

# St Francis Catholic Primary School



## SEN Policy

*Jesus said 'Love one another as I have loved you'*

**St Francis School is a loving community, respecting every child and adult and caring for God's world, as we help each other to do our best and grow together in Christ.**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

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## **COMPLIANCE**

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)
- Schools SEN Information Report Regulations (2014)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251874/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_SEN\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf) and [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Illustrative Regulations as a guide for schools completing SEN Information Report (See as a guide for schools completing SEN Information Report)
- NASEN Key requirements for updating your school SEN Policy in line with SEND Code of Practice 2014 <http://www.nasen.org.uk/uploads/publications/329.pdf>
- Children and Families Act (2014)  
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

## **SENCO**

St. Francis Catholic Primary School has a named SENCO, Mrs Julia O'Mullane, who is responsible for the management of and provision for SEN.

Our SENCO is qualified in accordance with the Child and Families Act 2014 and has the National Award for SEN co-ordination qualification.

The SENCO can be contacted via the school office on 01621 856698.

Enquiries about an individual child's progress should be addressed in the first instance to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Julia O'Mullane, SENCO.

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above or would do so if special educational provision was not made for them.

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

This Special Educational Needs policy details how, at St. Francis Catholic Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, enabling them to join in all school activities together with pupils who do not have special educational needs.

This SEN policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### **Main changes/headlines from SEN Code of Practice September 2014:**

- Statements of Education will no longer be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN (Communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory). St. Francis Catholic Primary school has children in all of these categories of SEN.
- Parents/carers and children should be closely involved in the SEN process. This is in order to ensure that we all take into account the child's own views and aspirations in addition to the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

This policy should be read in conjunction with the Safeguarding Policy. At St. Francis Catholic Primary School we recognise that some children with Special Needs can be more vulnerable to abuse and exploitation.

The SEN Policy is available from our website, which also includes our Schools' SEN Information report and a link to Essex's Local Offer for parents and children with SEN and disabilities.

### **Aims**

At St. Francis Catholic Primary School, we endeavour to raise aspirations and expectations for all children with SEN. Our school provides a focus on outcomes for the pupils within our care, not simply hours of provision and support.

We have a commitment to ensuring that we do not identify pupils as having Special Educational Needs before we have offered 'High Quality Teaching. ('The Special Educational Needs and Disability Review – a statement is not enough', Ofsted, September 2010)

**High Quality Teaching:** All pupils in our school benefit from this, it is the foundation of all teaching, assessment and intervention for all pupils. This aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning.

**Each teacher is a teacher of every child or young person, including those with Special Educational Needs.**

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

It is imperative that all teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. (SEN Code of Practice, 2014)

At St. Francis Catholic Primary School, we aim 'to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.' (SEN Code of Practice Summary – NASEN, 2014)

Our school community works together in order to create a thriving, empowering learning environment in which every pupil reaches their full potential. We strive to meet the academic, social, and emotional needs of all pupils, regardless of any additional needs, demonstrating that every child in our school really does matter.

### **In providing for children with Special Educational Needs we aim:**

- For each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all.
- To value all children equally, irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.
- To identify children with Special Educational Needs as early as possible, in order to support their physical, social, emotional or intellectual development.
- Ensure sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 SEN Code of Practice.

## **OBJECTIVES:**

These objectives are written within the guidelines laid down in the **Special Educational Needs Code of Practice (2014)** and the **Special Educational Needs and Disability Regulations Clause 65 (2014)**.

- Identify and assess from an early age pupils who require SEN Support. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Provide full access to the National Curriculum at a level appropriate to pupil needs.
- Develop teaching strategies and the skills of staff in dealing with special needs through partnership in the classroom, liaison with outside agencies, and through provision of In-service training.
- Seek the views of the pupil and parents/carers in self-assessment, planning and target-setting using One Page pupil profiles and/or One Plan meetings
- To work within the guidance provide 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 Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. These services include - Educational Psychology Service, Speech and Language Therapy, Emotional Well Being and Mental Health Services (EWMHS) and the Brentwood Catholic Children's Society.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.
- To enable all children to participate in lessons fully and effectively
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement

## Identification of Special Educational Needs

At St. Francis Catholic Primary School, it is our belief that all children have an equal right to an extensive education, which will enable them to achieve their full potential. We value the abilities and achievements of our pupils and are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers, wherever possible, so all children can flourish and feel safe.

Provision for children with Special Educational Needs is a responsibility of the whole school. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014). The National Curriculum requires that all children have access to a broad and balanced curriculum.

### The SEN Code of Practice 2014 refers to four different types of special educational need;

- Communication and interaction (e.g. *Autistic Spectrum and language disorders*)
- Cognition and learning (e.g. *Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global/developmental delay*)
- Social, mental and emotional health (e.g. *ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties*)
- Sensory and/or physical (e.g. *Hearing impaired*)

Gifted underachievers are not highlighted in the SEN Code of Practice 2014, however our school is committed to ensuring their academic achievements are commensurate with their ability. The school also works to ensure that higher ability pupils reach their full potential.

Some children may not be identified as having a special educational need but may have other factors that impact upon their progress and attainment and, as a school, we are committed to supporting all vulnerable groups (see Sept 2014 OFSTED inspection guidance).

- Disability (the SEN Code of Practice 2014 outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone 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
- The identification of behaviour as a need is no longer an acceptable way of describing SEN (SEN Code of Practice 2014). Any concerns relating to a pupils' behaviour will be described as ***an underlying response to a specific need***. Changes to or difficulties with behaviour, will be identified by the child's Class Teacher in the first instance as they know the child well. Concerns will be discussed with the SENCo and/or Head teacher as appropriate, in determining the underlying need and development of strategies for support.

At St. Francis Catholic Primary School, we work to identify the needs of our pupils by fully considering the needs of the whole child and not simply the Special Educational Need of the child.

The school will assess each child's level of attainment upon entry in order to ensure that they will build up on the patterns of learning and experience already established during the child's pre-school years. If the child has already been identified as having a Special Educational Need, this information will be transferred to the Class Teacher and SENCo in order for appropriate support to be provided. The child's achievements will be monitored in order to plan for the next steps of the child's learning.

**Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:**

1. The progress of every child is regularly monitored and discussed during termly pupil progress meetings. Where children are identified as not making progress despite being in receipt of *High Quality Teaching*, they are discussed with the Head teacher and SENCo, then a plan of action is agreed.
2. Class teachers are continually aware of children's learning. The school system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school system includes reference to information provided by:

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- An existing statement of SEN or Education, Health and Care Plan

If it is observed that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, Class Teachers will seek to identify a cause.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Should a concern or issue be highlighted, Class Teachers should refer to the **Essex Provision Guidance** in the first instance. This will ensure that differentiated **High Quality Teaching** has taken place prior to any concerns being passed onto the SENCo. If strategies shown within the Essex Provision Guidance have been carried out without success, the Class Teacher should complete an '**Initial Concerns Form**' and hand to the SENCo.

3. Parental concerns may be raised, whereby a parent/carer requests that we look closely at their child's learning. We take all parental/carer requests seriously and will investigate them all. Frequently, the concern can be addressed by **High Quality Teaching** or through assisting the parent/carer in offering their child support at home. If these measures are not adequate, the child will be placed at SEN Support on our SEN register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or concerns with regards to a disability.

The **Essex Provision Guidance** ([Available online](#)) defines the levels of intervention as being:

### **1. High Quality Teaching (Wave 1)**

This is the essential foundation of all teaching, assessment and intervention for all pupils. High Quality Teaching:

- seeks to engage and support the learning of all children and young people;
- builds on pupils' prior learning and responds appropriately to the 'pupil voice';
- builds from the skilful design of learning;
- is construed as children and young people progressing in their learning;
- involves a curriculum that is methodically constructed and renewed to deliver small and efficient steps of progression.

### **2. Additional School Intervention and Support (building on High Quality Teaching, Wave 2)**

An assessment and intervention process which is usually co-ordinated by the SENCo working alongside other school staff. Interventions at this stage will be additional to those provided through classroom support. To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage.

### **3. High Needs (Wave 3)**

This is generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes for a pupil. This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels.

'If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention as described in the Essex Provision Guidance has been put in place and reviewed at the previous levels of the graduated approach'. (**Essex Provision Guidance**)

## **High Quality Teaching**

- ❖ Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- ❖ Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- ❖ The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- ❖ The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- ❖ Through points 2 and 4 it can be determined which level of provision the child will need going forward.
- ❖ If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

- ❖ Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- ❖ The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- ❖ Parent's evenings are used to monitor and assess the progress being made by children.

## **SEN Support (Additional School Intervention and High Needs)**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision made for the child to be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. This will be shown on the school provision map as SEN Support, Wave 2 or Wave 3 as appropriate to the needs of the individual.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support which are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Details of needs, interventions, support and expected outcomes will be agreed by all involved in the planning process and recorded upon the child's individual One Page pupil profile.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, however can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.essexlocaloffer.org.uk/>

## **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Essex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Managing Pupils' Needs on the SEN Register**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff including support staff on the subject of SEN and SEN teaching are provided in school and through ECC courses. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

Once a child has been identified as requiring SEN Support, a One Page pupil profile will be created together with the child, parent and Class Teacher. This collaboration enables us to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. Children will help to generate specific outcomes they would like to achieve, these will be reviewed on a termly basis.

Pupil progress will be reviewed on a termly basis in line with the SEN Code of Practice (2014). The Class Teacher, Head teacher and SENCO will meet to discuss data, areas of success or difficulties that their pupils may be having. These meetings will enable all parties to review progress made, the effectiveness of interventions and areas which may need to be amended.

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This will be carried out in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

SEN provision and interventions are recorded on a whole school provision map, which is updated on a termly basis. Interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## **Criteria for exiting the SEN Register:**

As part of the regular monitoring and assessment, children who are listed on the SEN Register and make two terms of sustained progress, narrowing the gap between where they began working and where they are expected to be, will be removed from the SEN register. These pupils will be placed on a 'Monitor' status to ensure that their progress is continued.

## **Supporting Pupils and Families:**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents/carers hold key information about their children, they have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be invited to take an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process during person centred meetings.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

The school aims to keep parents fully informed and involved, ensuring that we take the wishes, feelings and knowledge of parents into account throughout the SEN process. We encourage parents to make an active contribution to their child's education and have regular meetings in order to share the progress made by their children.

## **Supporting Pupils at School with Medical Conditions:**

The Children and Families Act (2014) stipulates that all pupils with medical conditions should be properly supported. St. Francis Catholic Primary School recognises that pupils at school with medical conditions should have full access to education, including school trips and physical education.

We ensure that children with medical conditions have Individual Healthcare Plans which specify the type and level of support required to meet the medical needs of such pupils.

Some children with medical conditions may also have special educational needs, this could be at the level of SEN Support or through a statement, or Education, Health and Care plan. Their provision should be planned and delivered in a co-ordinated way with the Healthcare Plan.

## **Training and Resources:**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, SEN cluster meetings and facilitates/signposts relevant SEN focused external training opportunities for staff.

We recognise the need to train all our staff on SEN issues, the SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of the provision map.

## **Roles and Responsibilities:**

### **The Special Needs Coordinator (SENCO)**

The key responsibilities of the SENCO include:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents/carers are fully involved in supporting their child's learning and about the support their child receives and provision which is in place
- Liaising with external agencies including the LEA's support staff and Educational Psychology Services, Health and Social services and Voluntary bodies, Speech and Language Therapy, Educational Psychologist, Specialist Teachers, Physiotherapist...
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of each child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Overseeing the day-to-day operation of the school's SEN policy
- Monitoring data to identify SEN children and report back to the Head teacher throughout the year
- Co-ordinating provision for children with special educational needs.
- Overseeing the records of all children with special educational needs.
- Chairing Annual Review meetings, arranging Person Centred Review Meetings, supporting with One Page Pupil Profile review meetings as appropriate.
- Attending course to keep skills and knowledge up to date.

### **The Governing Body:**

The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;

- Ensure that parents are notified of a decision by the school that their child has special educational needs;
- Establish an SEN policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis
- Report on how the school's SEN policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;
- Ensure that the SEN Code of Practice is followed
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of children with SEND.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

### **The Responsibilities of the Head teacher include:**

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher gives responsibility to the SENCo and class teachers, but is still responsible for ensuring that every child's needs are met.
- The Head teacher must ensure that the Governing Body is kept up to date about issues relating to SEND.

### **Storing and Managing Information:**

The SENCO will hold details of all SEN records for individual pupils in the small meeting room, all central files are stored within a locked filing cabinet.

#### **All staff can access:**

- . St. Francis Catholic Primary School SEN Policy
- . The SEN Information Report
- . A copy of the full SEN Register
- . A Class SEN File – providing details of each child within the class who has SEN and records relating to their needs and provision
- . Individual One Page Pupil Profiles
- . Guidance on identification of SEN in the Code of Practice
- . Access to the Essex Provision Guidance
- . Information on individual pupils' special educational needs, including One Page Pupil Profiles, targets set and copies of the provision map.
- . Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- . Information available through Essex's SEND Local Offer

In addition to the central SEN files for each class, copies of all relevant documentation including assessments and reports from outside agencies are kept in individual Class SEN files. These must be stored securely in a locked cupboard.

Every staff member has access to complete and up-to-date information about all pupils with special needs and their requirements which will enable them to effectively provide for the individual needs of all pupils.

## **Accessibility:**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. We believe that all children learn best with the rest of their class.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

All children on the special needs register have a One Page Pupil Profile, with individual targets which have been agreed with the child, parent/carer, Class Teacher and SENCo.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times however, in order to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on our provision map, which is updated on a termly basis. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

## **Dealing with Complaints:**

As detailed in our SEN Information Report, at St. Francis Catholic Primary School we do make our best efforts to communicate with parents/carers and children to ensure that we develop and maintain positive relationships.

We work hard to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with effectively.

If a situation does arise where a family has a concern about the provision being made for their child or the impact of that provision and feel that the Class Teacher and/or SENCo have been unable to deal with their concerns, in the first instance they should talk to the Head teacher and then if they are still not satisfied they should consult the schools' Complaint Procedure.

Signed (Chair):	Name: <b>Mr M Catchpole</b>	Date: 8 <sup>th</sup> February 2017
Signed (Head):	Name: <b>Mrs S Ginzler-Maher</b>	Date: 8 <sup>th</sup> February 2017
Next Review: Autumn 2018		