



St Francis
C of E Primary School



Kernow Learning
Building Excellent Schools Together

Special Educational Needs and Disability Policy

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School or Trust policy:	School

Meeting your communication needs:

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Introduction

At St Francis C of E Primary School, we recognise the uniqueness of children and aim to provide a suitably rich, broad and adapted curriculum that meets the needs of all learners. **This policy accepts the definition of SEND as set out in the Revised Code of Practice 1:3 (page 15-16)**

At St Francis C of E Primary School, we support children with medical conditions to ensure they have access to a fully inclusive education as outlined in our policy 'Supporting children with Medical conditions'.

Children have a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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

Special educational provision means:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by Children, Schools & Families, other than special schools, in the area

Code of Practice, 2014 – p15

At our school every person matters, every person helps, every person succeeds so that each of us live "life in all its fullness". (John 10:10)

1. Aims and Objectives

- 1.1 The Local Governing Board and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by Children Schools & Families that a pupil has special educational needs or disabilities, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

- 1.4 St Francis C of E Primary is committed to involving parents/carers in supporting and identifying the needs of their child
- 1.5 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.6 The SENCo will work with the Trust Academies and relevant Early Years settings to promote best practice for children with special educational needs & disabilities within the local community.

2. Responsible Persons

- 2.1 The named SEND governor (Local Governing Board Member with responsibility for SEND).
- 2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs and disabilities is Jo Hambly (Operational SENCo) and Rachel Marsh is the named school SENCo.

3. Admission and Inclusion

All the teachers in St Francis C of E Primary are teachers of children with Special Educational Needs & Disabilities. As such, St Francis C of E Primary adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. The School operates an equal opportunities policy for children with special educational needs & disabilities and medical conditions, who have the same rights as other children. This includes those children with Education, Health Care Plans and all pupils with additional and different provision.

4. Access to the curriculum

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs & disabilities a graduated response will be adopted. The School will, in other than exceptional cases, make full use of classroom and School resources before drawing on external support.
- 4.2 The School will make provision for pupils with special educational needs & disabilities to match the nature of their individual needs, the class teacher and SENCo will keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

- 4.5** Schemes of work for pupils, within classes and year groups, will reflect whole School approaches to teaching and learning and will take account of special educational needs & disabilities.
- 4.6** Curriculum tasks and learning challenges are adapted appropriately for individual children. This may be by broking learning down into a series of small and achievable steps, providing additional concrete resources such as number squares, talking tins or task boards or the use of assistive technology for pupils who have marked learning difficulties.

5. Providing the graduated response at SEND Support

The School offers a adapted curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy skills and knowledge; presenting persistent social emotional & mental health difficulties; has sensory or physical problems; or communication or interaction difficulties, the School will place the pupil "On Alert" and support that is additional to and different from the differentiated curriculum, will be provided through time-bounded interventions. If the difficulty persists, the pupil is placed on "School Support" and an Individual Provision Map (IPM) is written to support the pupil in a range of ways, these include but are not limited to:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Intervention
- Behaviour support programmes
- Use of specialist equipment/resources
- Alternative teaching strategies

The resources allocated to pupils (see 7) who have special educational needs & disabilities will be deployed to implement these Individual Provision Maps at SEN Support as outlined in the revised Code of Practice. Parents will be consulted and pupils (if appropriate) will be involved in decisions taken at this stage. (See also 8, 9 and 10) If a pupil does not make progress despite the school taking the action outlined, advice will be sought from appropriate external partners referred to in Section 8 and the Individual Provision Map will be amended accordingly.

6. Identification and Assessment- a graduated response

- 6.1** If progress is still not achieved the child may be assessed, in line with Cornwall Council's criteria, with the view to initiating a statutory assessment of special educational needs & disabilities under the 1996 Education Act. If there is sufficient evidence that the a child's special educational needs meet the criteria, an Education Health & Care Plan could be issued.
- 6.2** Identification of special educational needs & disabilities will be undertaken by all staff through the SENCo, and the appropriate records and Children Schools & Families forms will be maintained. Profiles and records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENCo. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the

SENCo for diagnostic testing to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.

- 6.3** The progress of children with special educational needs & disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice.

Individual Support Plan reviews will be held termly. Additionally, the progress of children with Education Health and Care Plans will be reviewed annually, as required by legislation.

- 6.4** Detailed records will be kept of the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group intervention and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

6.5 Criteria for Exiting the SEN Record of Need

The SENCO has responsibility for the removal of a pupil from the Record of Need. The decision will be dependent upon appropriate progress being made and in conjunction with appropriate teaching staff and parents.

Details of the provision offered at St Francis can be found in the SEN Information Report in the SEN section of the School's Website.

7. Resources

7.1 Funding:

The School is allocated an annual budget for SEND, these funds are devoted to the delivery of quality first teaching, learning support hours, and the purchasing of specialist resources to support learning. Funding from the DfE and Children, Schools & Families varies from year to year, the most recent figures are available from the Head Teacher.

- 7.2** School directs funds appropriately to meet the needs of all pupils and monitors outcomes to ensure best value.

- 7.3** Funding from Children, Schools and Families is available to some pupils with Education Health and Care Plans who have severe or complex SEND. The School fulfils its financial obligations from the delegated SEND budget to meet the needs of all pupils requiring additional and different provision. A Record of Need documenting numbers of pupils at SEN Support and with EHC Plans is maintained by the SENCo. This is updated on an ongoing basis.

8. Liaison

- 8.1** Parents and carers will always be consulted when the involvement of an external agency is considered for their child. (Also see 9)

- 8.2** Regular liaison is maintained with the following external agencies in order to best support pupils at School Support and pupils with EHC Plans: Communication Support Service, Educational Psychology Service, Occupational Therapy Service, Community Physiotherapy Service, Cognition & Learning Service, Early Years Support, Early Help Hub, Vision Support Service, Hearing Support Service, School Nurse Team, Physical and

Medical Needs Advisory Service, Autism Team, Paediatric Services, Headstart, CAMHS and Social Care.

8.3 Our Trust employs its own Speech and Language Therapist who takes a strategic lead across the Trust. Working alongside the School SENCo, they implement school improvement and professional development in order for school staff to maximise their impact when working with any pupils who have speech, language and communication difficulties. This is in addition to NHS Speech & Language therapists.

8.3 Our Trust have a SEND team who meet regularly for training, sharing of best practice and support. Particularly close liaison is maintained with regards to transitions from relevant early years settings and to local secondary schools.

9. Working with Parents

9.1 The School will actively seek the involvement of parents/carers in the education of their children. It is widely recognised that working together in partnership is particularly important for pupils who have special educational needs & disabilities, the support and encouragement of parents is often the crucial factor in achieving success.

9.2 Parents/Carers will always be kept informed about the special educational needs & disabilities experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the School will be consistently maintained. Parents/Carers will be kept fully informed about support agencies such SENDiASS.

9.3 As mentioned in '8' above, parents/carers will be fully consulted before the involvement of Children Schools & Families support agencies and as such, will be invited to attend consultation and review meetings.

10. Pupil Participation

The School will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Provision Maps. Where appropriate, the school will encourage pupils to be involved in decisions which are taken regarding their education. Pupils also contribute, and have ownership of, their One Page Profiles.

11. Staff Development

In-service training needs related to special educational needs & disabilities will be identified by the SENCo, in consultation with the Head Teacher and staff, and will be incorporated into the staff development plan supported by SEND Funds.

12. Evaluating Success

This policy will be kept under regular review. The Local Governing Board will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' Individual Support Plans, progress review and/or annual review. In addition, evidence will be gathered regarding:

- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs & disabilities
- Success of specific behaviour intervention strategies

- Pupil attendance
- Number of exclusions
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements Monitoring the outcomes of specific intervention strategies

13. GDPR Storing and managing information

The school complies with General Data Protection Regulations (GDPR) – March 2018.

The schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.

All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.