



**St. Francis Church of England
Primary School and Nursery**

SEN Policy

<u>Written By</u> Steph Hurved SENDCO		<u>Committee Responsible</u> Pupils	<u>Regularity of review</u> 2 yearly		
<u>Version</u>	<u>Date Proposed</u>	<u>Date Accepted</u>	<u>Date of next review</u>	<u>Signature (Chair of Committee)</u>	<u>Reason for Revision</u>
Version 0.2	September 2024	September 2024	September 2026		Updated

"Because you are precious in my eyes, and honored, and I love you."

Isaiah 43:4a

St Francis C of E SEND Policy

SEND Vision - "Quality First Teaching, Quality First Care."

At St. Francis C of E Primary School and Nursery, we embrace a culture of love and support that empowers every member of our school community to thrive and realise their potential. Grounded in this belief and guided by the wisdom of God's words, we are inspired to "live life in all its fullness" (John 10:10), embracing qualities such as learning, compassion, honesty, respect, perseverance, and courage.

Our vision is rooted in the belief that every child deserves **"Quality First Teaching, Quality First Care."** This vision guides our efforts to meet the diverse needs of all learners, ensuring that every pupil thrives and achieves their full potential under our care.

The SEND policy intersects with all curriculum policies within the school and should be considered alongside the Child Protection and Safeguarding, Teaching and Learning, Assessment and Discrimination, Accessibility, Behaviour, Equal Opportunities, Medical Conditions, and Inclusion policies.

Our commitment to this vision is demonstrated through:

- **Ensuring Progress and High Attainment:** We are dedicated to fostering rapid progress from each child's starting point, guiding them towards high levels of achievement. Through constant challenge and encouragement, we inspire our children to strive for excellence.
- **Nurturing Well-Rounded Individuals:** We aim to nurture children who are resilient, self-assured, and grounded in Christian values. By placing these values at the core of our ethos, we instill in them a strong moral compass.
- **Investing in Staff Development:** Our highly motivated and creative teachers are supported in undertaking their own research, enabling them to tailor their practices to the individual needs of our children and fostering a deep sense of job satisfaction.
- **Delivering an Engaging Curriculum:** We provide a broad, balanced, and engaging curriculum designed to ignite children's curiosity, build on their strengths, and cultivate a lifelong love of learning.
- **Community Engagement:** We foster strong and effective partnerships with parents and the wider community, building on our history while embracing the future.
- **Embracing Life in Fullness:** Our overarching aim is for all members of our community to embrace life in all its fullness, embodying our core values and principles.

For pupils with Special Educational Needs (SEN), our goal is to ensure they have access to a broad, balanced, and relevant curriculum as integral members of our school community.

"Living our High Five Values as we learn and grow in our Christian school."

This is achieved through:

- **Quality First Teaching:** We prioritise meeting the needs of all learners through inclusive teaching practices that remove barriers to learning.
- **Inclusive Environment:** Whenever possible, SEN pupils are taught alongside their peers in an inclusive environment, enabling them to reach their full potential.
- **Early Identification and Assessment:** We identify and assess pupils with SEND as early as possible, following the guidelines outlined in the revised Code of Practice (2015).
- **Supportive Framework:** Using the Assess, Plan, Do, Review (APDR) framework, we provide tailored support to meet the individual needs of SEN pupils.
- **Multi-disciplinary Approach:** When necessary, we engage external support services to take a multi-disciplinary approach in meeting the diverse needs of our SEN pupils.

Roles and Responsibilities

Every member of staff at St. Francis C of E Primary School is committed to realising the vision of **Quality First Teaching, Quality First Care** and to eliminating barriers to learning for all pupils.

Headteacher

- Collaborates with the SENDCo and SEND governor to shape the strategic development of the SEND policy and provision within the school.
- Reviews the quality of teaching for all pupils, including those at risk of underachievement.
- Assigns roles and responsibilities to staff to ensure the needs of pupils with special needs are met.
- Facilitates communication among staff, the SENDCo, support services, parents, and pupils.
- Reports to the Governors on the needs and progress of pupils with SEND.
- Holds overall responsibility for ensuring the needs of children with SEND are addressed within the school.

SENDCo

At St Francis, a designated SENDCo oversees the implementation of SEND provision, currently led by Steph Hurved. The SENDCo's role encompasses three primary areas:

1.Strategic Development

- Collaborates with the headteacher and governing body to shape the strategic direction of the SEND policy and provision within the school.
- Ensures the consistent provision of high-quality support through termly monitoring plans.
- Manages teacher and parents referrals by using the graduated response.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

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2. Day-to-Day Operational Aspects

- Daily responsibility for implementing the SEND policy and coordinating specific provision to support individual pupils with SEND, including those with Education, Health and Care (EHC) plans.
- Overseeing the day-to-day operation of the school's SEND policy.
- Liaising with parents of pupils 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, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

3. Professional guidance

- The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- The SENDCo can play an important role in advising and contributing to the broader support engaged by schools and the professional development of other teachers and staff.
- The SENDCo will organise and disseminate the training needed to support the changing needs of the pupils in school and staff.
- Advising on the graduated approach to providing SEND support.

Responsibilities of the Governing Body:

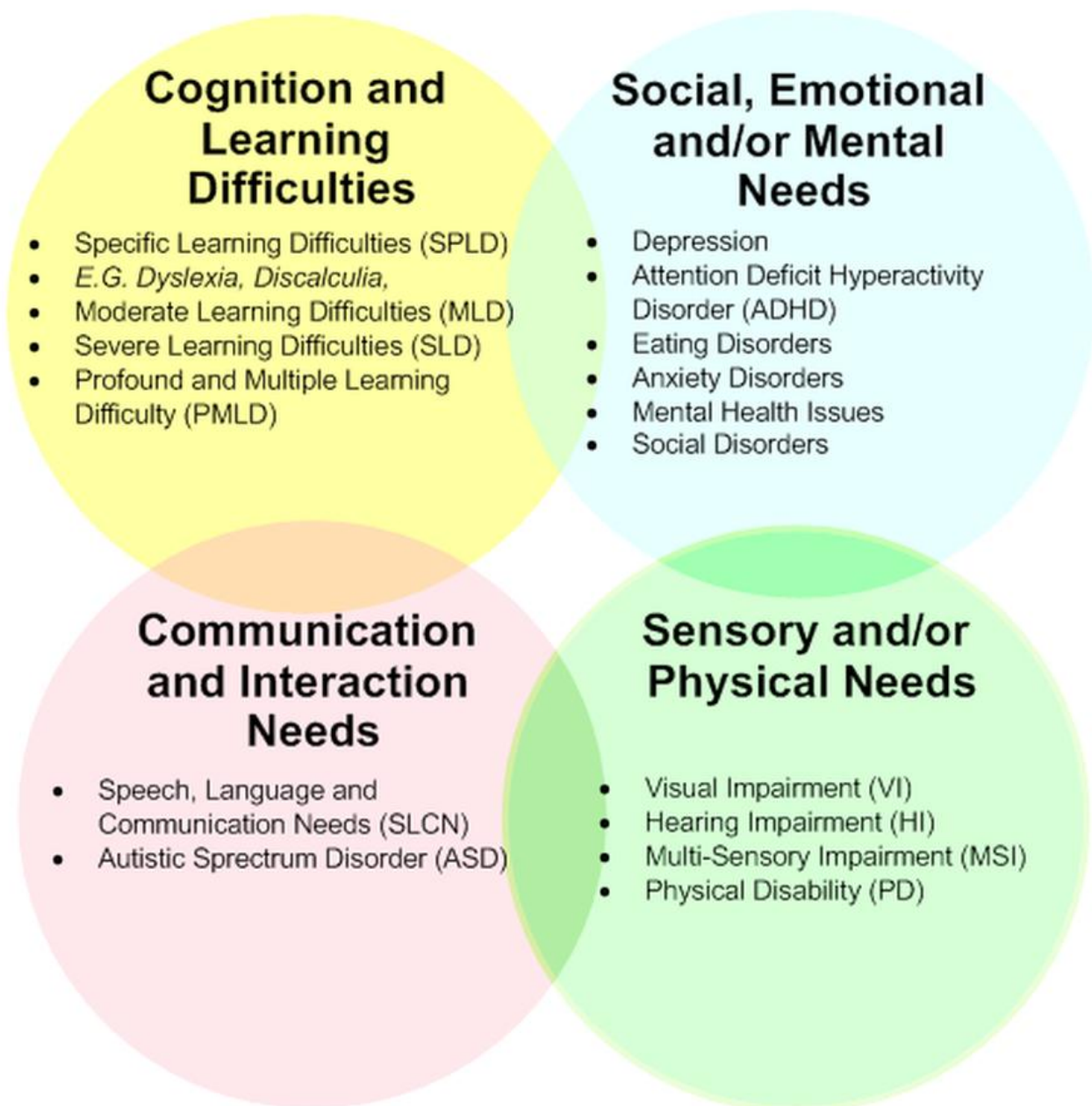
Annually, the governing body will provide parents with a report on the school's SEND policy. The effectiveness of this policy will be evaluated based on several criteria:

- The level of awareness among both teaching and non-teaching staff regarding pupils with special educational needs and disabilities. The SENDCo assists teachers in developing Individual Provision/Education Plans (IEPs) for SEND students.
- The efficient utilisation of differentiated instruction to facilitate access to the curriculum for pupils with SEND, including effective in-class support from teaching assistants.
- The attainment of IEP targets by students and their progress in subject assessments.
- The involvement of both pupils and parents in monitoring progress and planning for the future.
- Ensuring pupils are adequately prepared for transition to secondary school education.
- Continual monitoring of the quality of SEND provision, with a focus on individual outcomes tracked through progress, not solely academic achievements. This responsibility falls under the responsibility of the SENDCo.
- Regular meetings between the SENDCo and headteacher to review the school's efforts and action plans.

The Four Areas of Need According to the SEN Code of Practice (2015)

- Social, Emotional and Mental Health (SEMH)
- Cognition and Learning (C and L)
- Communication and Interaction (C and I)
- Sensory and Physical Need

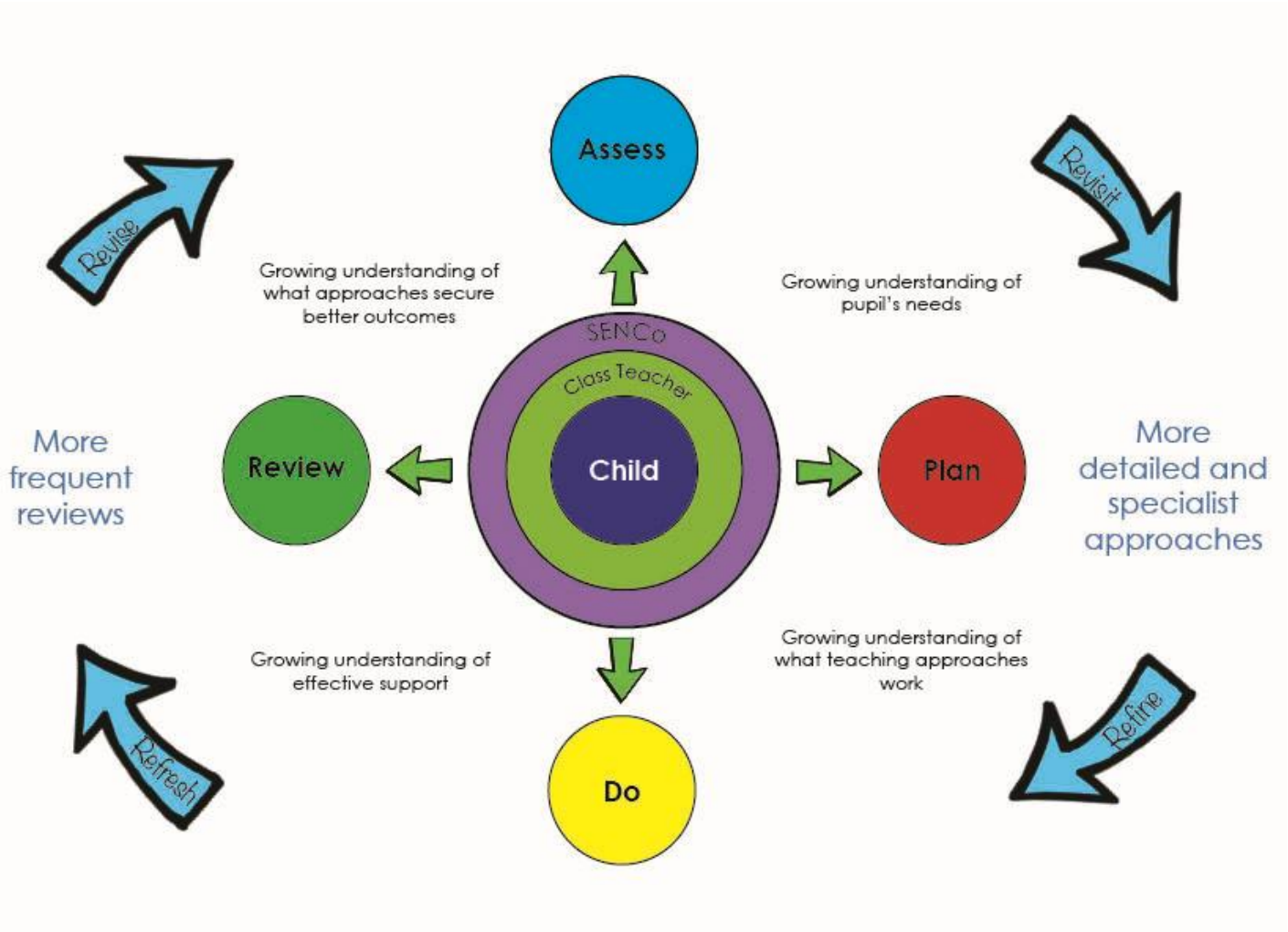
These four areas of need can be further described to highlight the specific difficulty that a learner faces. It is not uncommon for a child with SEN to have more than one area of need.



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The Graduated Approach

St Francis implements its support for special educational needs through a structured four-step process known as the graduated approach. This ensures a defined procedure for addressing your child's needs and overcoming obstacles to their learning.



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Assessment

This initial stage involves accurately identifying the specific needs of each individual. To achieve this, we rely on a comprehensive range of current information to ensure precision. This includes insights from your child's teacher regarding their learning, as well as their understanding of the obstacles your child faces. We also take into consideration your child's past achievements and developmental progress in relation to both their peers and national benchmarks. Your input as a parent or caregiver, as well as your child's perspective, are always valued. Additionally, if external specialists are already involved with your child, informing us of their participation enables us to collaborate effectively in planning the best course of action.

Planning

We will consult with both you and your child (if appropriate) to reach an agreement on the adjustments, interventions, and support to be implemented. Central to this agreement is the positive impact we anticipate these arrangements will have on your child's progress, development, and behavior. The support and interventions provided will be carefully planned with the explicit goal of aligning with your child's intended outcomes, specific to their own learning needs. An individual education plan (IEP) will be created, documenting the support provided to address any special educational needs your child may have, ensuring that all teachers and staff involved are fully informed of the arrangements. These are reviewed three times a year.

Do- Intervention

Your child's class teacher is responsible for your child's achievement. This means that they will make sure the agreed support and/or arrangements are in place helping your child to overcome the identified barriers to learning. It may involve them working with learning support assistants or visiting specialist staff running particular interventions, set out as part of the support agreed. Your child's class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate.

Review

Your child's class teacher will assess the effectiveness of the planned support and interventions based on their progress towards the agreed outcomes. This review process is an integral part of our standard procedure to regularly evaluate every child's learning and development throughout the school year. While informal and ongoing discussions may occur, there will always be a formal review as part of the four-stage support system.

The timeline for these reviews will be established during the planning stage of their support. We will formally invite you to meet three times during the school year to update you on the impact of these arrangements. Should you feel your child's progress needs to be addressed sooner, you are encouraged to request additional meetings or engage in discussions with your child's class teacher.

The assessment of your child's progress and development will be guided by the previously agreed-upon outcomes. Both you and your child, where appropriate, will have the opportunity to express your thoughts on the support and outcomes achieved through the termly IEP review meetings.

We will ensure that you receive clear information regarding the impact of the support and interventions provided, enabling you to contribute to planning the next steps if further support is needed. This four-stage cycle will be repeated to ensure that children make consistent progress.

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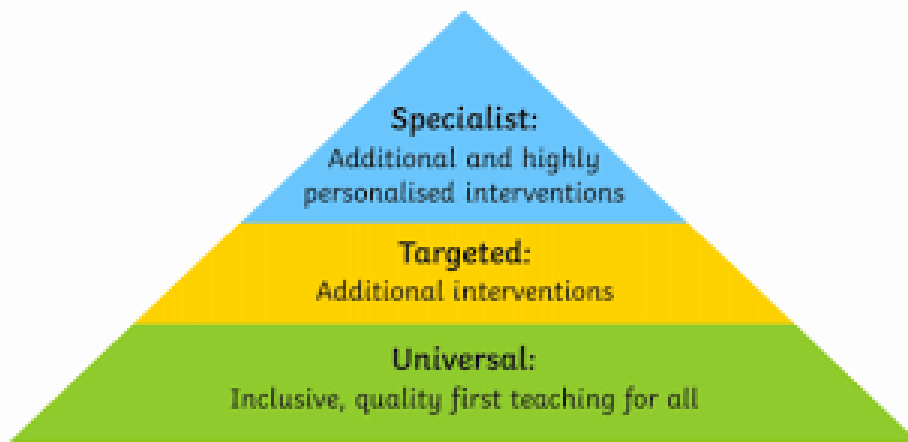
Provision Maps and Individual Education Plans (IEPs)

At St Francis, we utilise an online provision map program that assists all staff in creating provision maps and drafting pupils' IEPs. IEP targets adhere to the SMART criteria, ensuring they are:

Specific
Measurable
Accepted
Realistic
Time-specific

They are designed to build upon success and demonstrate progress from each pupil's starting point. The SENDco and SLT oversee interventions to ensure their appropriateness and effectiveness in facilitating pupil progress.

Additional SEND Support:



Interventions through additional SEND support may be prompted by teacher or other concerns, supported by evidence, about a pupil who, despite receiving learning opportunities:

- Shows little or no progress, even with targeted teaching approaches aimed at
- Demonstrates persistent lack of progress in specific areas over an extended period.
- Continues to perform below the expected standard for their age group.
- Struggles to develop English and Maths skills.
- Requires additional specialist equipment or regular support from specialist services due to sensory or physical needs.
- Experiences emotional or behavioural difficulties that significantly and consistently disrupt their own learning or that of the class group, despite having an individualized behaviour plan.
- Faces ongoing communication or interaction difficulties, posing substantial barriers to social relationships and learning.

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Engaging External Specialists to Enhance St. Francis's Special Educational Needs Provision

At St Francis, we collaborate with various external professionals, as necessary, to guarantee that each child receives the utmost quality of teaching and support for their personal growth. This collaboration leverages our staff's expertise, teaching methodologies, and available resources.

We continuously assess and update the roster of external specialists we engage with, evaluating the effectiveness of their contributions on our pupils' outcomes. Among the external specialists commonly enlisted to aid in professional development and cater to the needs of individuals and groups of children are:

- Communication and Autism Team
- Educational Psychology Service
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Attendance Service
- Early Help

If our thorough assessment of your child's progress indicates minimal improvement over time or if they consistently perform substantially below expected levels for their age group, we will explore the possibility of involving specialist support. This allows us to develop more detailed intervention strategies.

Prior to any decision, we will engage in discussions with you and document the involvement of any additional external or specialist support, following the same process as we do for school-based support through the four stages. The SENDCo will provide guidance on available options before determining the next course of action.

Please refer to the Birmingham Local Offer for information on the specialist support provided by the Local Authority, which may be accessible to assist your child based on the nature and severity of their special educational needs. <https://www.localofferbirmingham.co.uk/>

In certain instances, we may explore the possibility of initiating an Education, Health, and Care (EHC) assessment in collaboration with you. This consideration arises when your child fails to demonstrate progress despite receiving planned support, and clear information regarding your child's special educational needs has been shared during review meetings.

Requesting an Education, Health and Care Plan (EHC)

You have the right to request an Education, Health and Care assessment at any stage if you feel that your child's special educational needs cannot be met over time even if we continue to take relevant and purposeful action as outlined above in the four stage process. For more information regarding an Education Health and Care Plan please visit the Birmingham Local Offer page; <https://www.localofferbirmingham.co.uk/education-health-and-care-plan/>

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