

SEND at St. Francis Catholic Primary School



Principles and Procedures

Definition of SEND

“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.”

Code of Practice, 2014

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

- **have a significantly greater difficulty in learning than the majority of others of the same age; or**
- **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 so do if special educational provision was not made for them. Clause 20 Children and Families Bill.**

Principles and Procedures

SEND Policy Aims

- ◉ To ensure that the needs of all pupils with SEND are met through a positive culture, good management, and appropriate deployment of resources
- ◉ To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment
- ◉ To ensure that all pupils are enabled to enjoy their time in our school
- ◉ To ensure that pupils who are looked after by the Local Authority and have SEN are fully supported.
- ◉ To identify any pupil's SEND as early as possible, in order to put in place appropriate interventions and resources
- ◉ To ensure inclusion for all.
- ◉ To ensure that pupils with SEND, including vulnerable children, are kept safe at all times within the school environment, and are enabled to integrate as fully as possible with the school population and have equal opportunities.

What parents can expect...

If your child has a special need or disability we will:

- ⦿ Talk to you about your child's difficulties in learning or disability so we can understand their needs
- ⦿ Make an assessment of your child's learning so we know which skills they need to learn next
- ⦿ Ask the Special Educational Needs and Disabilities Leader (SENCo) to support and advise teachers so that your child can learn in the best way for him/her
- ⦿ Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour
- ⦿ Check on progress at least once a term and invite you to a meeting to discuss that progress
- ⦿ Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague.
- ⦿ Tell you how to get in touch with Parent Partnership Services who can offer advice and support
- ⦿ Talk to you if we think we need to consider asking the local authority to make an assessment of your child's needs in preparation for an Education Health and Care plan.

Pupil Voice

Pupil's views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:

- **self-assess;**
- **take part in Child Conferences;**
- **attend review meetings (where appropriate);**
- **suggest possible targets to achieve;**
- **suggest how school can better provide for their needs.**
- **Pupils also have the option to attend mentoring sessions in school to discuss how they feel about their learning, and to work alongside staff in order to achieve their potential.**

The SEND Leader (SENCO)

The SEND Leader (SENCO) at St. Francis Catholic Primary School is **Mrs C. Cox** and **in her absence is Miss D. Richards.**

For any enquiries relating to SEND matters, please make an appointment through the school office.

The Role of the SEND Leader

- Maintaining an overview of all children with SEND within the school.
- Carrying out detailed assessments and observations of pupils with specific learning difficulties
- Ensuring appropriate support is managed daily and reviewing appropriate support for all SEND pupils.
- Reviewing all TAs annually through Appraisal and through regular meetings
- Contributing to staff training relating to SEND issues where needed
- Offering advice and support to class teachers across the school curriculum through active communication and lesson observation
- Communicating with parents of SEND pupils as and when appropriate and attending consultations with other parties
- Preparing and holding Annual Reviews for all pupils with a Statement or EHCP and submitting reports to the LEA following the Code of Practice
- Communicating with outside agencies where necessary and reporting progress against agreed targets to the Headteacher
- Monitoring Target Plans
- Attending year group meetings to ensure full communication of SEND pupil needs
- Providing a full transition programme for new and exiting pupils with SEND
- Other relevant areas as identified by the SLT and Headteacher.

The Role of the Governing Body

The SEND Governor at St. Francis Catholic Primary School is Mrs M. Robinson.

The SEND Governor works closely alongside the SENCo.

Their role, on behalf of the Local Governing Body (LGB), is to monitor progress and provision for pupils with SEND and to monitor the budget for Special Educational Needs.

Identification, Assessment and Review of SEND

- The school will assess pupils as appropriate to determine their needs and the support required in line with current guidelines.
- The school will support pupils who join the school with existing special educational needs.
- The school will work with parents and outside agencies to support pupils with SEND.
- The SEND referral process can be initially triggered by Teacher, TA or parental concern directly to the SENCo by letter, email or written communication.
- Parents and other professionals (external agencies) may also raise concerns via the SENCo, which may also lead to identification of pupils with SEND. The SEND list will be updated to reflect these changes.
- Records of all SEND pupils will be formally recorded on a SEND database. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils.
- The SENCo, and if appropriate, the relevant Key Stage leader, will oversee transition involving any pupil with pre-defined SEND.
- The SENCo will liaise with the parents and external agencies.
- TAs will play an active role in the transition of new pupils.
- The school will regularly report to parents about the progress of their child, including at least two Parents' Days and one written annual report.

Provision

The school has staff trained to work with pupils who are identified as having a special educational need. Staff are encouraged to utilise specialist equipment and resources, to help each child achieve their goals and reach their full potential. Staff liaise with specialist teachers and therapists from the Local Authority.



Overview Provision Map

Area of Code of Practice: Cognition & Learning

Quality First Inclusive Teaching	Additional Response	SEN support/SEN support Consultation Phase	EHCP
<ul style="list-style-type: none"> Differentiated curriculum planning and work Differentiated delivery e.g. simplified language, slower lesson pace Differentiated outcome e.g. cartoon strip, bullet points, mind-maps instead of written prose, use of ICT Visual timetables Illustrated dictionaries / spellcheckers Use of writing frames / picture strips/sentence stems. 	<ul style="list-style-type: none"> In-class TA literacy and numeracy support, catch-up programmes Withdrawal target groups Multi-sensory letter formation/spelling practice groups Differentiated resources e.g. word mats. Personal vocabulary books Key Stage 2 RML groups Increased visual aids / modelling etc Makaton/Language groups 	<ul style="list-style-type: none"> In-class TA literacy and numeracy support, catch-up programmes Withdrawal target groups Multi-sensory letter formation/spelling practice groups Phonics programmes: 1-2-1 phonics intervention Literacy programmes for reading and spelling: Toe by Toe, Word Shark, 10 minute literacy box, paired reading Numeracy programmes: Number shark, 10 minute maths box, Individual arrangements for SATs Use of ICT -voice recorders, digital cameras. Additional planning and arrangements for transition 1:1 Pre-teaching of vocabulary 	<ul style="list-style-type: none"> 1-1 individual support in class to facilitate access to curriculum Literacy programmes: Toe by Toe, Word Shark, 10 minute literacy box, paired reading, Star spell Numeracy programmes: Number shark, 10 minute maths box, Individual arrangements for SATs Additional planning and arrangements for transition



Overview Provision Map

Area of Code of Practice: Sensory and Physical

Quality First Inclusive Teaching	Additional Response	SEN support/SEN support Consultation Phase	EHCP
<ul style="list-style-type: none"> • Flexible teaching arrangements e.g. Seating, pupil able to move at will to access lesson • Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers. • Availability of resources e.g. writing slopes, pencil grips, coloured overlays and paper. 	<ul style="list-style-type: none"> • Brain gym exercises - e.g. in group as lesson warm-up • Co-ordination group - physical co-ordination activities done in small group • Keyboard skills group training . • Handwriting and / or fine motor programmes - 'A hand for spelling'; 'Beat Dyslexia' • Visual / Auditory perception group activities 	<ul style="list-style-type: none"> • Individual arrangements for SATs • Teacher use of resources e.g. radio mike for hearing impaired/weighted lap cushions for children with sensory needs • Input from OT to monitor safety and give discreet support as required e.g. physically impaired child • Individual speech therapy and language support by TA • Provision of specialist equipment e.g. seating, ICT • Individual handwriting / fine motor / keyboard skills training • Additional planning and arrangements for transition 	<ul style="list-style-type: none"> • 1-1 individual support in class to facilitate access to curriculum e.g. TA text enlargement and adaptation of learning materials • 1-1 Physiotherapy programme • Individual speech therapy and language support by TA • Provision of specialist equipment e.g. seating, ICT • Individual handwriting / fine motor / keyboard skills training • Additional planning and arrangements for transition



Overview Provision Map

Area of Code of Practice: Behaviour, Emotional and Social

Quality First Inclusive Teaching	Additional Response	SEN support/SEN support Consultation Phase	EHCP
<ul style="list-style-type: none"> • Praise assembly certificates • School rules • Whole school policy for behaviour management • Class circle times • School council peer support. • Peer mediation 	<ul style="list-style-type: none"> • Small group circle time • Bereavement support service • Home/School report card • Social skills small group work • Wishes and feelings work. 	<ul style="list-style-type: none"> • Individual arrangements for SATs • 1-1 programme to develop positive learning behaviour with learning mentor e.g. Anger Management Techniques, Individual Contract and / or Reward System • Home School Contract • Behaviour Support Team - individual intervention • TA 1-1 support - used to support and monitor targets and / or Pastoral Support Programme • Additional planning and arrangements for transition 	<ul style="list-style-type: none"> • Individual arrangements for SATs • 1-1 programme to develop positive learning behaviour with learning mentor e.g. Anger Management Techniques, Individual Contract and / or Reward System • Home School Contract • Behaviour Support Team - individual intervention • TA 1-1 support - used to support and monitor targets and / or Pastoral Support • Additional planning and arrangements for transition



Overview Provision Map

Area of Code of Practice: Communication and Interaction

Quality First Inclusive Teaching	Additional Response	SEN support/SEN support Consultation Phase	Statement
<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines • Differentiated curriculum delivery e.g. simplified language or minimal use of language • Differentiated outputs e.g. cartoon strip instead of written prose • Increased visual aids / modelling etc • Visual timetables • Use of symbols • Whole school use of Makaton 	<ul style="list-style-type: none"> • In-class TA support • Social skills training group • Break time/lunch time monitoring • Speech and language group support • Visual timetables • Use of pictures and symbols • Assessment and 1-2-1 Speech Therapy sessions regularly within school 	<ul style="list-style-type: none"> • Alternative means of communication - e.g. Teacher / class use of signing • Speech and language group support • 1-2-1 speech therapy sessions - delivered by Speech Therapist regularly within school and/or TA • Individual arrangements for SATs • Visual timetable / visual task organiser • Additional planning and arrangements for transition 	<ul style="list-style-type: none"> • Alternative means of communication - e.g. Teacher / class use of signing • 1-2-1 speech therapy sessions - delivered by Speech Therapist regularly within school and/or TA • Visual timetable / visual task organiser • Colourful Semantics • Picture Exchange System (PECS)

Monitoring and evaluating SEND Provision

- Provision for pupils with special educational needs and disabilities is updated and reviewed periodically by the SENCo.
- Location Maps and the Provision Map are accessible on the staff area in SEND Documents for staff showing where SEND needs are within the school.
- Targets are reviewed termly by the SENCo, class teacher, parents and pupils (where appropriate). New SMART Targets are taken from assessments and external agency reports in conjunction with what we know about the child.
- We will regularly assess all children to determine successes and any barriers to learning
- We will provide an enhanced level of provision (including referring children who may need intervention to the SENCo) that supports and enhances learning abilities through a personalised curriculum.

Statutory Assessment

If all the additional support and strategies employed by the school result in a continued lack of progress or there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

Formal Annual Reviews for pupils with an EHCP are held at least within a twelve month period of any previous Review. Pupils who were previously given a Statement of Special Educational Needs are being transferred to an EHCP over a 3-year time scale.

SEND Specialism

We have staff members trained to support children with:

- ⦿ **Hearing Impairment**
- ⦿ **Autism**
- ⦿ **Paediatrics**
- ⦿ **MIND – Mental Health and Well Being**
- ⦿ **Strengthening Families Strengthening Communities**
- ⦿ **Speech and Language Therapy programmes**
- ⦿ **Dyslexia Screening**
- ⦿ **Social, Emotional and Mental Health**
- ⦿ **Complex communication needs**
- ⦿ **A range of Wave 2 and 3 interventions**
- ⦿ **Precision Teaching**
- ⦿ **Team Teach**
- ⦿ **First Aid**
- ⦿ **Moderate learning difficulties.**

It is the responsibility of the SENCo to update all staff with regard to any changes in SEND procedures and assessment tools.
The SENCo will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified.

Target Reviews

All targets are reviewed termly. Parents and teachers will be invited to these reviews which will be held in school with the SENCo. Achievements and next steps will be discussed, and new SMART targets set for the following term. Teachers will then discuss new targets with the children in the class setting.

Complaints

In the event of any complaint being made, the SENCo should be contacted in the first instance; should the matter remain unresolved:

- The case will be passed to the Head Teacher for further investigation and reported to the SEND Governor .
- If still unresolved, a formal complaint would be made in writing to the Chair of Governors at the school (Mr P. Gough), following the school's full Complaints Policy.

External Agencies

We have access to...

- **Physiotherapy and Occupational Therapy services**
- **Speech and Language Therapy (SALT) service**
- **School Nurse**
- **CAMHS (Child and Adolescent Mental Health Service)**
- **Family Support Services**
- **Sure Start**
- **Children's Services**
- **Child looked after Service**
- **Rushall Inclusion Services**

Walsall Local Offer

Walsall Local Authority has produced a Local Offer to show parents what is available in Walsall.

There is a direct link on our website for you to access this information or you can go to the following web address:

<http://www.mywalsall.org/walsall-send-local-offer/>