the criteria as set down by the government documentation. This is joint responsibility of the class teacher, SLT and SENCOs

Transition between classes, phases and different schools is considered for all pupils. For those for whom that this could cause extra challenge, specific plans are put into place, including social stories, extra visits, extra meeting with professionals or application for extra resources so that transition minimises disruption to pupils' progress.

7 Supporting Pupils at school with Medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. 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. Please refer to the policy regarding this support which complies with new regulations from September 2014.

Currently the school works with the Health visiting team (Nursery) and the school Nursing team (Reception to Year 6) to draft and manage care plans.

At times the school works with the Hospital School and other educational agencies available to support education of pupils with medical conditions (EOATSS).

8 Monitoring and evaluating SEND

SENCOs monitor the impact of interventions, performance manage Teaching Assistants, advise SLT of the deployment of staff and support the recruitment of staff. SENCOs monitor the impact of teaching for all pupils and analyse the data and any other measures devised to consider the impact and progress for pupils with SEND.

The named governor meets 3 times a year with the SENCOs. A number of activities are carried out:

- Review of SDP
- Overview of analysis of data
- Observation of interventions
- Draft the SEN information Report
- Discussion about current issues, trends, performance, expenditure, deployment of staff.

All monitoring and evaluation activities feed into the planning of SDP and SEN practice and provision is continually reviewed and improved to best meet the needs of the pupils currently on the register

9 Training and resources

In order to maintain and develop the quality of teaching and provision to respond to strengths and needs of all pupils, all staff are encouraged to undertake training and development. SENCOs maintain a training log for Support staff and access training, whether that be specific courses, in house training opportunities or team teaching and observation of best practice. All Staff undertake an induction on taking up a post and this includes, for teaching staff, a meeting with the SENCO to explain the systems and structures in place around the schools SEND provision and practice to discuss the needs of individual pupils.

SENCOs coordinate the Local network for SENCOs which shares best practice, problem solves and supports colleagues as well as sharing knowledge and information about different areas of SEND and processes for securing support and EHC plans. SENCOs attend Forum and SEN Conference as they occur. SENCOs involve themselves in Borough activities such as a SENCO champion or other activities as they arise and fit the needs of the SEN profile of the school.

SEN is funded through delegated funding from the LA, specific, named-pupil funding streams and SENCOs also bid for funding from the whole school budget through the SDP mechanism.

10 Roles and Responsibilities

10.1 The role of Governors

The governing body of the school's responsibilities include:

- Ensuring that the necessary provision is made for any child who has special educational needs.
- Ensuring that where the Head teacher or appropriate governor has been informed by the LA that a child has SEN, those needs are made known to all who are likely to teach them
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child
- Ensure teachers in the school are aware of the importance of identifying and providing for those children who have SEN
- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN, so far as is reasonably practical and compatible with the child receiving the SEN provision their learning calls for, the efficient education of the children with whom they are educated and the efficient use of resources.

- Have regard to the SEN Code of Practice 0-25 (2014) when carrying out its duties toward all children with SEN
- Have a written SEN policy containing the information as set out in the SEND Code of Practice 0-25 (2014)
- Report to parents/carers on the implementation of the school's policy for children with SEN in the school profile and the school's prospectus
- In the school prospectus include the name of the person responsible for coordinating SEN provision in school

The governors play an important role ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy
- They are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the SDP and the schools;' self-evaluation process
- The quality of SEN provision is continually monitored
- The SEN policy is reported on in the school's prospectus and children's progress is reported in the school profile

10.2 The Role of Support Staff

Support Staff are performance managed by a variety of teaching staff who are experienced. Their line manager is not always the same person as it depends on the role that the member of support staff is allocated each year. Staff are deployed to either work specifically with pupils with SEN or as a class TA dependent on the needs of the pupils in the school.

- All Support Staff are expected to be actively involved in ensuring daily teaching is inclusive as possible
- Support Staff are expected to modify interventions to ensure that they meet the needs of the pupils as directed by IEP Support targets
- IEPs are contributed to and observations and records are kept up to date
- Support Staff are expected to be proactive in seeking guidance and support about resources and information regarding specific SEN needs
- At times Support Staff may be asked to attend meetings or contribute written information to help other agencies develop a true picture of a child's barriers to learning.

10.3 Safeguarding

- Mrs Farrell (Head teacher) is the Lead Safeguarding Staff member. Mrs Millsop (Deputy Head teacher) Mr Farmer , Ms Kippin and Mrs Reeves are Deputy Safeguarding staff members

10.4 Pupil Premium Grant and Looked After Children

- Mr Jones, supported by Mrs Millsop, are the members of staff responsible for managing this aspect.

10.5 Meeting the Needs of pupils with Medical Needs

- Mrs Farrell (Head teacher) is the Member of staff responsible for managing this aspect.

11 Storing and Managing Information

Some pupil information is stored on the staff shared drive. Paper documentation for pupils such as letters received and forms are stored in individual blue files in the SEN Office. Records are transferred to new schools as required in line with the transfer of other information the school may have about pupils.

Documents which need to be discarded are destroyed so that confidentiality is maintained. The School has a confidentiality policy and thus this matter is discussed more fully there.

St Francis Primary School and Nursery complies with the 2018 GDPR. The school website displays a Privacy Notice which clearly explains how personal data is managed and the pupils' and parents' rights to that data.

12 Reviewing the Policy

This policy is stored on the school central system and is accessible on the school website. As SEND has been subject to significant change and reform which became statutory from September 2014, the policy will be reviewed annually by staff and governors to ensure that it remains current.

13 Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The Accessibility Plan was written in 2017 and is a 3 Year plan. Through this plan, the school seeks to make the fabric and the environment of the school as accessible as possible. The school continually seeks methods of developing communication between home and school so that it is accessible and manageable.

14 Complaints

It is always recommended that parents and carers raise their concerns and queries with class teachers and or SENCOs regarding SEND matters. Usually a conversation or a more formal meeting can answer questions and explain and plan the way forward. SENCOs endeavour to keep parents informed and comfortable with the processes in place.

SAMs and SENDIASS can also provide parents with advice when needing to question the course of action being taken.

In the event of a parent needing to make a formal complaint, they would need to follow the school's complaints procedure which is accessible on the school website or a copy can be obtained from the administration office.

15 Bullying

The emotional and physical welfare of all children is paramount. All incidences of bullying reported are investigated in line with the anti-bullying policy. This policy details the process for resolving bullying which primarily revolves around restorative justice. To highlight the importance of building a sustaining good quality and lasting friendships, the school community focuses on Friendship Fortnight on an annual basis in the autumn terms. PSHE and circle time throughout the year also provide opportunities to teach and revisit the importance of friendship and sustaining relationships with all. For some pupils these concepts are challenging and so, as with all learning, strategies are used to try and ensure that this aspect is equally taught as the academic aspects of school life. Materials such as the SEAL documents or circle of friends are powerful tools. For some children social stories about building and mending relationships may be used.

The School anti bullying policy can be found on the school website or a copy can be obtained from the administration office.

The School actively teaches e safety as part of the new Computing curriculum. It is designed, age appropriately, to teach pupils how to use technology safely. Parents are encouraged to engage in workshops and materials to support this aspect are on the school' website.

16 Appendices

1. SEN Handbook for parents and carers
2. Glossary
3. IEP Record and One Page Profile

Appendix 1

See school website for SEN Handbook

Appendix 2

Glossary of Terms

EHCP- Education, Health and Care Plan

EHR- Early Help Record

IEP- Individual Education Plan

LA- Local Authority (Swindon Borough Council)

SEND- Special Education Needs and Disability

SENCO- Special Educational Needs Coordinator

SDP- School Development Plan

SLT- School Leadership Team

TAC- Team around the child

Appendix 3



Individual Education Planning Record

SEND SUPPORT
SEND SUPPORT +
EHCP/STATEMENT

Name: _____ SENCO: _____
Date of Birth: _____ Staff: _____
Class: _____ Date of discussion with parents to begin IEP: _____

Things I am good at: (Skills, strengths, interests etc)		Things I find difficult: (Challenges, diagnosis, barriers etc)				Parents and Carers Names:
Date 1st Targets set: Staff:		Shared with parents:				EHR completed Y/N Date if yes:
What am I going to do? (Intervention)	My Targets (indicate if they have come from a professional's report)	Who is going to help me and when?	Group Size	How am I doing now?	What am I trying to achieve?	How did I get on?
Date 2nd Targets set: Staff:		Shared with parents:				
What am I going to do? (Intervention)	My Targets (indicate if they have come from a professional's report)	Who is going to help me and when?	Group Size	How am I doing now?	What am I trying to achieve?	How did I get on?

Date 3rd Targets set: Staff:		Shared with parents:				
What am I going to do? (Intervention)	My Targets (indicate if they have come from a professional's report)	Who is going to help me and when?	Group Size	How am I doing now?	What am I trying to achieve?	How did I get on?

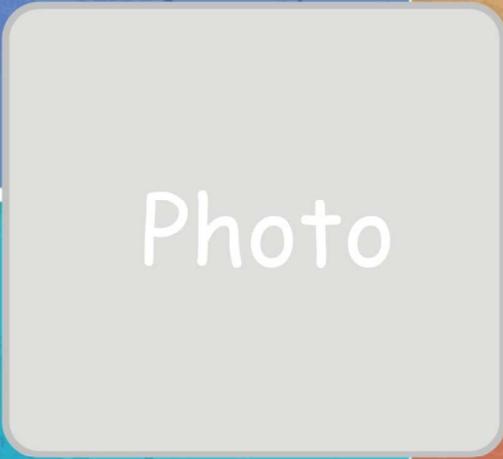
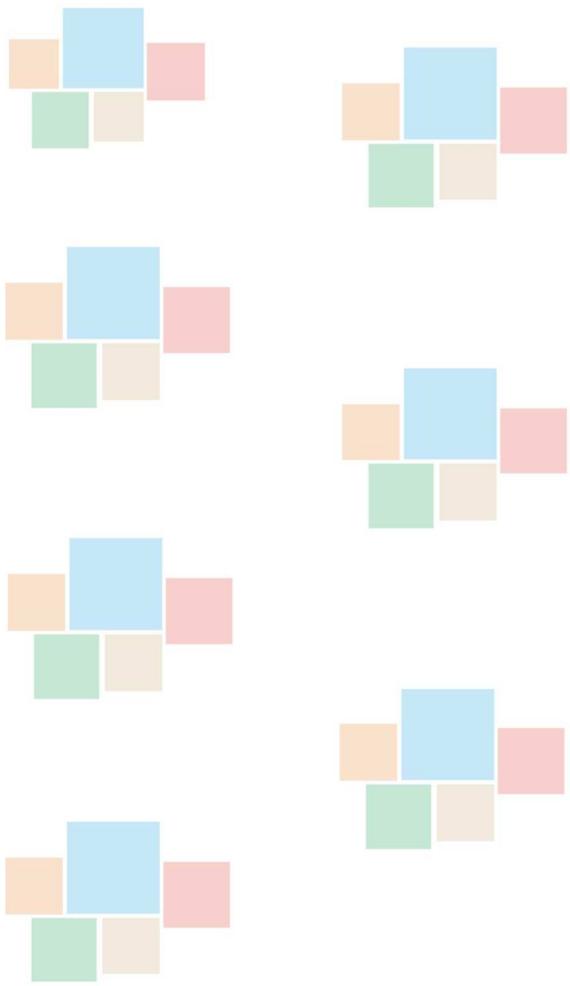
Class: Academic Year: 2015-2016		Staff: Comments:				
Date 1st Targets set: Staff:		Shared with parents:				
What am I going to do? (Intervention)	My Targets (indicate if they have come from a professional's report)	Who is going to help me and when?	Group Size	How am I doing now?	What am I trying to achieve?	How did I get on?
Date 2nd Targets set: Staff:		Shared with parents:				
What am I going to do? (Intervention)	My Targets (indicate if they have come from a professional's report)	Who is going to help me and when?	Group Size	How am I doing now?	What am I trying to achieve?	How did I get on?
Date 3rd Targets set:		Shared with parents:				

Staff:						
What am I going to do? (Intervention)	My Targets (indicate if they have come from a professional's report)	Who is going to help me and when?	Group Size	How am I doing now?	What am I trying to achieve?	How did I get on?

Below is a sample of a ONE PAGE PROFILE, It will be saved with the IEP Record sheet and will be used to capture the views of the child.

Blank white box with a dark blue border.

What people like and admire about me...



What makes me happy

Blank area with a light pink background for writing.

How I want to be supported...

Blank area with a light blue background for writing.