

SEN Policy- St Francis School Ascot

SECTION 1- Introduction

St Francis is a school within the Catholic Academy Trust in East Berkshire: a charitable company limited by guarantee: Registered in England and Wales: Company Number: 8561153. Registered Office: Cookham Road, Maidenhead, Berkshire, SL6 7EG

- **School Mission and Values**

As a Catholic school, we value and respect every person as an individual, always remembering our school mission to “Recognise Christ in Everyone.” The curriculum we offer to all of our pupils is broad, balanced and firmly rooted in Gospel values closely intertwined with British values. Our school values are:

Hope, Perseverance, Equality, Compassion, Honesty, Forgiveness, Respect, Friendship and Creativity.

The school has high expectations of behaviour and attitudes. The hard working staff at the school strive to ensure that each child is appropriately challenged and excited to learn, so that they can achieve well and develop as well rounded individuals.

St Francis School recognises the importance of fostering a healthy home-school partnership. We understand that as parents, you know your child better than anyone and so we actively encourage regular communication and contact between home and school through parent meetings, consultation evenings and curriculum information workshops.

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

- Children and Families Act 2014 and associated regulations
- SEND Code of Practice 0 - 25 (July 2014)
- Working Together to Safeguard Children (2013)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

At St Francis, we recognise our duties, as stated in the Special Educational Needs and Disability Code of Practice. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of

the Children and Families Act 2014 and associated regulations. It relates to children and young people with Special Educational Needs (SEN) and disabled children and young people.

This policy was developed by; the school's SENCO; in consultation with the our SEN Governor, in liaison with the Senior Management Team and school staff.

SECTION 2 - Core principles:

- At St Francis, we work in participation with children, young people and their parents, jointly making decisions at individual and strategic levels.
- We work towards the early identification of needs in order to ensure children and young people benefit from early support and high quality provision to meet the needs of children and young people with SEND.
- At St Francis, we will fulfil our duties under the revised Code of Practice (2014) which now covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- At St Francis, there is a strong focus on high aspirations and on improving outcomes for children and young people. We aim to ensure that there is greater choice and control for young people and parents over the support provided to pupils with SEN needs.
- At St Francis, we follow the Special Educational Needs Code of Practice which includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- At St Francis, we will publish our school offer whilst supporting the Local Authority in publishing a Local Offer of support for children and young people with SEN or disabilities.
- Pupils with additional SEND needs are supported through a graduated approach; this SEN support replaces the School Action and School Action Plus approach.
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replaces statements.

SECTION 3 - Definitions

- **Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

- *Special Educational Needs Code of Practice, 2014, Page 15*

Disabled children and young people

- 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'. 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.
- The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:
- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

SECTION 4 -Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a well trained and experienced Special Educational Needs Coordinator (SENCO).
- To provide support and advice for all staff working with special educational needs pupils.
- To help every child:
 - achieve their best
 - become confident individuals and live fulfilling lives
 - make a successful transition into their next stage in life.

SECTION 5- Identifying Special Educational Needs

- Many children and young people will have SEN of some kind at some time during their education. Early Years providers, mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training. If it is felt that a child may have Special Educational Need, additional intervention will be provided whilst these needs are identified using a range of assessments or observations. Our SENCO and class teachers, through pupil progress reviews, seek to identify those children making less than expected progress given their age and individual circumstances.
- This can be characterised by progress which:
 - is significantly lower than that of peers starting from the same baseline
 - fails to match or better the children’s previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap.
- **SEN Code of Practice, 2014, 6.17**
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Children and young people with SEN may need extra help because of a range of needs. The 0-25 SEND Code of Practice set out four areas of SEN:

- **Communicating and interacting** - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and learning** - for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
- **Social, emotional and mental health difficulties** - for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
- **Sensory and/or physical needs** - for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.
- Some children and young people may have SEN that covers more than one of these areas. The law says that 'children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.' *SEN guide for parents, DfE, 2014*
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Francis 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.
- At St Francis, we will consider areas that **are not** SEN but may impact on progress and attainment;
 - Disability
 - 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
- The Special Educational Needs Code of Practice states that 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching'

- ***Special Educational Needs Code of Practice, 2014, 6.37.***
- At St Francis, we will endeavour to ensure all pupils are supported with good or outstanding teaching as **Quality First Teaching (QFT) is the first step in supporting all pupils' needs.**
- When making decisions about SEN or disabilities, we will;
 - make sure that children, their parents and young people participate as fully as possible in decisions that affect them
 - have regard to the views, wishes and feelings of children, their parents and young people
 - provide support to children, their parents and young people so that children and young people do well educationally and can prepare properly for adulthood.
- ***Dfe, Parent Guide to SEN, 2014***
- At St Francis, there are a range of in school assessments and tools that we use to support the learning of children. These include:
 - Letters and Sounds phonics programme
 - National assessments such as the End of Foundation Stage Profile, Year One phonics screener, Year Two and Year Six assessments.
 - Parents Evening discussions
 - Termly Pupil Progress Meetings
 - The PM Benchmark Kit- reading assessment
 - Standardised tests eg. PUMA and PIRA
 - Behaviour audit - SNIP
- The information gathered from these early assessments will be discussed with the pupil (as relevant for their age) and parents in such a way that a good understanding of the pupil's strengths and areas of difficulty are established. Following this discussion and in consultation with parents, SEND support may be required.
- If it is agreed that a child may require SEND support, more specialised assessments **may be** required for a **FEW** children, these include:
 - Reading, Maths & Spelling age assessments
 - External agency assessments including; Educational Psychologists, Behaviour Support Service , Speech and Language, Occupational Therapists, School Support (formerly TASS), CAMHs,
- **Once it is agreed that a child requires Special Educational Needs support, our graduated response will begin and the Assess, Plan, Do and Review cycle will be followed.**

SECTION 5 - A Graduated Approach to SEN Support

- Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place.
- This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and strategies for supporting the pupil in making good progress and securing good outcomes. This is known as the graduated approach.
- Pupils with additional SEND needs are supported through this approach; this SEN Support replaces the School Action and School Action Plus approach. However, for children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will be considered.
- The four stages of SEN support are
 - Assess
 - Plan
 - Do
 - Review.
- **Assess:** A child's difficulties will be assessed so that the right support can be provided. This will include, for example, asking what parent's think, talking to professionals who work with a child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet a child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional. Throughout this process, teachers are responsible and accountable for the progress and development of the pupils in their class, including ensuring access to, management of and planning for, pupils receiving support from teaching assistants or specialist staff. Teachers will ensure that they have measurable baseline data which will enable them to measure the impact of the interventions which they put in place to support the child.
- **Plan:** We will agree, with parental involvement, the outcomes that the SEN support is intended to achieve - in other words, how a child will benefit from any support they get. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved. The intended outcomes will be expressed in measurable targets so that the impact of interventions is readily able to be identified and measured.
- **Do:** We will put the planned support into place. The teacher remains responsible for the child's teaching and learning on a daily basis supported,

as appropriate, by any support staff or specialist teaching staff involved. They will work closely to track a child's progress and check that the support is being effective. The SENCO will support and monitor this process, offering advice and liaising with outside specialist agencies to arrange assessments, advice and specialist services as required.

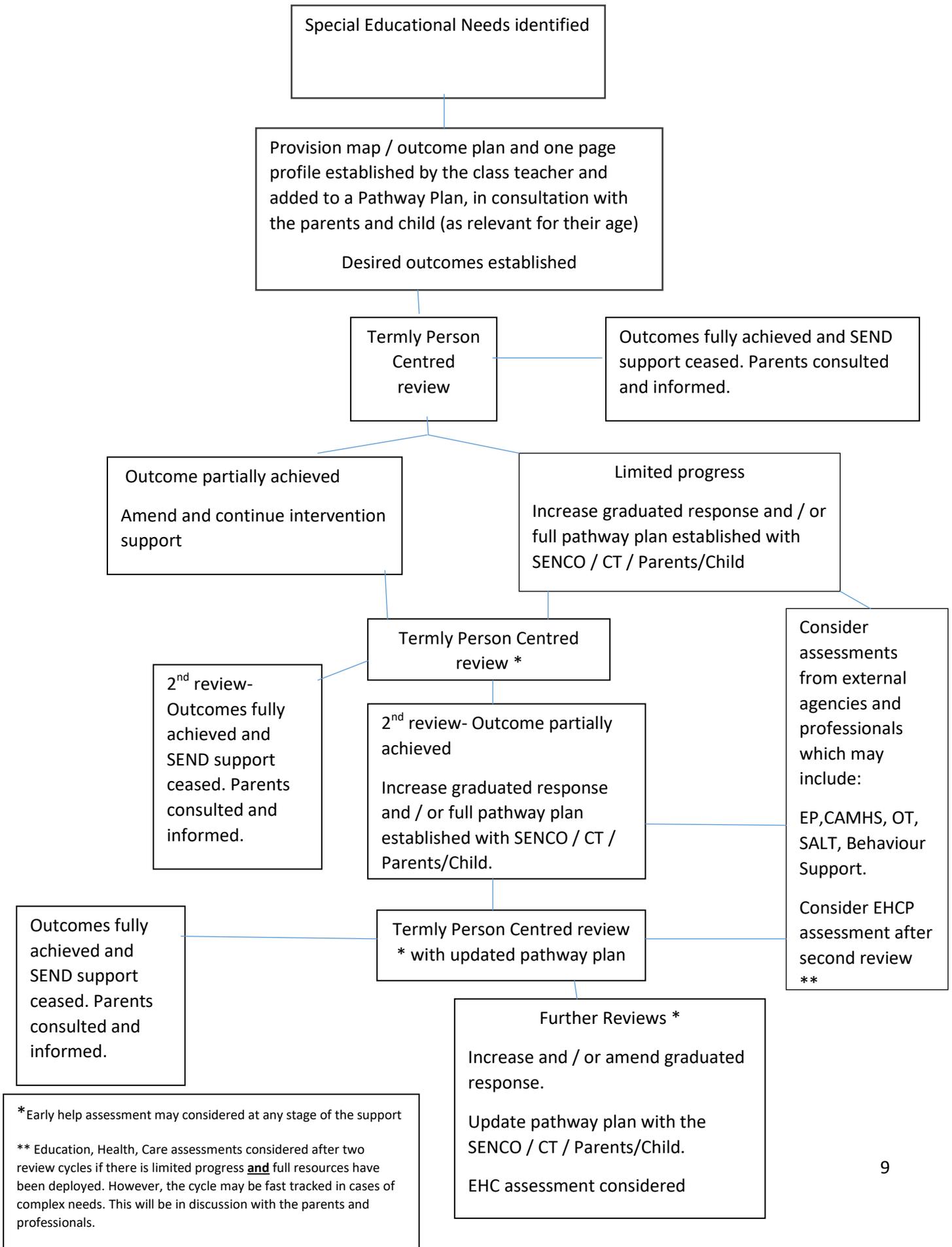
- **Review:** The support a child receives will be reviewed at a time agreed in the plan. Working with the families concerned, we will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.
- As outlined in section five; at each stage of the review, we will consider if the child's needs can now be met without SEN support or if an Education, Health care Plan is now needed.

SECTION 5- Managing pupils needs on the SEN register

- Where SEN needs have been identified, support is provided through a cycle of plan, do, review. This is documented on the whole school provision map, termly intervention reviews and IEPs.
- **Who is an Education, Health and Care Plan (EHCP) for?**
- 'Despite high quality teaching and purposeful intervention, through the school based local offer, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. The arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school based local offer.'
- Requests for an EHCP are made following RBWM council guidelines.

SECTION 5- Managing pupils needs on the SEN register

Figure one



*Early help assessment may considered at any stage of the support

** Education, Health, Care assessments considered after two review cycles if there is limited progress **and** full resources have been deployed. However, the cycle may be fast tracked in cases of complex needs. This will be in discussion with the parents and professionals.

- **SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

- We will liaise with parents / carers throughout the Assess, Plan, Review and Do cycle. If it is felt that your child no longer needs SEND support, this decision will be made in agreement with parents who will be informed in writing.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- At St Francis, the support provided for pupils and their families is stated within our School Offer Information Report. This is published on our website.

- **We believe in developing strong partnerships with our families. In addition, in partnership with parents, we may seek advice and support from:**
 - Educational Psychologists
 - Occupational Therapists
 - Speech and language
 - Physiotherapists
 - Behaviour Support
 - School Support (formerly TASS)
 - ASD Outreach
 - Education Welfare officer
 - Early Advisory Service
 - Parent Partnership

- The SENCO is responsible for access arrangements for assessments. This will be in line with national guidance.

SECTION 7: Admissions and Transition Arrangements

- Children with a Statement of Special Educational Need or EHCP that names the school in the Statement will automatically be admitted to the school and will count towards the published admission number.

- *Links- Admissions policy*

- Our SENCO and staff prepare children for a successful transition between classes using a range of strategies and resources. When pupils transfer from Year Six to a secondary school, meetings are held with secondary staff and children are invited to special extra visit days.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- At St Francis, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school 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.
- Some may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision when the SEND Code of Practice (2014) is followed.

SECTION 9: MONITORING AND EVALUATION OF SEND

- Children on the SEN register have an Individual Education Plan (IEP) where provision and desired outcomes are clearly identified. These are written by their class teacher and /or SENCO, reviewed on a termly basis and discussed with parents and the child at consultation meetings.
- If a child has a statement of Special Educational Needs or an Education Health Care Plan their targets are reviewed annually at their Annual Review meeting. Parents, Class Teachers and any outside agencies are involved in this meeting where the child's progress is reviewed and desired outcomes are agreed.
- The SENCO, SEN Governor and Headteacher will monitor the implementation of the school's SEN policy throughout the year gathering information on the following aspects:-
- The number of children with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The provision of support children receive and the impact and progress they make through:
 - Observations
 - Clear and accurate provision mapping of provision that is 'additional to and different from'
 - Analysis of data
 - Work sampling
 - Planning scrutiny focusing on differentiation and access for children with SEN
 - Audit of resources
 - Analysis of the environment through learning walks
 - Use of standardised tests and diagnostic assessment tools
 - Analysis of provision management / costed provision map
 - Parental views
 - The success of involvement of outside agencies
 - The success of liaison with other schools

SECTION 10: TRAINING AND RESOURCES

- **Funding and Resources**
- Our notional budget outlines the SEN funding each year. Pupils with SEN needs are supported either at an SEN Support Level or, for a minority of pupils, with an Education, Health Care Plan (or Statement of Special Educational Needs). Pupils' needs are met through the graduated response using additional funding within the school's notional SEN funding, up to the equivalent of £6,000 per pupil.
- At SEN Support level children receive additional support up to £6000. This covers interventions, resources and also preparation of lessons and activities that are additional to, or different from, those provided as part of the general curriculum.
- When it is identified that funding support needs to exceed £6000 for high cost, low incidence needs, additional funding may be provided through the EHCP route outlined in Section Five.
- **Training**
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These are provided by external agencies, Local Authorities and INSET.
- All staff will receive annual performance management/ appraisals to enable them to continue their professional development and identify their training needs. Whole school SEN training needs are also identified in the School Development Plan. Staff meetings are planned to address these needs.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO who explains the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. NQTs are supported by the SENCO in the development of support plans for individuals.

SECTION 11: ROLES AND RESPONSIBILITIES

- Our SEN Governors is: Sarah Chidede
- Our Safeguarding Officers are: Jane Gow and Caroline Johnson
- Our member of staff responsible for Looked After Children is: Jane Gow
- Our member of staff responsible for medical plans is: Jane Gow
- SENCO Roles and Responsibilities:
 - overseeing the day-to-day operation of the school's SEN policy
 - co-ordinating provision for children with SEN

- liaising with the relevant Designated Teacher where a looked after pupil has SEN
 - advising on the graduated approach to providing SEN support
 - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - liaising with parents of pupils with SEN
 - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority and its support services
 - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
 - working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 - ensuring that the school keeps the records of all pupils with SEN up to date.
- Role of the Governors:
 - Ensuring that the SENCO is a qualified teacher working at the school and that newly appointed SENCOs are a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
 - Ensuring that provision of a high standard is made for children
 - Ensuring that SEN children are fully involved in school activities
 - Have a regard to the Code of Practice when carrying out these responsibilities
 - Are fully involved in developing and subsequently reviewing the Inclusion policy
 - Report to parents/ carers on the school's Inclusion Policy including the allocation of resources from the school's devolved/delegated budget.
 - Role of the Headteacher:
 - Setting objectives and priorities in the school development plan, which includes SEND
 - Overseeing the role of the SENCO, the day-to-day provision of students with SEND, including setting a budget for supporting students within the school's overall financial resources
 - Updating and informing the Governing body
 - Review how expertise and resources used to address SEN can be used to build the quality of whole-school provision
 - Role of the Class teacher and Teaching Assistants:

'All teachers are teachers of SEN'

- Devising access strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SENCO
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the school's procedures for SEND and the Code of Practice.
- Raising individual concerns to the SENCO
- Class teachers are responsible for supporting the work of teaching assistants and overseeing the effectiveness of interventions for the class
- Teaching assistants are responsible for the delivery of interventions and supporting pupils with SEN needs under the guidance and direction of the class teacher.

SECTION 12: STORING AND MANAGING INFORMATION

See information sharing policy.

SECTION 13: REVIEWING THE POLICY

This policy will be reviewed annually

SECTION 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.
- Our Single Equality Scheme and Accessibility plan is available on our website.
 - *Links- Single Equality Scheme and Accessibility Plan*
 - *Local offer*

SECTION 14: DEALING WITH COMPLAINTS

- Copies of the complaints procedures are kept at the school office and are readily available upon request.
 - *Links- complaints policy*

SECTION 15: BULLYING

- At St Francis, we recognised that some groups of children may be victims of bullying and we adopt a 'zero tolerance' approach towards bullying. Our anti bullying policy and parent leaflet can be found on our website.

Links- Anti Bullying and behaviour for learning policy.