



Special Educational Needs and Disability Policy January 2015

Purpose:

The Special Educational Needs and Disability (SEND) Policy is a key part of a successful inclusive school.

There is a shared expectation that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

The SEND policy outlines how Franciscan aims to meet the additional needs of all children.

The School may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.

We aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. This is achieved by working with parents and children and staff by monitoring plans, lessons and books, providing interventions, and seeking external advice to ensure that all children receive the provision they require.

It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

**The Inclusion Manager and Special Needs Co-ordinator is:
Ruby Farooqi-Patel**

Sections

- 1.** Principles of SEN
- 2.** Roles and responsibilities
- 3.** Appendices.

The term teacher refers to all adults in school from this point onward.

Section 1: Principles of SEN

Definition:

As defined by the Children's and Families Bill 2013 and SEND Code of Practice 2014.

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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)

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Special educational provision means:

educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age.

Principles

1. A child with SEND has their needs met by:

- a. Early identification
- b. Specialist teaching
- c. Education Health and Care Plans (EHCP)

2. The views of the child is sought and taken into account through

- a. Children are involved in the decision making process about SEN provision

3. Parents have a vital role to play in supporting their child's education

- a. Working in partnership
- b. Valuing parents/carers views and contributions.
- c. Keeping parents/carers fully involved.

4. Children with SEND are offered full access to a broad, balanced and relevant education through:

- a. Admission Arrangements
- b. Equal opportunities
- c. Accessible

Details of Core Principles

This section breaks down the principles above into details.

1. The needs of SEND children may be met in Franciscan by:

a. Early identification

- Children will be identified as having SEND through the SEN Support Identification Process (Appendix 1)
- Children with SEND have identified difficulties in a number of categories(Appendix 2) that call for special provision to be made.
- Concerns are noted by the class teacher/Parents/carers or External Agencies.
- The class teacher in consultation with SENCO puts in place appropriate provisions within Quality First Education (Q1E).
- Parents /carers are informed of concerns and provisions but consent is not required at this stage of Q1E. At Franciscan this is considered as 'Whatever it Takes' provision (WiT).
- The impact of these provisions is reviewed within a short period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENCO/phase leaders or External Agencies, agree further strategies to support the child towards agreed outcomes. These are recorded on the Initial Concerns Record (ICR)(Appendix 3).
- At Franciscan this is at the level of Pre-SEN Support.
- Examples of possible interventions can be seen in Appendix 4.
- Class teachers or the SENCO may have a discussion for unrecorded informal advice with external agencies, for example the school's Educational Psychologist or Behaviour Learning Support team, Literacy Support Service etc before to aid implementation of in school support. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.
- Progress is reviewed within an agreed period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENCO/phase/Year leaders or External Agencies, arrange a TAC to agree further strategies or to move to an Education Health and Care Plan (see 1c).

b. Specialist teaching

- Teachers adapt to the needs of the learners.
- Teachers may provide interventions that are **additional to** or **different from** those provided as part of the schools usual differentiated curriculum (Appendix 4). Further details on resources that may be available are stated in the SEN Information Report (Local offer) which is also published on the school website (Appendix 5).⁴
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties and consultations with parents, appropriate personnel or external agencies (see 1a above).
- Advice from outside agencies is incorporated in the teaching.
- Support and advice from External Agencies is sought by the SENCO where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Parents/Carers, SENCO, Class teacher and outside agencies, work collaboratively to decide appropriate interventions and desired outcomes.
- Targets, incorporating recommended advice are established on a SEN Support Provision Map (Appendix 6)
- Provision Map targets are reviewed termly on a cyclical basis (plan, assess, do,review).
- Details and information about the child **may be** recorded on a Personal Passport, generic to both education and health which can serve as a record of the child's circumstances, needs and targets.
- Strategies and advice are followed by teachers to ensure targets are met.

C. Education Health Care Plans (EHCP)

- If a child continues to demonstrate significant cause for concern, a Team Around the Child (TAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SENCO and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.
- A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.
- For children accessing EHCPs how best to meet their child's individual needs will be met through collaboration between the parents/carers, education, health and care professionals.
- The EHCP is reviewed annually and targets are set termly in conjunction with teachers, SENCo and parents/carers.

- Current pupils with statements will continue to receive support as stipulated in their statement and reviewed annually as previous until they are transferred to an ECHP.
- Pupils with statements will have these reviewed and transferred to EHCPs at a time deemed appropriate by all TAC members. (See website for the Wandsworth proposed timeframe in which this will happen).
- Parents/carers and professionals are able to request an earlier transfer. These will be granted by Wandsworth in exceptional circumstances.

2. The views of the child are sought and taken into account through

- a. involving children in the decision making about SEND provision by:
 - Target setting
 - Assessing progress
 - Contributing to the Initial Concerns Record, SEN Support Provision Maps and annual reviews.
 - Contributing to school reports where appropriate or whenever deemed suitable in supporting provision.
 - Contributing to Pupil Passports.

3. Parents/Carers have a vital role to play in supporting their child's education through:

- a. **working in partnership with the school and other agencies through sharing**
 - Concerns using the Parent/Carer Concerns Form and/or Initial Concerns Record or formally or informally in meetings or discussions with the class teacher.
 - Information
 - Progress
 - Responsibility
- b. **Parents/Carers contributions are sought through:**
 - Parent meetings, Wandsworth Parent Partnership Concerns form, Initial Concerns Meetings, SEN Support Record Meetings, Provision Map reviews, EHCP reviews, informal conversations, any written format or any other method deemed suitable by all parties. There will be recognition of the need for flexibility and the timing and structure of meetings.

c. Keeping parents/carers fully involved

The school will:

Make parents aware of procedures and how to access support in preparing for their contributions (see SEN Information Report, appendix 5 and Wandsworth/Family Information Service Local Offer) (www.wandsworth.gov.uk/fis).

- Make sure that parents/carers are given documents to discuss prior to meetings.
- Share information about pupil progress

- Inform parents of any changes
- Share SEN Support Provision maps with parents termly.
- Hold ECHP/Statement reviews annually

Parents may not be informed of initial advice seeking from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.

4. Children with SEND are offered full access to a broad, balanced and relevant education through:

a. Admission Arrangements.

- There are not different admission arrangements for pupils with SEND who do not have statements (see admissions policy).
- Children applying with statements/EHCPs will have their needs assessed and admission agreed in line with the DFE admissions policy and SEND Code of Practice 2014, gaining priority admission if the school is able to provide for their needs.

b. Equality

- All pupils have an equal opportunity to engage in the curriculum.
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see Behaviour Policy) or follow guidance and support from outside agencies where appropriate.

c. Accessible.

- An accessible curriculum is provided for all individual pupil needs (See separate Accessibility Plan).

Section 2: Roles and responsibilities.

Overseeing the provision of SEND within the school is the responsibility of the governors and the headteacher.

The governors and headteacher delegate responsibility to the co-ordinator for Special Educational needs (SENCO). The named responsible person is Ruby Farooqi-Patel.

The SENCO is responsible for:-

- The day-to-day running of the SEND policy.
- Monitoring
- Assessing
- Coordinating the provision for pupils
- Maintaining the school's SEND records for identified pupils
- Liaising with and advising teachers about SEND planning, provision, resources, approaches etc.
- Liaising with parents of children with SEND.
- Liaising with external agencies
- Contributing to the in-service training of staff.

- Reporting to the governing body on SEND policy.
- Managing the SEND budget set for purchasing specialist resources.

Policy agreed by Governors: February 2015

Next review due : February 2016

Section 3: Appendices

Appendix 1 – SEN Support identification process

Appendix 2- Categories of Need

Appendix 3 – Initial concerns record

Appendix 4 – Examples of provision in place

Appendix 5 – SEN information report – see website for full details

Appendix 6 – SEN Support provision maps