

St. Francis' Catholic Primary School



Special Educational Needs and Disability (SEND) Policy

Approved by Governors: April 2023
Review date: April 2025

Mission Statement

Peace

Love

Knowledge

"As followers of Jesus and St Francis we pray that we are instruments of peace, learning to love and be loved, embracing our differences and Striving for excellence in all we do. Amen"

"All teachers are teachers of pupils with Special Educational Needs. Teaching such pupils is therefore a whole school responsibility"

This SEND policy is written to comply with the 2014 Pupils and Families Act and the SEN Code of Practice (1st September 2014), together with the Equality Act 2010.

Headlines from the 2014 Code of Practice:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support pupils from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support'. All pupils are closely monitored, and their progress tracked each term. Pupils receiving this support are additionally tracked by the SENCo.
- There are four broad categories of SEND:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties
 - Sensory and/or Physical Needs
- Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the [Local Offer](#) should contain.

Schools are required to set out their SEND Information Report and SEND Offer. The **SEND Information Report** contains information about the implementation of the school's SEND policy, including the arrangements we make that are 'additional' and 'different' for pupils with SEND.

The SEND Offer contains information about the arrangements for identifying, assessing and making provision for pupils with SEND ([see Appendix 1](#)).

Roles and Responsibilities

The new code of practice states:

(SEND 6.36) Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The staff and Governors of St Francis' Catholic Primary School believe that all pupils including those with special needs have a right to a broad and balanced curriculum and are treated with respect and sensitivity, by all members of the staff.

- Ms Natasha Scott (Headteacher) has overall responsibility for SEND provision at St Francis' Catholic Primary School.
- The SEND Inclusion Link Governor is Ms Lois Elias.
- The SENCo is Ms M Haarhoff.
- The Learning Mentor in charge of Home School Liaison is Mrs Sandra James.
- The members of staff with responsibility for Pastoral Care are Mrs Sandra James and Ms Tracey Maitland.

The SENCo is responsible for co-ordinating the day-to-day provision for pupils with SEND. Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Ms M Haarhoff - SENCo.

The name and contact details of the SENCO

Ms M Haarhoff

Email: mia.haarhoff@st-francis.newham.sch.uk

Tel: 020 8534 0476

Defining SEND

The 2014 Code of Practice says that:

Special Educational Needs and Disabilities (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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Graduated Approach

The code states:

SEND support should 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 of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. (See Appendix 2)

Our objectives at St Francis' Catholic Primary School are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying pupils at SEND Support

We believe in the early identification of difficulties and appropriate intervention to give all pupils the best possible education to enable them to reach their full potential.

Pupils with SEND in our school are catered for within a caring, supportive environment. We have a whole school approach to SEND.

Class teachers are continually aware of pupils' learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age

and individual circumstances, they 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

The progress of every child is monitored at termly pupil progress meetings. Where pupils are identified as not making progression in spite of Quality First Teaching, they are discussed with the SENCo at termly SEND reviews.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. We believe partnership between parents and the school; together with the expertise from support agencies should combine to ensure every child attains their full potential.

The school employs:

- Teaching Assistants (with specific SEND responsibility) who work as directed either with specific target groups or on a 1:1 basis. TAs are First Aid trained.
- Teachers who run specific English and Maths Intervention Groups throughout KS1 and KS2. These groups are directed by members of SLT.

The school provides access to the curriculum in various ways. Teaching staff use a variety of strategies. These may include small group work within the classroom, differentiation, reward systems and individual or small group work with additional adult support. This support can be in class or on a withdrawn basis.

Staff have opportunities for Continued Professional Development (CPD). This can be in the form of training provided by External Agencies or in-school training.

Support Staff throughout the school have opportunities to extend their professional development in the form of training organised by the SENCO or other providers.

Admission arrangements

There are no specific arrangements regarding SEND. The Governing Body uses the school's admissions criteria to admit pupils.

Building adaptations and special facilities

St Francis' Catholic Primary School was constructed in the 1970's, built with two levels in Key Stage 2. The design of the school takes into account current disability access legislation. The school has a toilet for disabled pupils or adults and ramped access to the front of the building.

External agencies

The school works closely with the following agencies:

- Monitoring Review Officers (MROs)
- Assessment and Commissioning Officers (ACOs)
- Educational Psychology Services (EPS)
- Brentwood Catholic Children's Society (BCCS)
- Language Communication Interaction Service (LCIS)

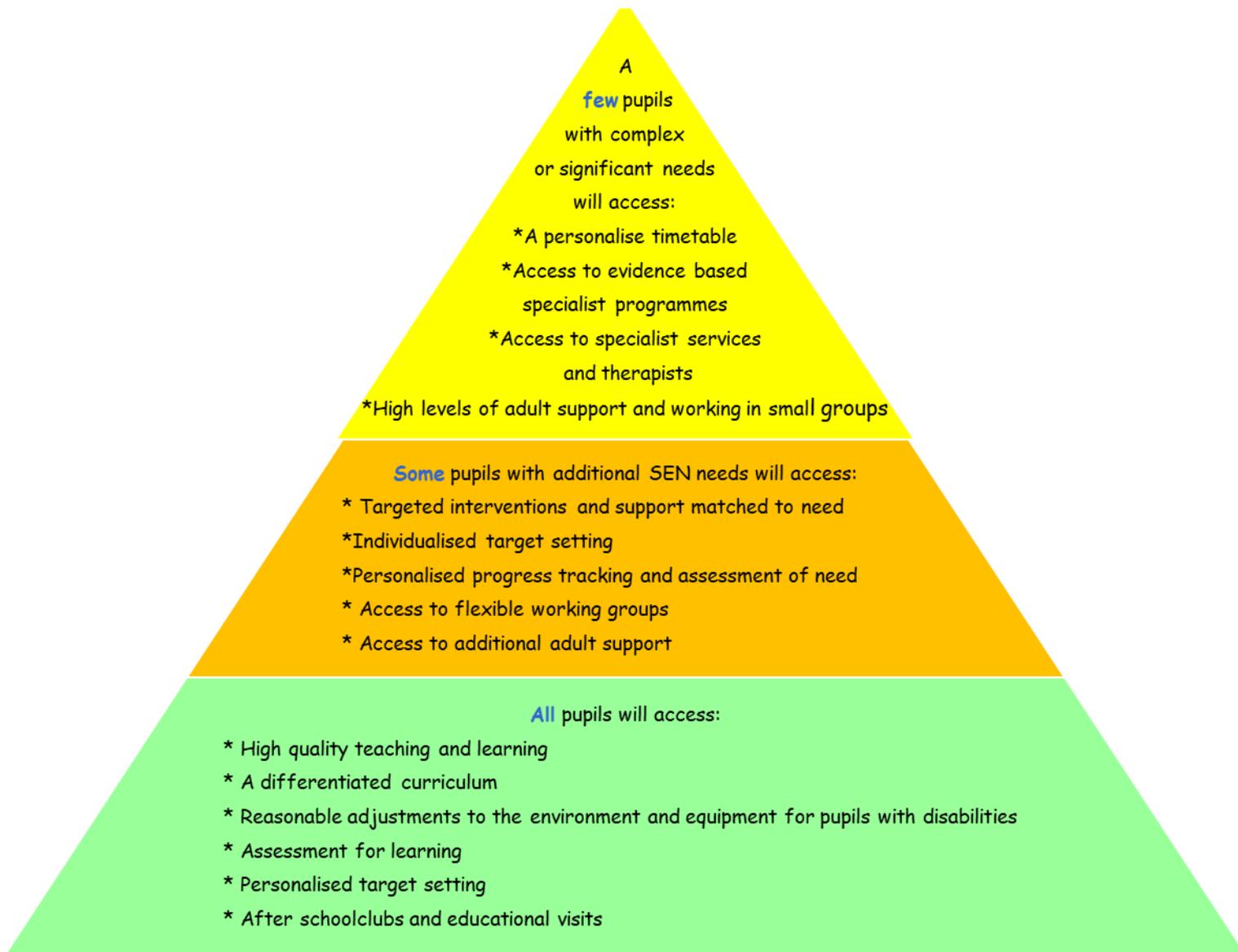
- Complex Needs and Dyslexia Service (CNDS)
- Specialist Teachers for the deaf or visually impaired.
- Speech and Language Therapists (Health, ~~and~~ LCIS and Buy-in)
- Newham Child & Family Consultation Service (CFCS)
- Occupational Therapists and Physiotherapists
- Early Intervention Team

Records are centrally and securely stored in the SENCo Office.

The school follows the following procedures which are in line with the Code of Practice.

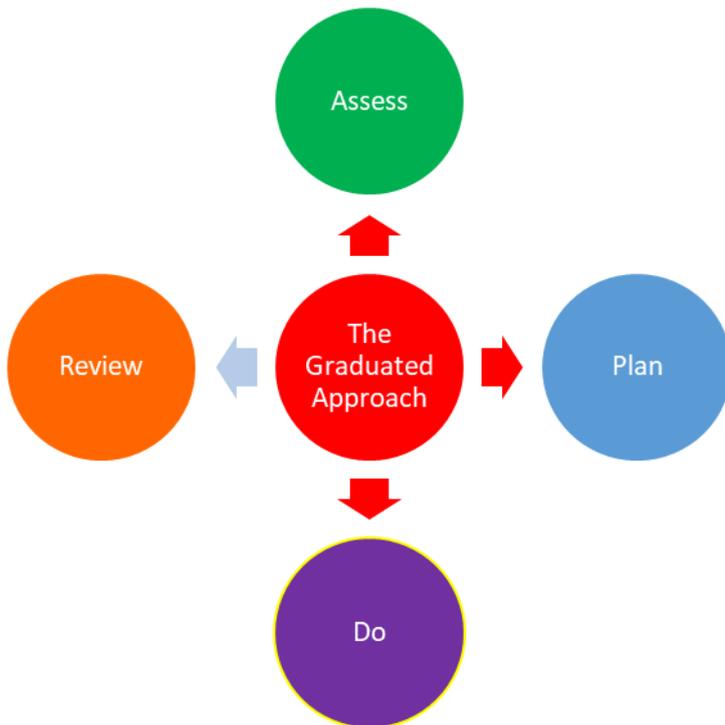
The Stages of intervention are:

- Initial concerns (not part of the COP but continued within the school)
- Special Educational Needs and Disabilities Support (formally School Action and School Action Plus pupils) - this will include Higher Needs Funded pupils (HNF)
- EHCP's (formerly statements)



Appendix 1: School Offer

Appendix 2: Graduated Approach



Assess- (Ref: para 6.45-6.47 SEND Code of Practice)

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment

and information on how the pupil is developing. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan: (Ref: para 6.48-6.51 SEND Code of Practice)

Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Appendix 2 (continued)

Do: (Ref: para 6.52 SEND Code of Practice)

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review: (Ref: para 6.53-6.56 SEND Code of Practice)

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.