

St Francis Catholic Primary School



SEN & Disability Policy

The Mission of St Francis Primary School

'A community growing in love for learning and life rooted in God's love'.

At St Francis Primary School we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to giving all our children every opportunity to achieve the highest of standards.

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with other school policies published on the website.

This policy was developed with the engagement and participation of parents/carers of children with special educational needs and those without, staff of the school and representatives from the governing body. This policy will be reviewed annually.

Definition of SEN

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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

What kind of special educational need is provided for?

At St Francis Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger’s syndrome, learning difficulties, behaviour difficulties, social and emotional difficulties as well as any other additional needs. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: speech, language and communication needs, global development delay, autism and social, emotional needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

How do we identify and assess pupils with SEN?

At St Francis Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points eg Y1 phonics screening, speech link, language link, spelling age, and reading age tests.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to work towards catching up. Examples of extra support are: targeted intervention for maths, phonics, reading comprehension, writing, handwriting, social and emotional wellbeing, fine or gross motor skills, speech and language.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At St Francis Primary School we are experienced in using the following assessment tools:

Lucid Cops and Lucid Lass for identifying strengths and weaknesses in learning and possible indicators of dyslexia
Infant/Junior Language link evaluation for language development
Speechlink evaluation for speech sound production
Language for learning screening
NARA reading analysis
Leuven Scales for wellbeing and involvement
Curtis Scale diagnostic and developmental assessment of emotional/social wellbeing
Ravens Matrices IQ Test
BVPS III for visual auditory memory
Sensory Circuit checklist
Social, Communication and Interaction scale
Expressive Vocabulary Test

We also have access to external advisors such as the specialist teaching and learning service, educational psychologist, physiotherapy, speech and language therapy, occupational therapy, art therapy, early help services and social services who are able to use more specialist assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These

will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

Each review of the SEN support plan will be informed by the views of the pupil, parents, class teachers and SENCo and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of specific areas of development or learning. The assessments we use at St Francis Primary School are those listed above. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

What is the school's approach to teaching pupils with special educational needs?

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. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In St Francis Primary School the quality of teaching was judged to be 'good' in our last Ofsted inspection (January 2015) and the school is working closely with the Local Authority to improve this to 'outstanding'.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At St Francis Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

The Governors, as a requirement to keep the appropriateness of the curriculum and learning environment under review will, when necessary, recommend changes or improvements as part of the school's accessibility planning. The improvements that could be recommended may include alterations to buildings, curriculum and training of staff.

What additional support for learning is available to pupils with special educational needs?

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our class provision maps. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015)

How does the school enable pupils with special educational needs to engage in school activities (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities offered to pupils at St Francis Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

What support is available for improving the emotional and social development of pupils with special educational needs?

At St Francis Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, circle time activities, assemblies and school rules and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. access to learning/behaviour mentor, counsellor or therapist, mentor time with member of inclusion team, external referral to CYPS, time-out space for pupil to use when upset or agitated etc

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

What is the name and contact details of the SEN Co-ordinator?

The SENCO at St Francis Primary School is Mrs Pauline Holliday, who is a qualified teacher with accreditation by the National Award for SEN Co-ordination.

Mrs Holliday works part time:

Monday, Tuesday and Wednesday

and is available on 01622 771540

What is the expertise and training of staff in relation to children and young people with special educational needs and how is specialist expertise secured?

All teachers and teaching assistants have had the following awareness training: attachment, ASD, dyslexia, cerebral palsy and positive behaviour management.

Some teachers and teaching assistants have also received training in social stories, clicker 6, communicate in print, dyspraxia, BEAM, speechlink, language link, language for learning, sensory circuits, phonics, memory magic, communicate in print, speech and language and clever fingers.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Five Acre Wood Special School, Bower Grove Special School, Educational Psychology Service, , Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, school nurse etc. The cost of training is covered by the notional SEN funding.

How is equipment and facilities to support children and young people with special educational needs secured?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

What are the arrangements for consulting parents of children with special educational needs about, and involving them in, their education?

All parents of pupils at St Francis Primary School are invited to discuss the progress of their children on three occasions during the year. They receive three termly progress reports and a written report at the end of the year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such

provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

How does the school engage in consulting young people with special educational needs about, and involving them in, their education?

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

The normal arrangements for the treatment of complaints at St Francis Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, the SENCO or the Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to the specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO

What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?

Information, Advice and Support Kent (IASK), formerly Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 412 412

E-mail: iask@kent.gov.uk

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/Information-Advice-and-Support-Kent>

What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?

At St Francis Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. Transition meetings are organised for all children and where

outside agencies have been involved they are invited to attend or to provide information for the meeting.

We also contribute information to a pupils' onward destination by providing information to the next setting. Arrangements are made for pupils to have taster days in their chosen secondary school where they are given key information and are able to ask questions, usually in a small group. Transition meetings take place between staff from both schools and parents of vulnerable pupils are invited to attend a meeting with the SENCO before the pupils leave.

Where is the local authority's local offer published?

The local authority's local offer is published on

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

and parents without internet access should make an appointment with the SENCO/Family Liaison Officer for support to gain the information they require.

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Reviewed annually

Next review ...January 2018.....