

St Francis of Assisi Catholic Primary School

2020-2021

SEND School Policy

(provision for pupils with any Special Education Needs and Disabilities)



in compliance with

Statutory Instrument: Special Educational Needs (Information) Regulations
(Clause 65) and Special Educational Needs and Disability Code of Practice (2015)

Last review date: January 2021

Next review date: January 2022

Policy Links

This Policy links to other school policies:

- Behaviour
- Child Protection Policy
- Complaints
- School Universal Offer – <http://www.beeston-st-francisassisi.leeds.sch.uk/page.php?id=665>
- Leeds Local Offer - <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>
- Admissions Policy

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need or Disability might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.

Aims and Objectives of this Policy

The aims of our policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Policy to the Special Educational Needs and Disabilities Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

<p>The name and contact details of the <u>SENCO</u>.</p> <p><i>Mrs V Snejberkova-Taylor</i></p> <p><i>Contact via the School Office: 0113 270 0978</i></p>	<p>The name and contact details of the <u>SEND Governor</u>.</p> <p><i>Catherine Gregory</i></p> <p><i>Contact via the School Office: 0113 270 0978</i></p>
---	--

Definition of SEND

A child or young person has SEND 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.

The kinds of Special Educational Needs which are provided for in our school:

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Social, Emotional and Mental Health Issues
- Autistic Spectrum Conditions
- Hearing Impairments
- Moderate Learning Difficulties

In admitting pupils with SEND we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

“High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”

SEND Code Of Practice (2014)

“The key to good outcomes are good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of any provision.”

Ofsted SEND Review (2019)

Provision for SEND

UNIVERSAL Provision:

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils’ identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LEA, external agencies and Ofsted about resource deployment.
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment of SEND

Children’s needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, baseline assessment, reading age tests, language screening, and whole-school pupil progress data.
- classroom-based assessment and monitoring arrangements.
- Following up parental concerns.
- Tracking individual children’s progress over time.
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining, and updating termly, a provision map for all vulnerable learners.
- Undertaking, when necessary, a more in-depth individual assessment.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having SEND, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of QFT
- class support
- pre teaching
- bilingual support/access to materials in translation
- further differentiation of resources

TARGETED / SPECIALIST Provision:

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie. they have a special educational need or disability, as defined by the SEND Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEND, will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan (EHCP).

Education Health and Care Plan:

- Pupils with a statement of educational needs (pre-September 2014) or an Education Health and Care Plan (post-September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

(1) Class teacher

- liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a provision map – but do not have special educational needs.
 - which pupils require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need.
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities.
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2015)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

(2) SENCO

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEND policy; • coordinating provision for children with SEND.
- Liaising with the relevant designated teacher where a child looked after pupil has SEND
- Advising on a graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEND
- 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.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school or maintained nursery keeps the records of all children with SEND up to date.

(3) Headteacher

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the SENCO
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents as appropriate

Assessing and Reviewing pupils' progress

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school's generic processes for tracking the progress of all pupils
 - Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with EHCP are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/EHCP are prescribed in the SEND Code of Practice (September 2015)
- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. For example:
 - Sensory experiences to develop sensory awareness and concentration.
 - Adult support for children who *require* a key person.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support, to develop self-help strategies to ensure their full access to the curriculum.
- The school has a robust approach to supporting children who require social and emotional provision, eg:
 - Lunchtime pastoral groups – to support unstructured time
 - Behaviour support workers within phases
 - Nurture groups (classes run by Learning mentor support)
 - Family support team Lunchtime Behaviour Learning Centre to help support restorative practice
 - Assigned key adults for pastoral care
- In accordance with Section 6 of the SEND Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Leeds SEND Information and Advice Support Service available as part of the Local Offer.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Plan.

Partnership with Outside Agencies

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - Targeted Services Lead
 - CAMHS/MindMate
 - SENSAP
 - Educational Psychology Service
 - SENIT
 - Leeds SEND Information Advice Service
 - Sensory Impairment team
 - Local NHS services
 - Early Years SEND support service (Inc Portage team)
 - Multi-agency safeguarding hub
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for CLA, but in some cases it can be another member of staff who we have identified as a key worker.

Arrangements for Transition

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

Links with other services:

Effective working links will also be maintained with:

- Complex Needs Team 0113 395 1039
<http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx>
- Educational Psychology Service: 0113 395 1176
<http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx>
- Social Services: 0113 222 4403
<http://www.leeds.gov.uk/residents/Pages/Children-Social-Work-Services.aspx>