



**St Francis Catholic Primary  
School**

**SEN & Disability Policy and  
information report**

## **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 2015

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 (2015, p 15)*

### **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 (2015 p16)*

### **Roles and Responsibilities**

#### **The SENCO**

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

Mrs Frost works part time:

Monday, Tuesday and Wednesday

and is available on 01622 771540 or email [sen@stfranciscatholicprimary.com](mailto:sen@stfranciscatholicprimary.com)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

## **SEN information report**

### **The kinds of special educational need provided for**

Special Education Needs and /or Disabilities (SEND) fall into four broad areas, but individual students may have needs that span two or more areas outlined below:

- **Communication and Interaction:** Including; Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and Learning:** Including; Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia and Dyscalculia
- **Social, Emotional and Mental Health:** Including; Attention Deficit Disorder (ADD), attention deficit hyperactivity disorder (ADHD), Attachment Disorder
- **Sensory and/or Physical:** Including; Hearing Impairment (HI), Visual Impairment (VI), Multi-sensory Impairment (MSI), Physical Disability (PD)

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, Sensory needs, autism, ADHD 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.

### **Identifying pupils with SEN and assessing their needs**

At St Francis Primary School we assess the needs of all pupils at the earliest possible opportunity to ensure the early identification of any SEND and to ensure all children make good progress.

A range of criteria is taken into account when identifying SEN, including:

- The child's early history
- Medical diagnoses which may impact on learning
- Parental Concern
- Low entry profile
- Attainment in the National Curriculum which is significantly lower than the expected for their age
- A lack of progress despite access to high quality teaching and a differentiated curriculum,
- Requiring greater attention in class due to behavioural or learning difficulties
- Requiring specialist material or equipment or support for sensory or physical problems
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We monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g., Y1 phonics screening, speech link, language link, spelling age, reading age tests, Pixl assessments and SATS

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, sensory circuits, 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 of 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  
Leuven Scales for wellbeing and involvement  
Curtis Scale diagnostic and developmental assessment of emotional/social wellbeing  
Boxall Profile  
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, school nursing, 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.

### **Consulting and involving pupils and parent**

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 a written report at the end of the year.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parent. We will formally notify parents when it is decided that a pupil will receive SEN support.

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.

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.

### **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 (When appropriate). 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. Pupils' views are sought for Annual Reviews of EHCPs, Pupil views are included as part of learning walks and ongoing monitoring of teaching and learning. Self-assessment is encouraged as an integral part of pupil learning.

### **Assessing and reviewing pupils' progress towards outcomes**



We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Every pupil in the school has their progress tracked three times per year. All teachers and support staff who work with pupils will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. 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. Reviewed provision plans detailing children's interventions and targets and progress towards these are sent home 3 times a year and parents have opportunities to discuss these with the class teacher and / or the SENCO.

### **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 as 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.

When moving through the primary years detailed handover meetings take place when children move to a new year group, including discussions with the SENCO, to ensure relevant interventions and support are in place as soon as they begin in their new year group.

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. Supported by the Specialist Teaching and Learning Service.

### **Our 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 (2015, 6.37)*

We follow the Mainstream Core Standards

([https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf)) 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'

Where a child requires further support, the school uses the graduated approach to plan and deliver appropriate interventions for the child. We use a tiered approach to support:

#### **Wave 1**

- Inclusive, high-quality teaching for all
- Appropriately differentiated curriculum
- Reasonable adjustments to the classroom environment

#### **Wave 2:** Wave 1 plus:

- Additional interventions designed to accelerate progress
- Targeted and time limited interventions. Planned by teachers to help children 'catch-up' and close gaps in knowledge

#### **Wave 3:** Wave 1 plus:

- Structured intervention programmes tailored to a child's individual needs which may be designed in conjunction with specialist services

These interventions are closely monitored and are adapted regularly to reflect children's progress and evolving areas of need. The SENCO oversees all additional support.

## **Adaptations to the curriculum and learning environment**

At St Francis Primary School all our teachers are clear on expectations of Quality First Teaching and this is monitored regularly by the leadership team. 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.

## **Additional support for learning**

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. The school applies for this top up for pupils with a level of need that cannot be met through Quality First Teaching or through normal targeted interventions.

## **Expertise and training of staff**

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, NELI Language intervention, 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.

### **Securing equipment and facilities**

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.

### **Evaluating the effectiveness of SEN provision**

St. Francis has a robust self-assessment system in place which includes learning walks, lesson observations, book scrutiny and pupil voice interviews, all of which includes monitoring provision for pupils with SEN.

Interventions are discussed with Class teacher at Pupil Progress Meetings in the presence of the SENCO and Headteacher. Appropriate targets are set for all children and these are regularly reviewed. All interventions, and the impact of these, are monitored by the SENCO.

Each review of the SEN support plan will be informed by the views of the pupil, (where appropriate), 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 (2015, 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 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.

### **Enabling 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.

### **Support 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, ELSA, 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.

The school has a Family Liaison Officer (FLO) whose primary role is to work with families to ensure the wellbeing of all family members is protected and to signpost to appropriate supportive services and resources where appropriate.

### **Working with other agencies**

The school will work with a range of outside agencies to support pupils with SEN and their families. Typically, these will include but are not limited to:

- Early Help
- Specialist Teaching and Learning Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- Speech and Language Therapy Service
- School Nurse
- Community Paediatricians
- Attendance Service

### **Complaints about SEN provision**

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.

**Contact details of support services for the parents of pupils with Special Educational Needs**

Information, Advice and Support Kent (IASK), provides free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations, They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 0300 412 412

**E-mail:** iask@kent.gov.uk

www.kent.gov.uk/iask

**The local authority's local offer**

The local authority's 'local offer' provides information about SEND in a single place. It intends to provide information about the support and services available for children with SEND within the local area, including useful contact details and information about children and parents' statutory entitlements. Kent'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.

Date Agreed by Governors.....

Reviewed annually

Next review .....

