

FRANCISCAN PRIMARY SCHOOL & CHILDREN'S CENTRE

Special Educational Needs and Disability Policy

Our vision is to provide an education of the highest quality within the context and understanding of shared values; care, consideration, cooperation, honesty, responsibility, respect and openness. Overall as a school we endorse UN Convention on the Rights of the Child (CRC) and this is at the heart of our school ethos: rights and respect in all relationships, whether between children or children and adults. We aim to empower children to engage in collaborative decision making and develop positive relationships on all levels across the school community.

Purpose:

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

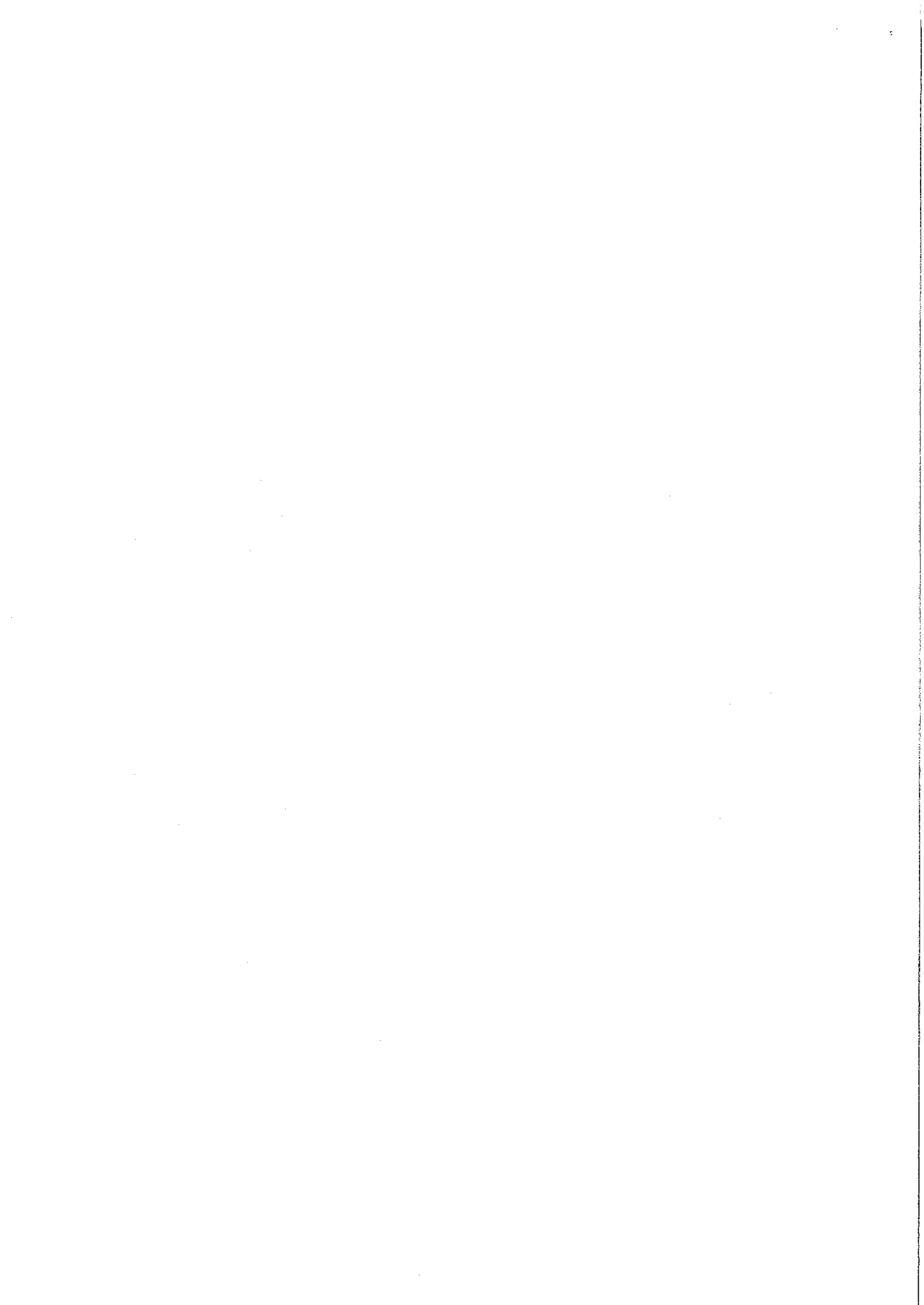
There is a shared expectation that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

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

We 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 our teachers achieve good practice in teaching all children. This is achieved by working with our parents, 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 also 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 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.

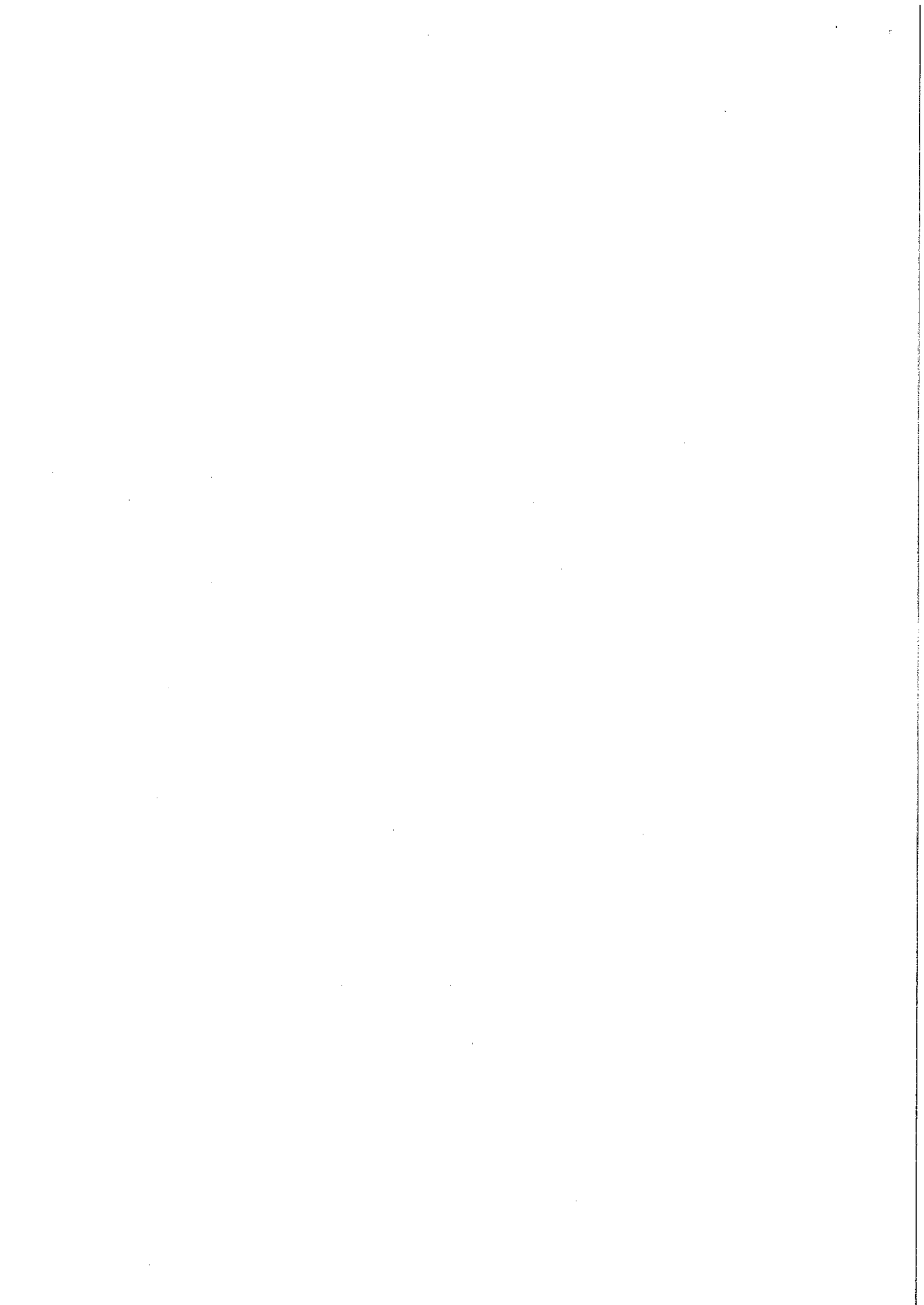
Principles

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 view of the child is sought and taken into account

- a. Children are always involved in the decision making process about their 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. Accessibility

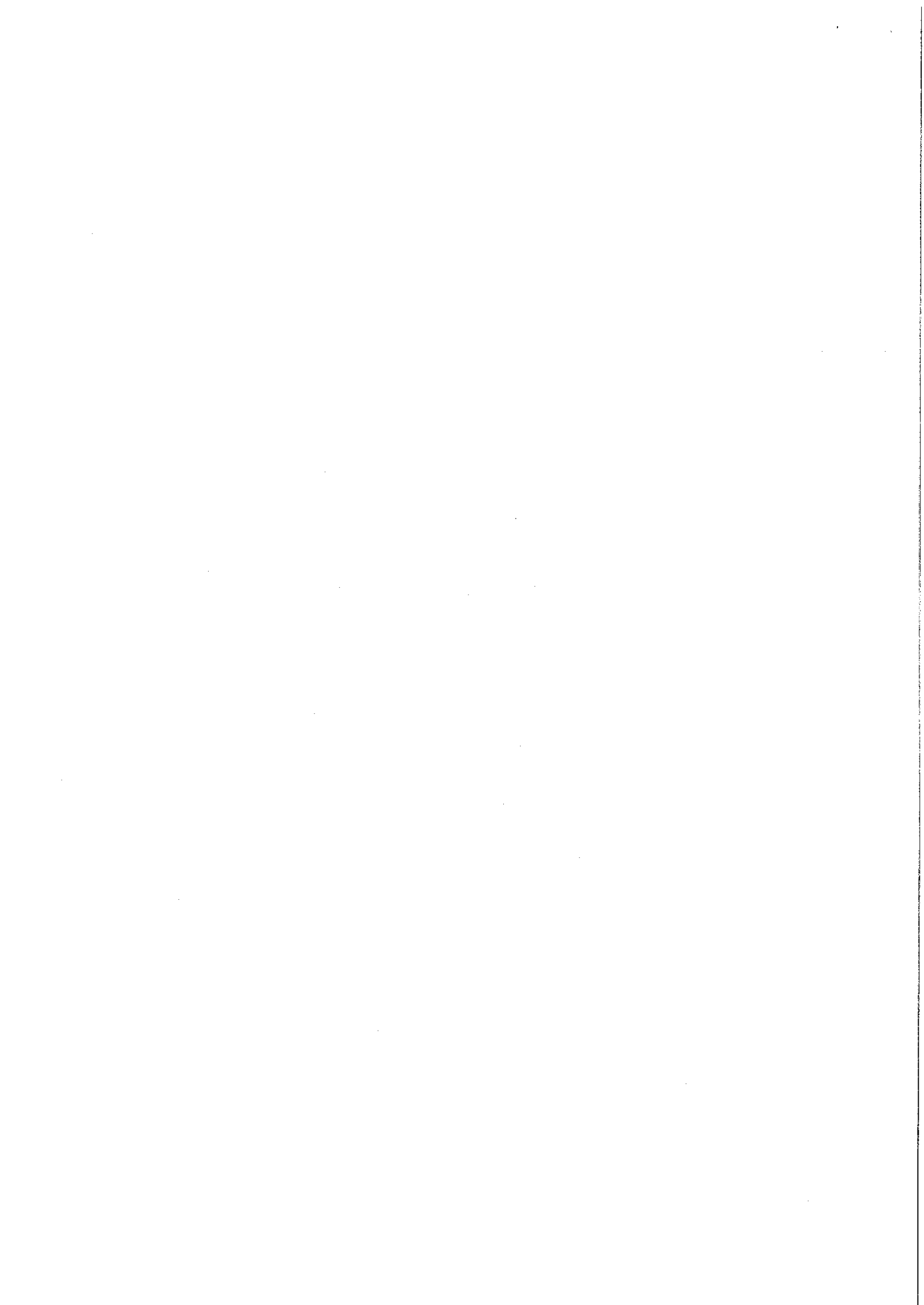
Details of Core Principles

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 (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. 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 and an EHA/EHITs form will be completed by the phase leader.



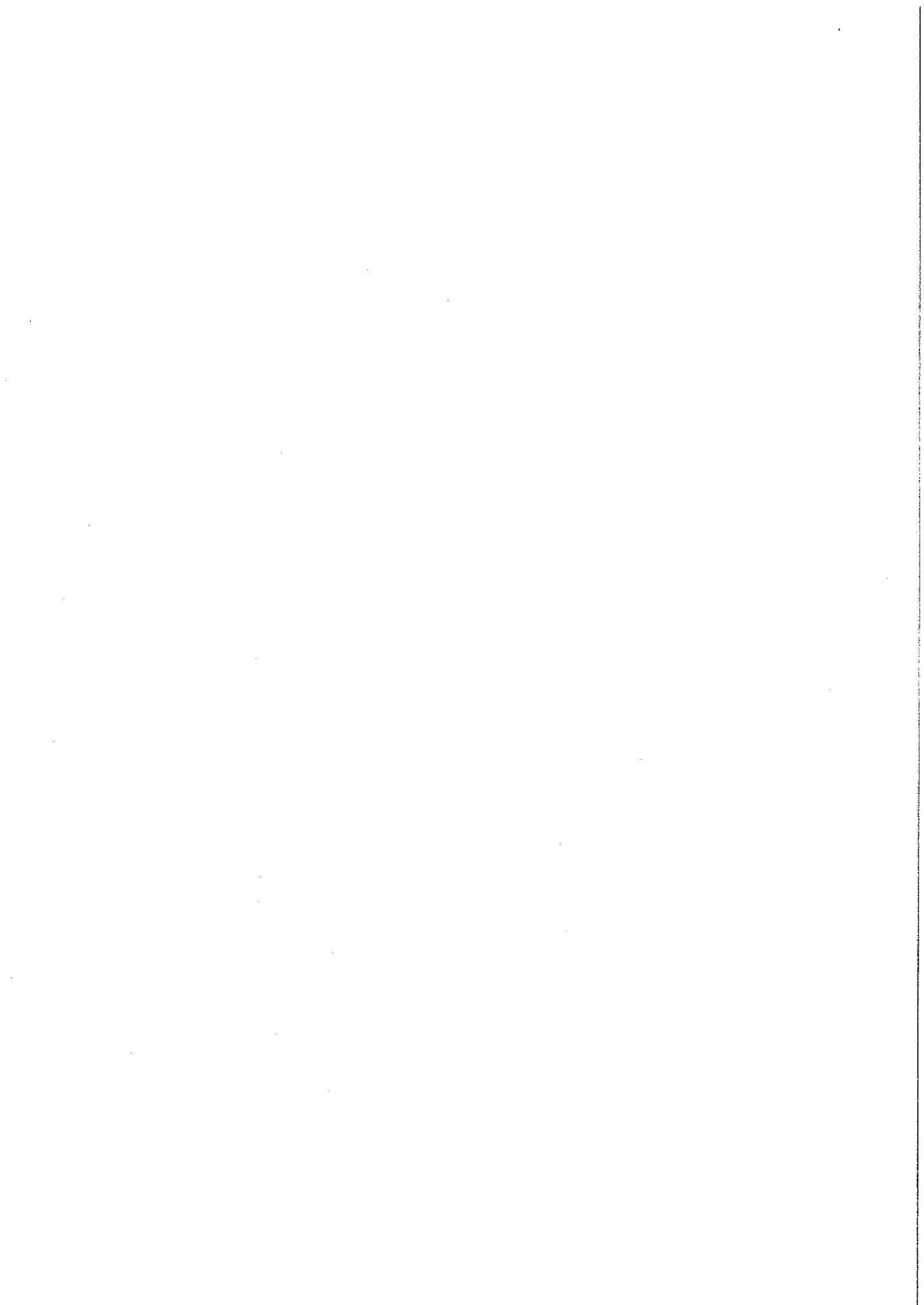
- Progress is reviewed within an agreed period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate for long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, 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)
- 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 request 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 EHCP.
- 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

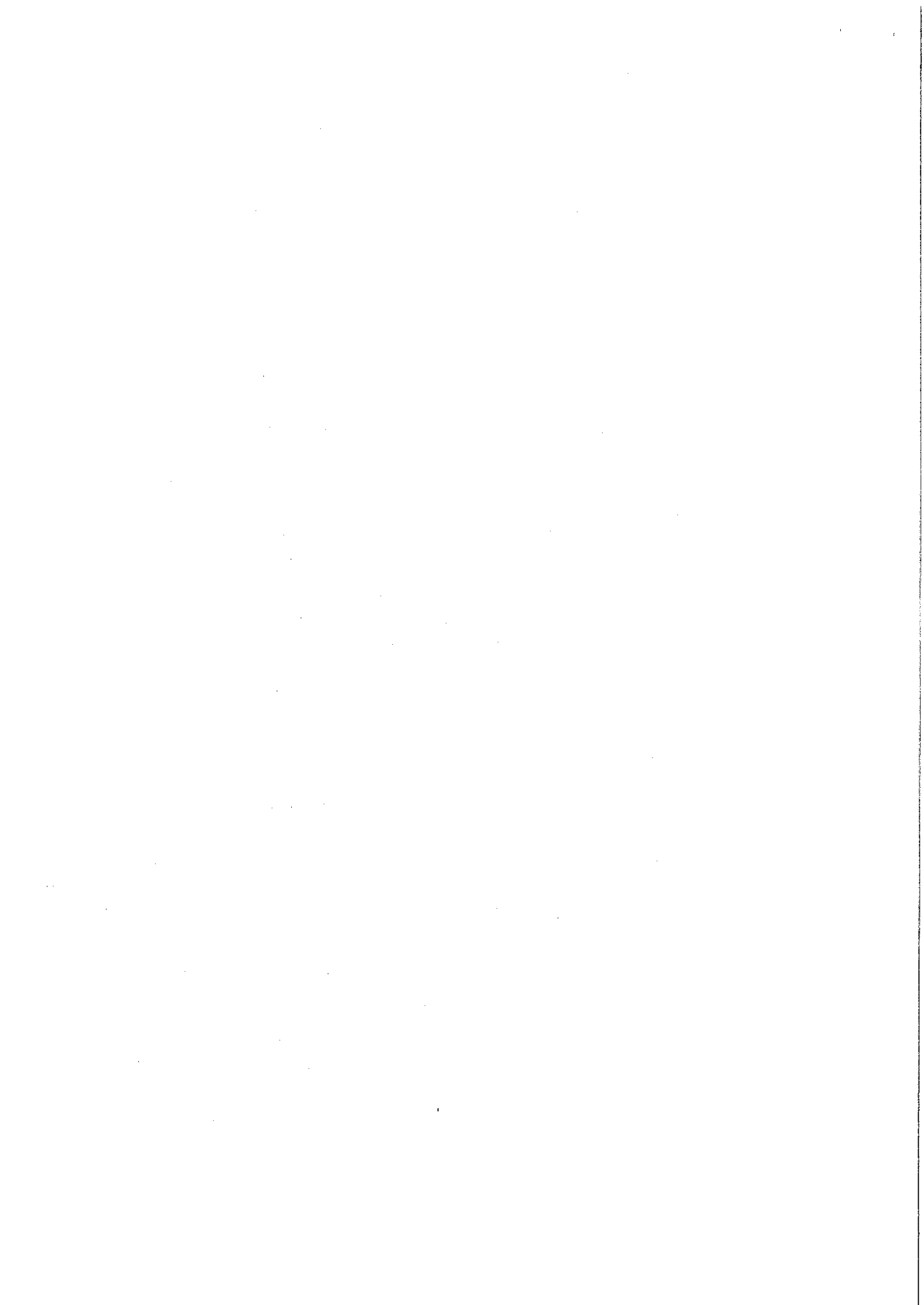
- Concerns using the Parent/Carer Concerns Form and/or Initial Concerns Record or formally or informally in meetings or discussions with the class teacher.
- Information
- Progress
- Responsibility

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 no 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).

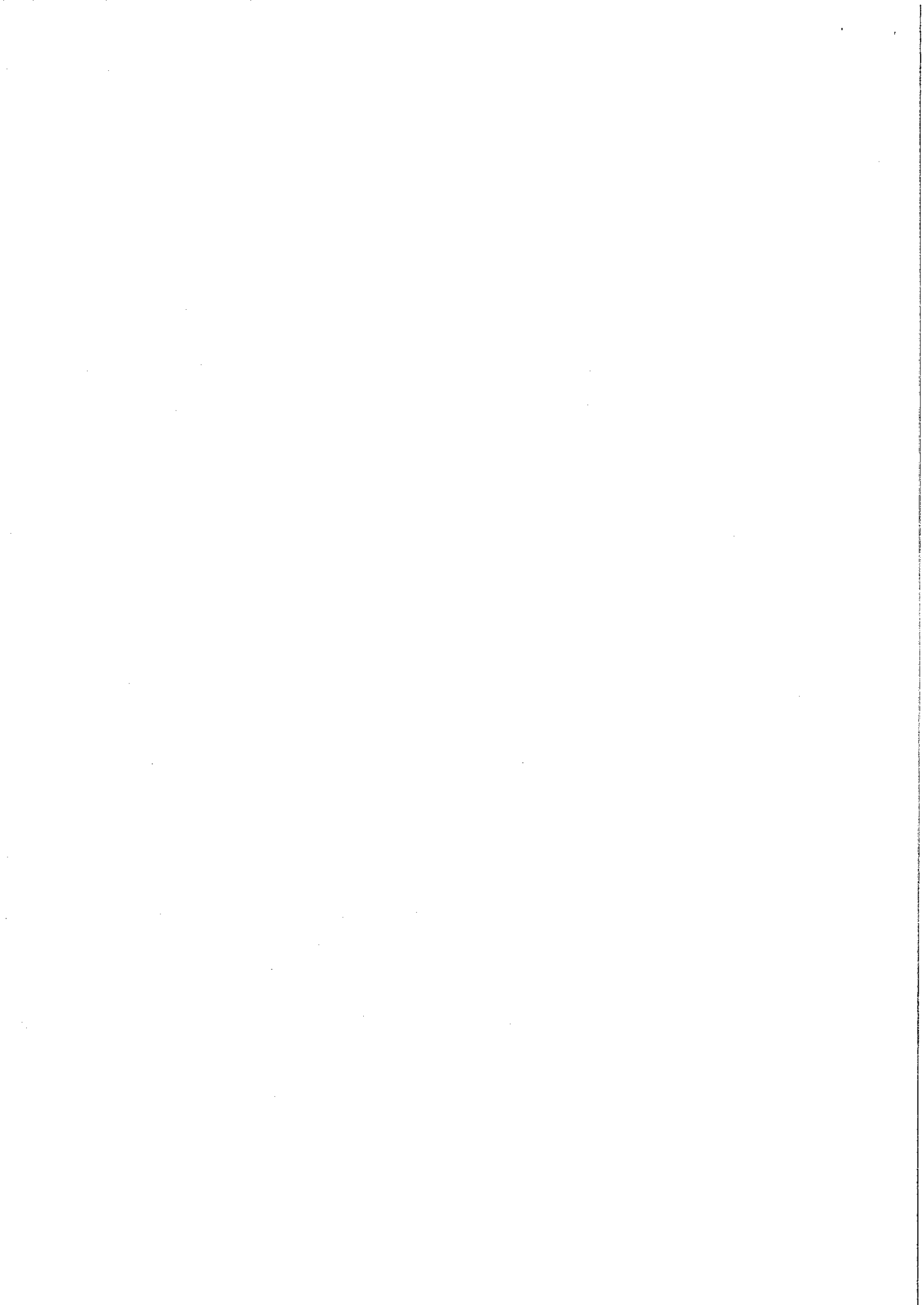
Section 2: Roles and responsibilities.

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.

K. Machean

Policy agreed by Governors: March 2017

Next review due: March 2018

Section 3: Appendices

Appendix 1 – SEN Support identification process

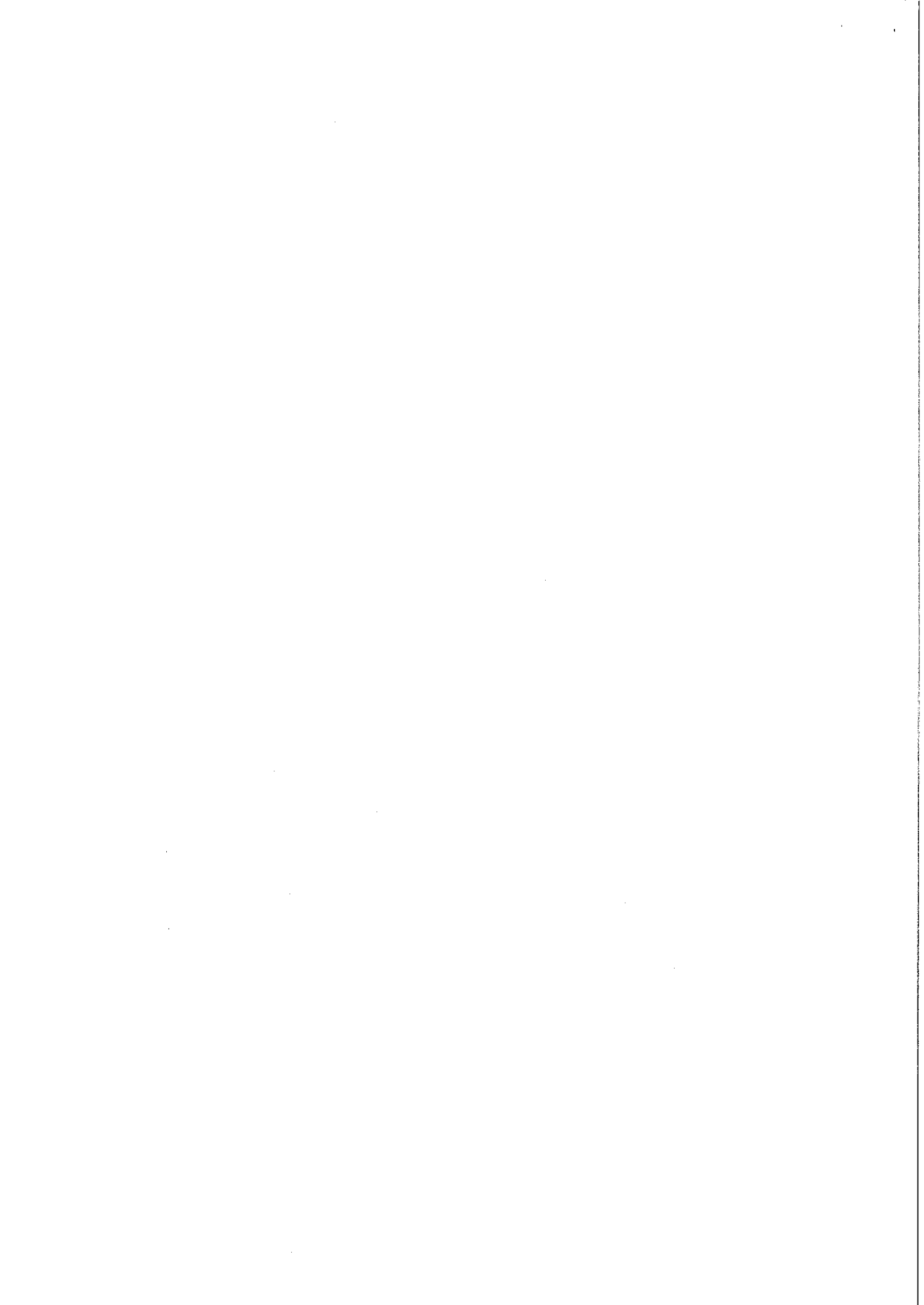
Appendix 2- Categories of Need

Appendix 3 – Initial concerns record

Appendix 4 – Examples of provision in place

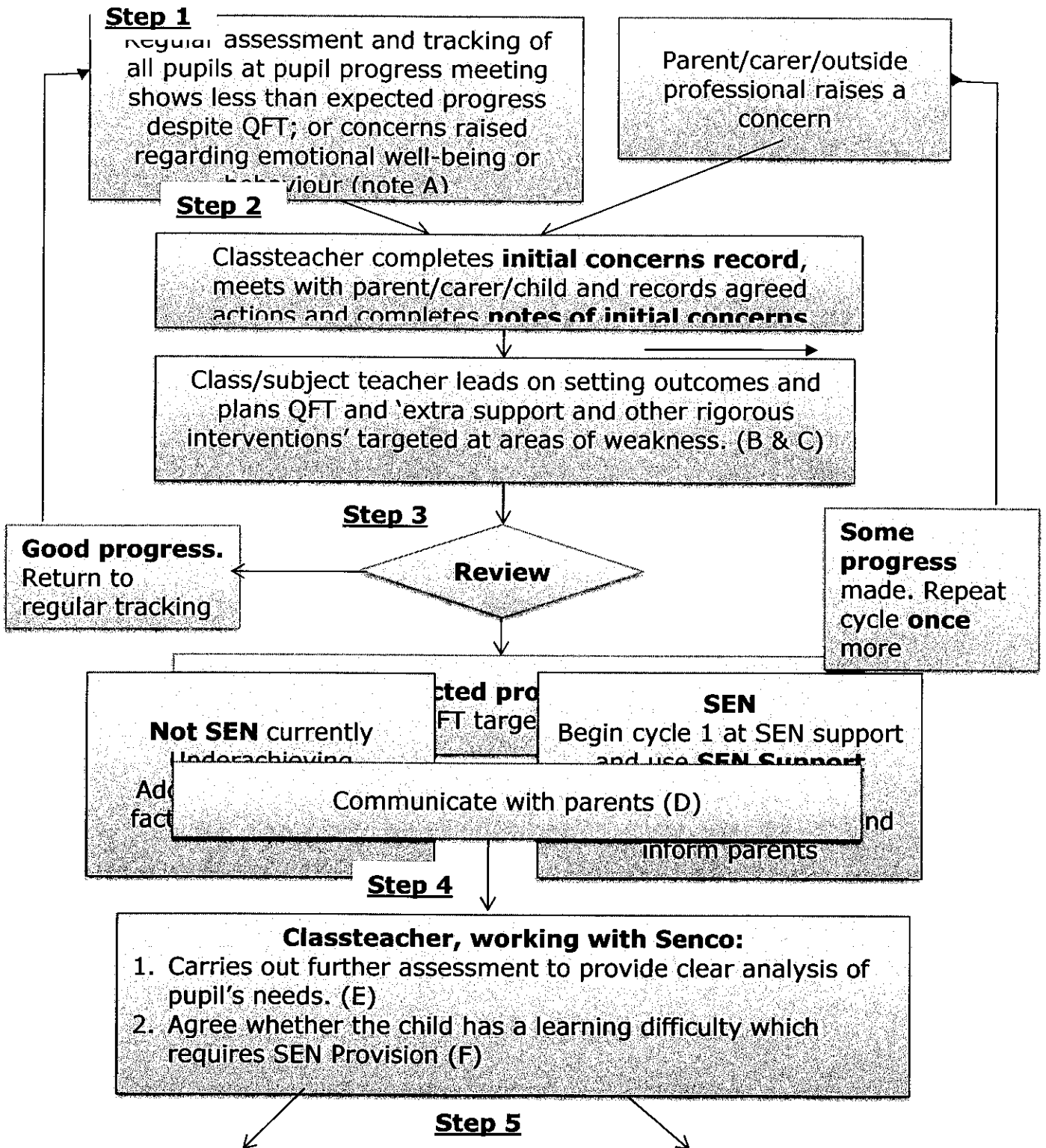
Appendix 5 – SEN information report – see website for full details

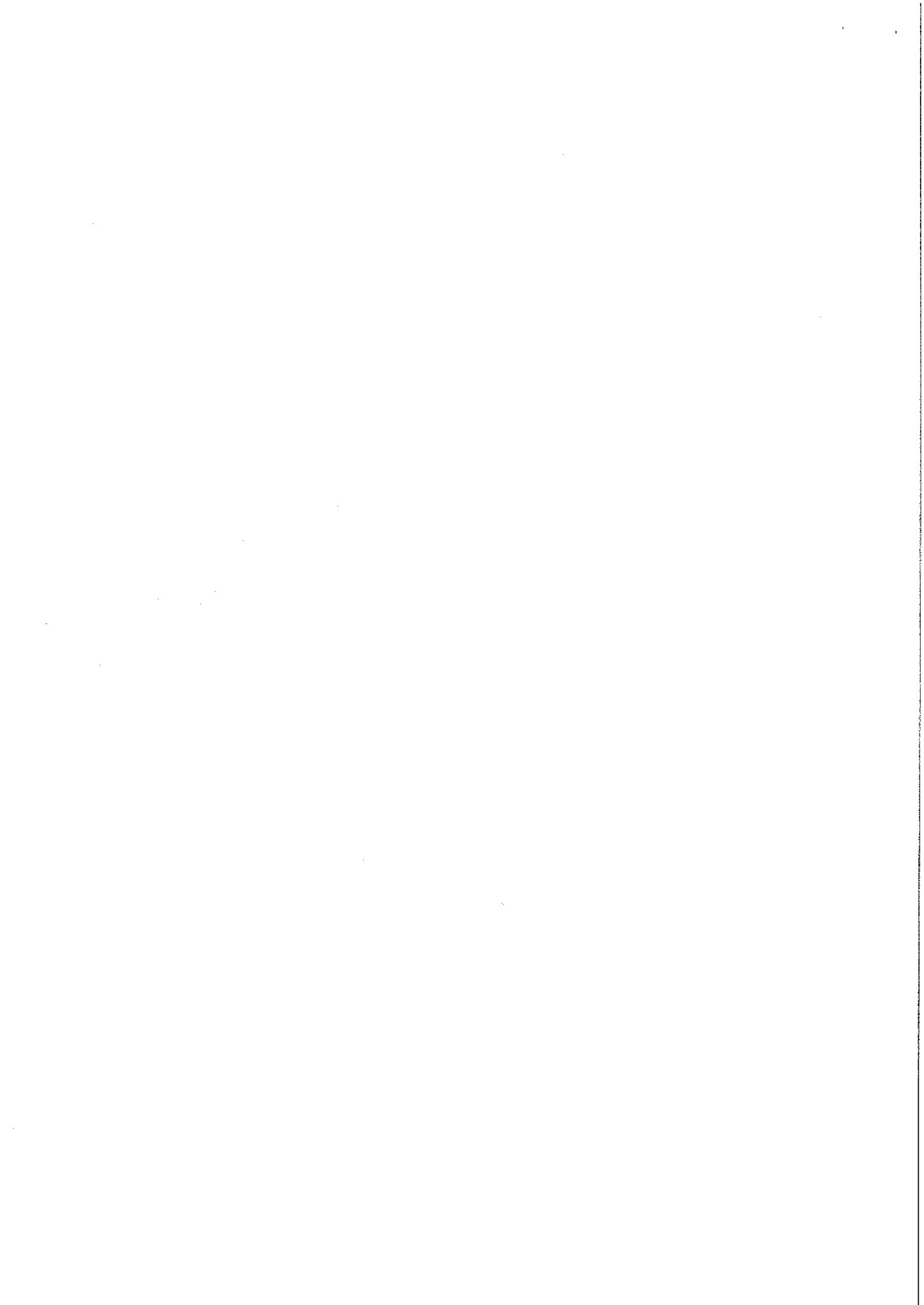
Appendix 6 – SEN Support provision maps



Appendix 1

SEN Support Identification Process





Explanatory notes on SEN Support Identification Flowchart

A. The Code of Practice (June 2014) identifies less than expected progress as progress which (page 84):

- *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 the child and their peers*
- *widens the attainment gap*

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

B. Senco to advise/support the classteacher to ensure pupil is receiving quality first teaching appropriate to their needs. eg differentiation, targeted feedback, use of in-class support. Has the classteacher been provided with advice, support and training to support this pupil?

C. QFT might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.

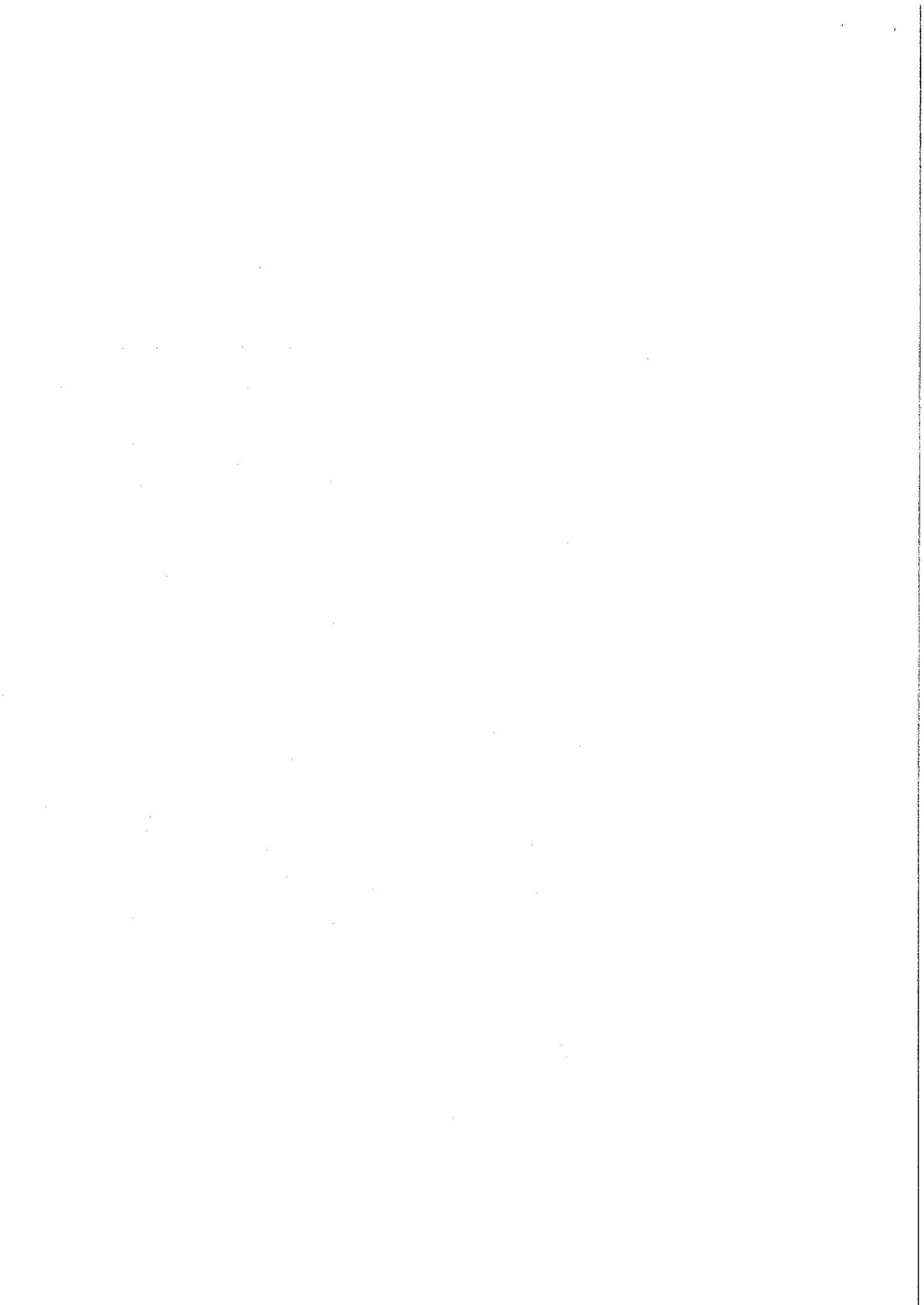
D. 'Communicate' – ie let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment/information in school has been carried out

E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work eg mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.

F. Definition of SEN in Code of Practice 2014 (page 4-5)

xiii. 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. (This is provision over and above what is described in notes B and C above)

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:



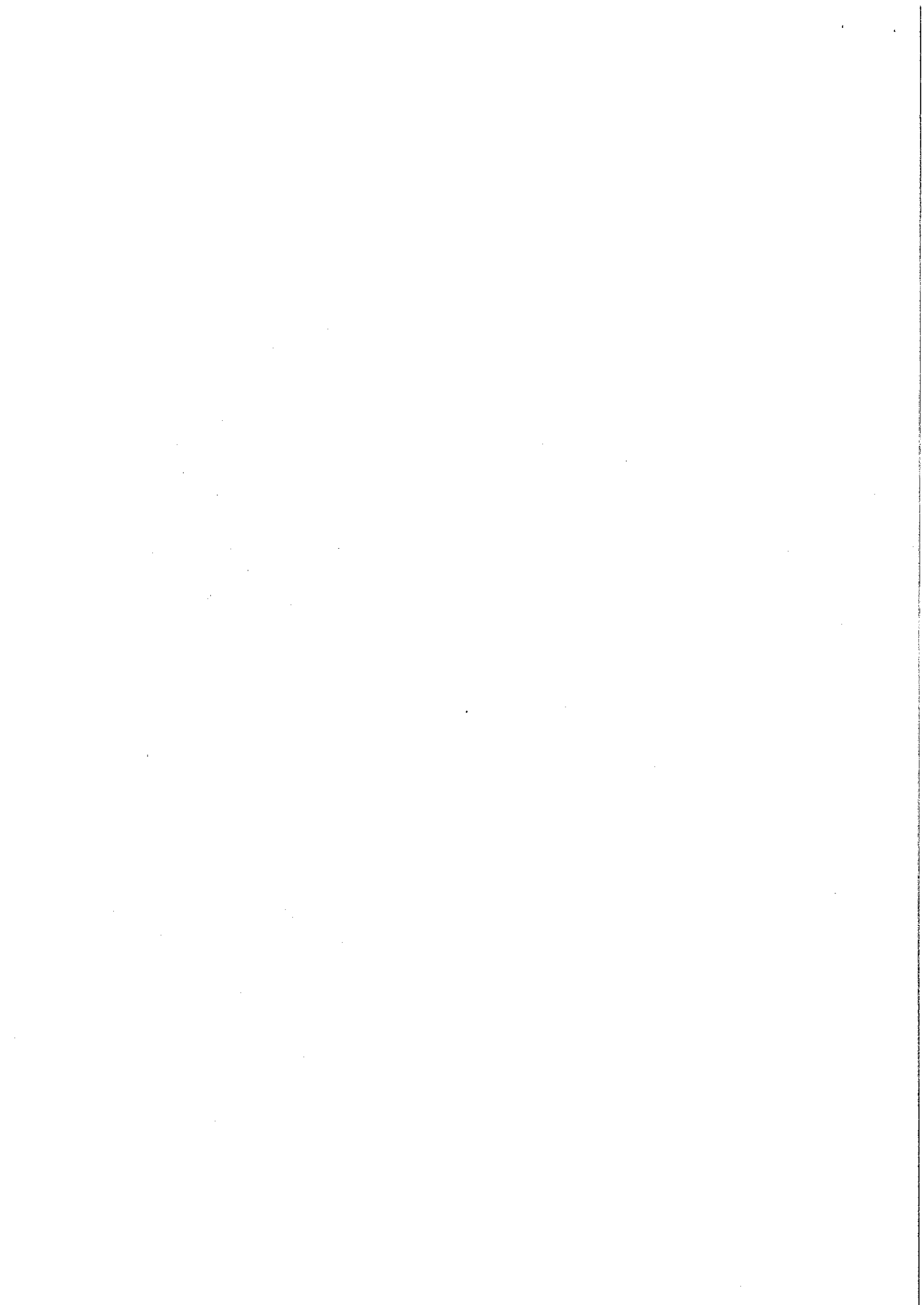
*has a significantly greater difficulty in learning than the majority of others of the same age, or (ie compared to national averages)
has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*



Appendix 2 - Categories of Need.

A child with SEND may have one or more categories of need, the primary need is identified, and where possible the secondary needs identified and recorded.

- **Communication and Interaction Need (CIN)** – Includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and Learning (C&L)**– Includes Literacy, Numeracy and general learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Mental and Emotional Health (SMEH)**- Includes all social, mental and emotional needs including behavioural needs with a social, mental or emotional cause.
- **Sensory and Physical (S&P)**- Includes Physical difficulty (PD), Visual Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI).



Initial Concerns Record KS1/KS2 (Appendix 3a)

This form should be completed by the class teacher to gather information in order to inform their discussion with parents. Notes on the meeting with parents should be recorded on the second part of this form.

Completed by _____ on _____

Pupil information - This form will be shared with all professionals & parents/carers involved with child

Name:		DoB:	Year group:	Class teacher:		
Attendance % (less than 95%):		(Please circle as appropriate)			Exclusions:	
Punctuality:		CLA Pupil Premium				
EAL Stage	Home language	Medical information			Specialist services - Health – Education - Social Services	
Concerns:						

Achievement data

FS Profile scores																		
Year																		
Attainment	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
NC/P levels																		

Baseline information – provide detail where there is an area of relative strength or difficulty

Language (please circle as appropriate)

Speech sounds	Expressive	Receptive	Social and functional

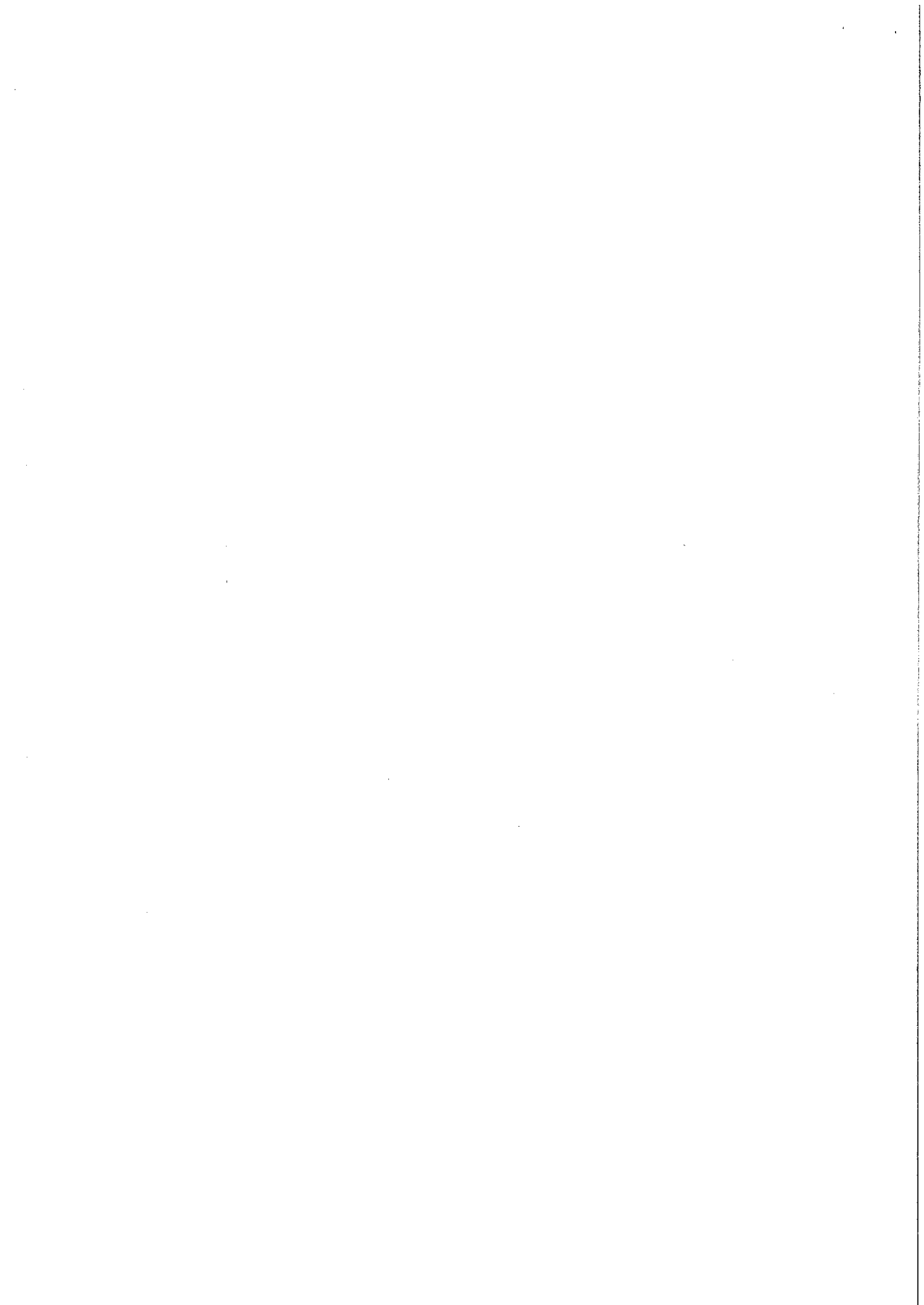
Literacy – Are needs related to: (please circle as appropriate)

- | | | | |
|------------------------|-------------------------|------------------|----------------|
| Phonic phase – reading | Phonic phase – spelling | HFW – reading | HFW – spelling |
| Comprehension | Book band level | Letter formation | Other |

Is example of free writing attached? (please circle) Yes / No

Numeracy (please circle as appropriate)

- | | | | | | |
|-------------------------|------------------|-------------|---------------|--------|-------|
| Shape / Space / Measure | Using & applying | Calculation | Data Handling | Number | Other |
|-------------------------|------------------|-------------|---------------|--------|-------|



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Behaviour for learning (please circle as appropriate)

- | | | | |
|---------------|----------------------------|---|--------------|
| Concentration | Co-operation | Independence | Engagement |
| Confidence | Self-esteem | Organisation | Self-control |
| Other | Age appropriate behaviours | Recorded examples of behaviour concerns attached? (please circle) Yes / No | |

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Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion

Additional observations – (Please circle as appropriate) This could include:

- | | | | |
|-------------------------------------|---------------|---------------------------|-----------------------|
| Parents (child's behaviour at home) | Support staff | Previous class teacher(s) | Lunchtime supervisors |
|-------------------------------------|---------------|---------------------------|-----------------------|

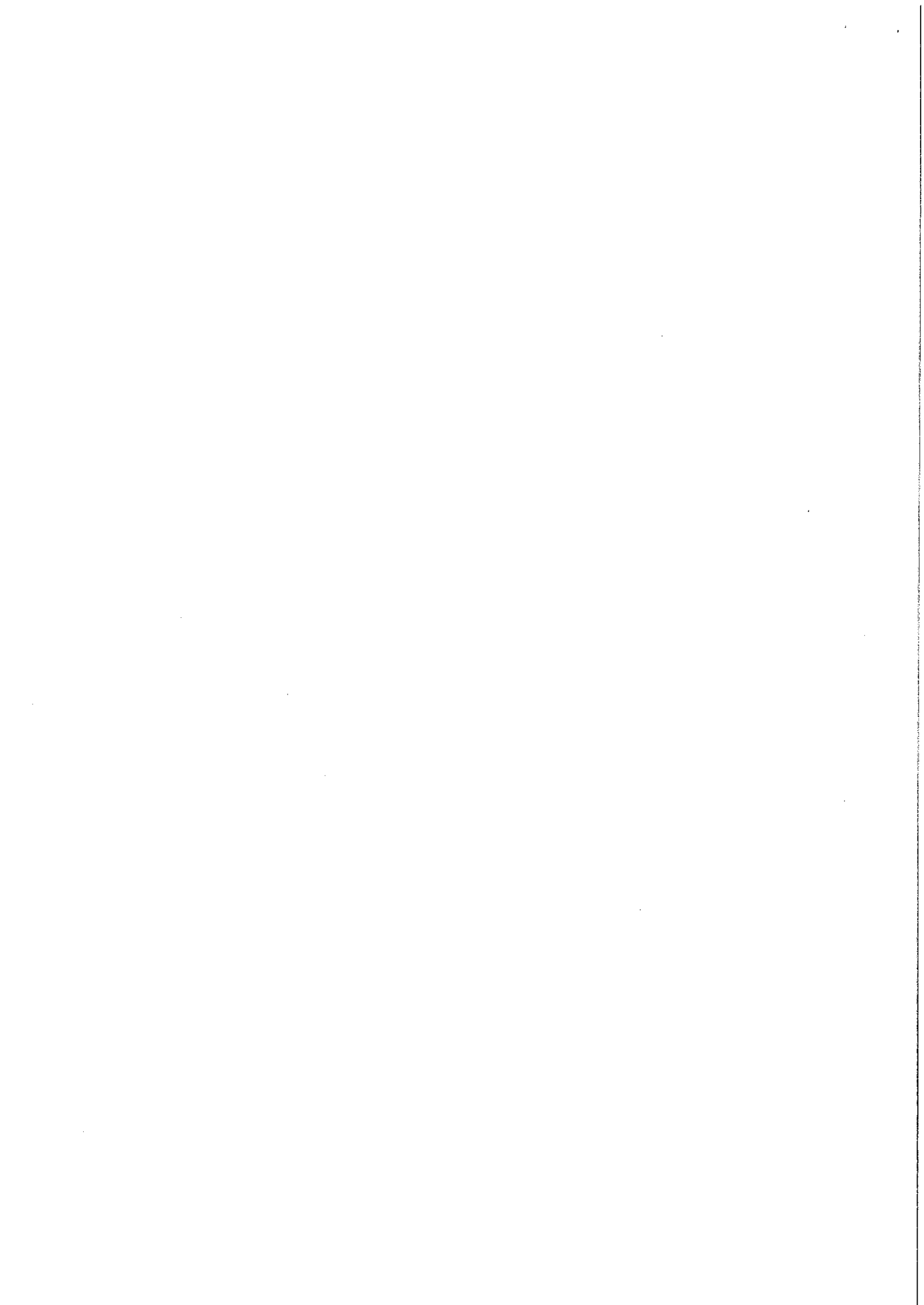
Note any key issues raised:

List individual assessments completed to support identification of need, including behaviour plans

Include standardised assessments (reading/spelling age as well as criterion-referenced assessments)

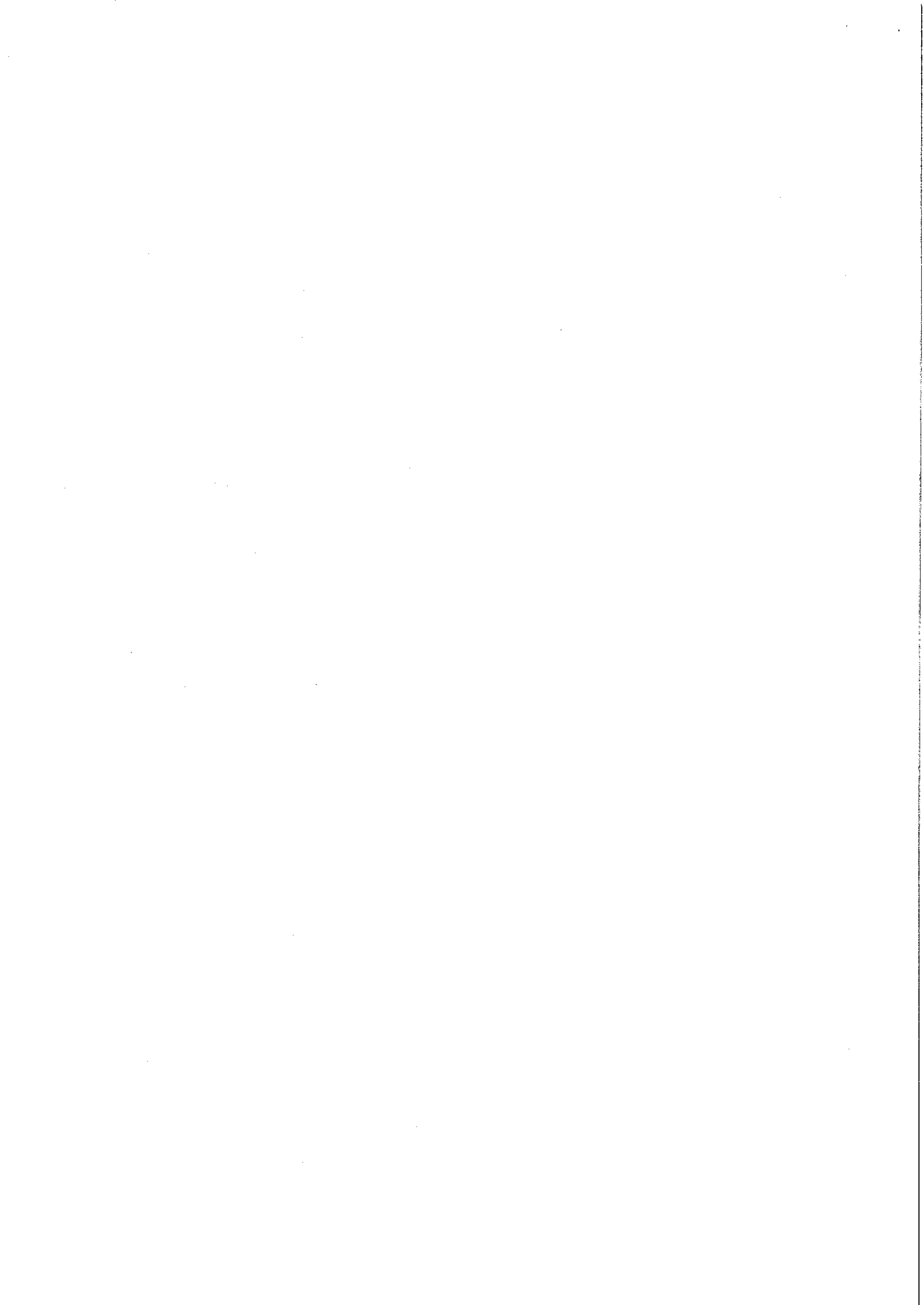
Test	Date	Outcome

Have you spoken to the parents? (please circle) **Yes / No**



Note of initial concerns meeting – pre SEN support - This form will be shared with all professionals & parents/carers involved with child

Date of meeting:	Present:
What are the parents' views?	
What does the pupil think?	
What are pupil's strengths/preferred learning styles?	
What are the desired outcomes for the pupil's progress for this period? 1. 2.	
Provision: targeted QFT/interventions 1. 2.	
Parent signature:	
Review Date:	
Present:	



Parent: yes / no. If no, how will review be communicated with parent/carer?

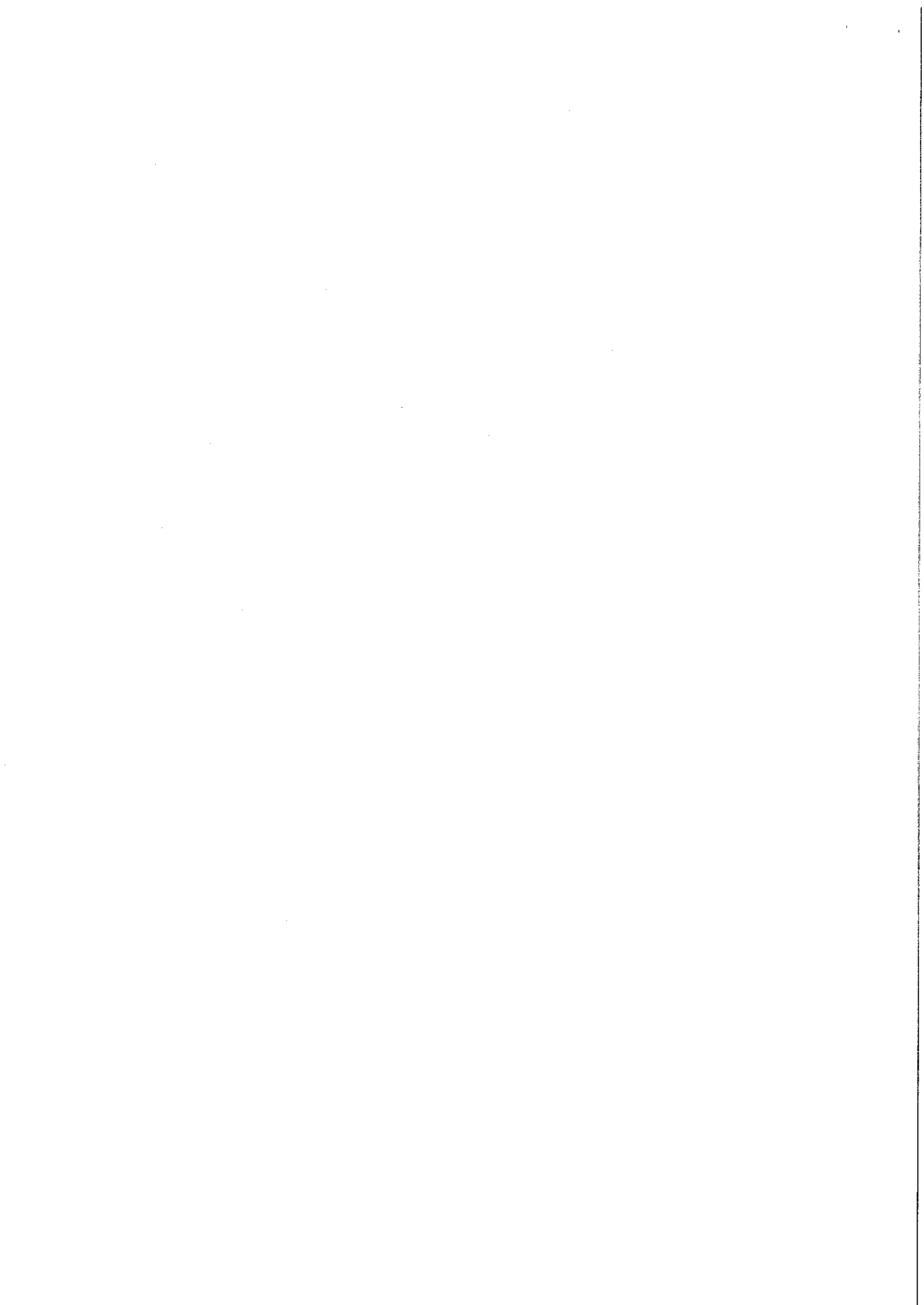
Progress towards outcomes

1

2

Review decision:

Return to school monitoring / further classteacher led intervention / move to SEN support, in which case list follow-up actions required: eg referral to other professionals, further assessment, TAC



Initial Concerns Record for children in Early Years Foundation Stage

Completed by class teacher on _____

Pupil information - This form will be shared with all professionals & parents/carers involved with child

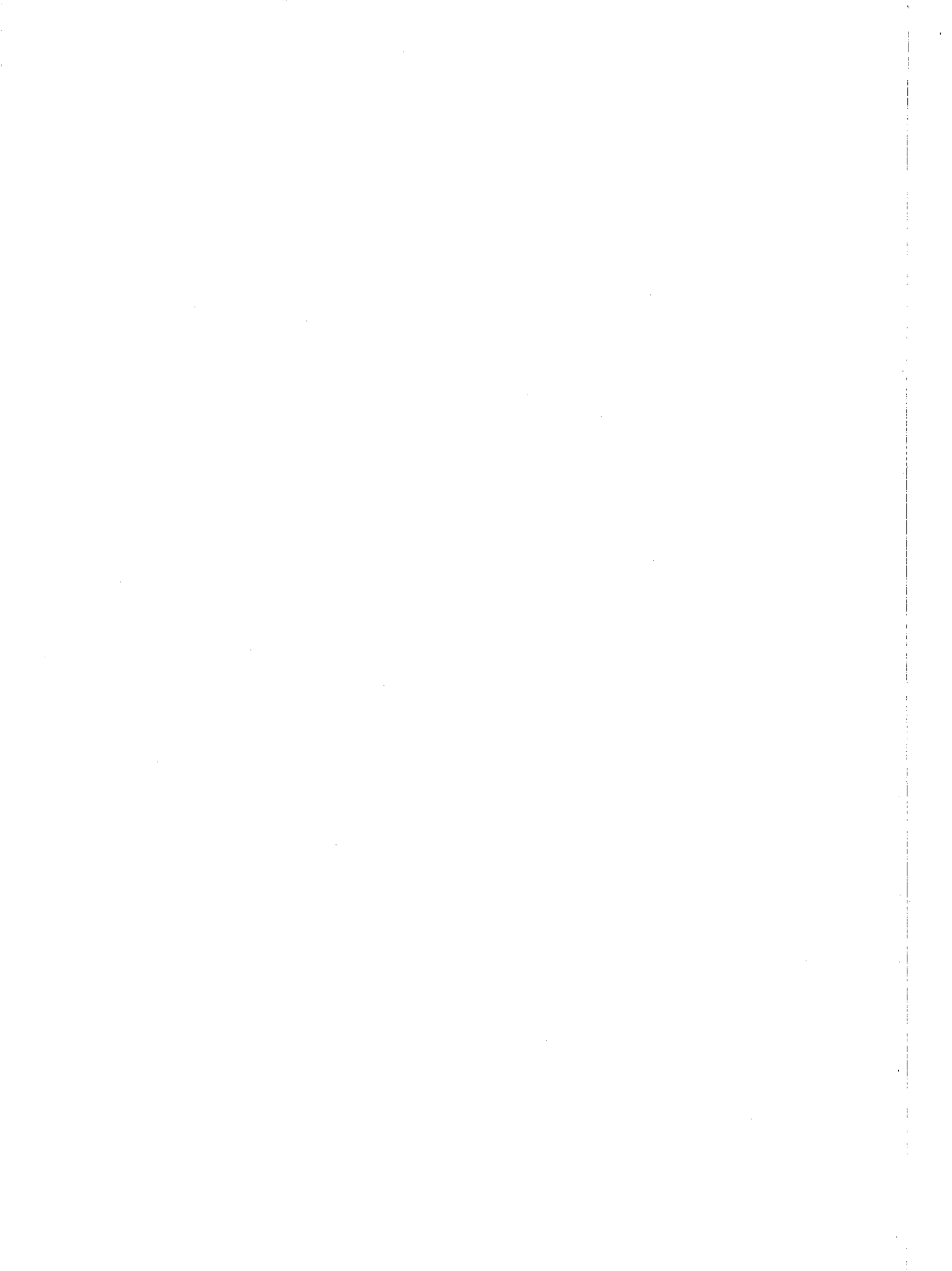
Name:		DoB:	Year group:	Class teacher:	
Attendance % (less than 95%):		(Please circle as appropriate)		Exclusions:	
Punctuality:		CLA	Pupil Premium		
EAL Stage	Home language	Medical information	Sight test	Specialist services - Health – Education - Social Services	
			Hearing test		
Summary of concerns::					

Baseline information

Communication and Language	Development Matters stage (in months): _____
Concerns with:	<input type="checkbox"/> Concentration and attention <input type="checkbox"/> speaking <input type="checkbox"/> understanding
Comments on strengths/difficulties:	

Physical Development	Development Matters stage (in months): _____
Concerns with:	<input type="checkbox"/> Moving and handling <input type="checkbox"/> Health and self-care
Comments on strengths/difficulties:	

Personal, Social and Emotional Development	Development Matters stage: : _____
Concerns with:	<input type="checkbox"/> Managing feelings and behaviour <input type="checkbox"/> Making relationships <input type="checkbox"/> Self-confidence and behaviour



Garratt Park ASD outreach	Garratt Park ASD outreach	Garratt Park ASD outreach	Garratt Park ASD outreach	Garratt Park ASD outreach	Garratt Park ASD outreach	Garratt Park ASD outreach	Garratt Park ASD outreach	
EYC	EYC Victoria Drive PRU	EYC Victoria Drive PRU	Victoria Drive PRU EYC	Victoria Drive PRU EYC	Victoria Drive PRU	Victoria Drive PRU	Victoria Drive PRU	
Spurgeons/FRP	Spurgeons/FRP	Spurgeons/FRP	Spurgeons/FRP	Spurgeons/FRP	Spurgeons/FRP	Spurgeons/FRP	Spurgeons/FRP	



SEN Support Provision Map

Franciscan Primary School	Key stage:	Cycle:	Date:
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Name of Child:

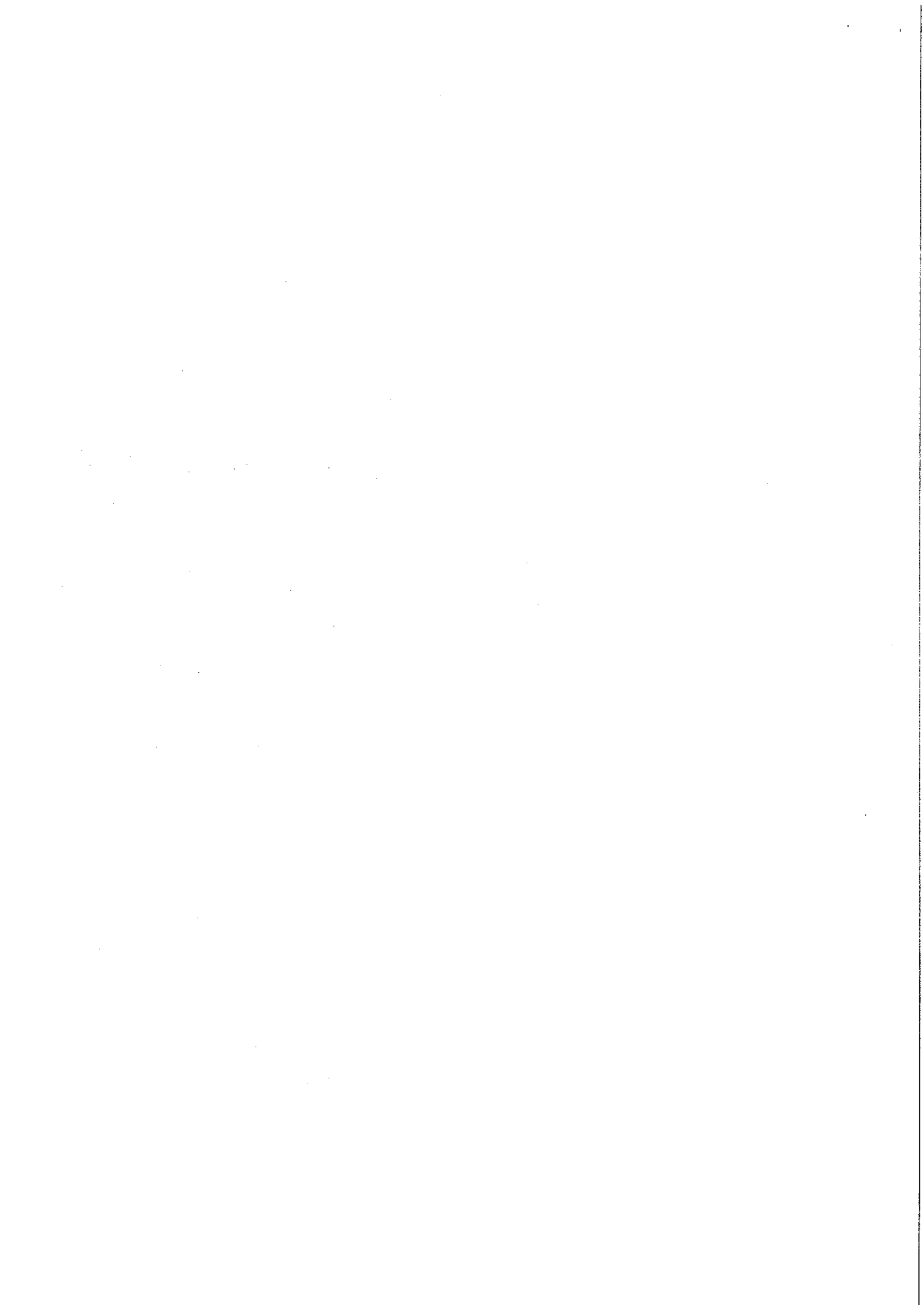
PP/EAL/CLA/MOBILE	SEN SUPPORT/EHCP/STATEMENT	TEACHER/TA/LM
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Stage	Communication and Interaction		Cognition and Learning				Social, Mental and Emotional Health			Sensory & Physical			
SEN Support	SLCN		Lit	Num	Gen		S	M	E	PD	VI	MSI	HI
S/EHCP	SLCN	ASD	SpLD	MLD	SLD	PMLD	S	M	E	PD	VI	MSI	HI

1-Primary Need, 2-Secondary Need, 3-Tertiary Need Screening

*Awaiting

Provision /Resources	Staff/Pupil Ratio	Staff involved Day/time/location	No's weeks	No's times a week	Minutes	Start date - finish date
Eg. Project X	1:4	LSA/9:15am/Oke hall	12	4	25	Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer

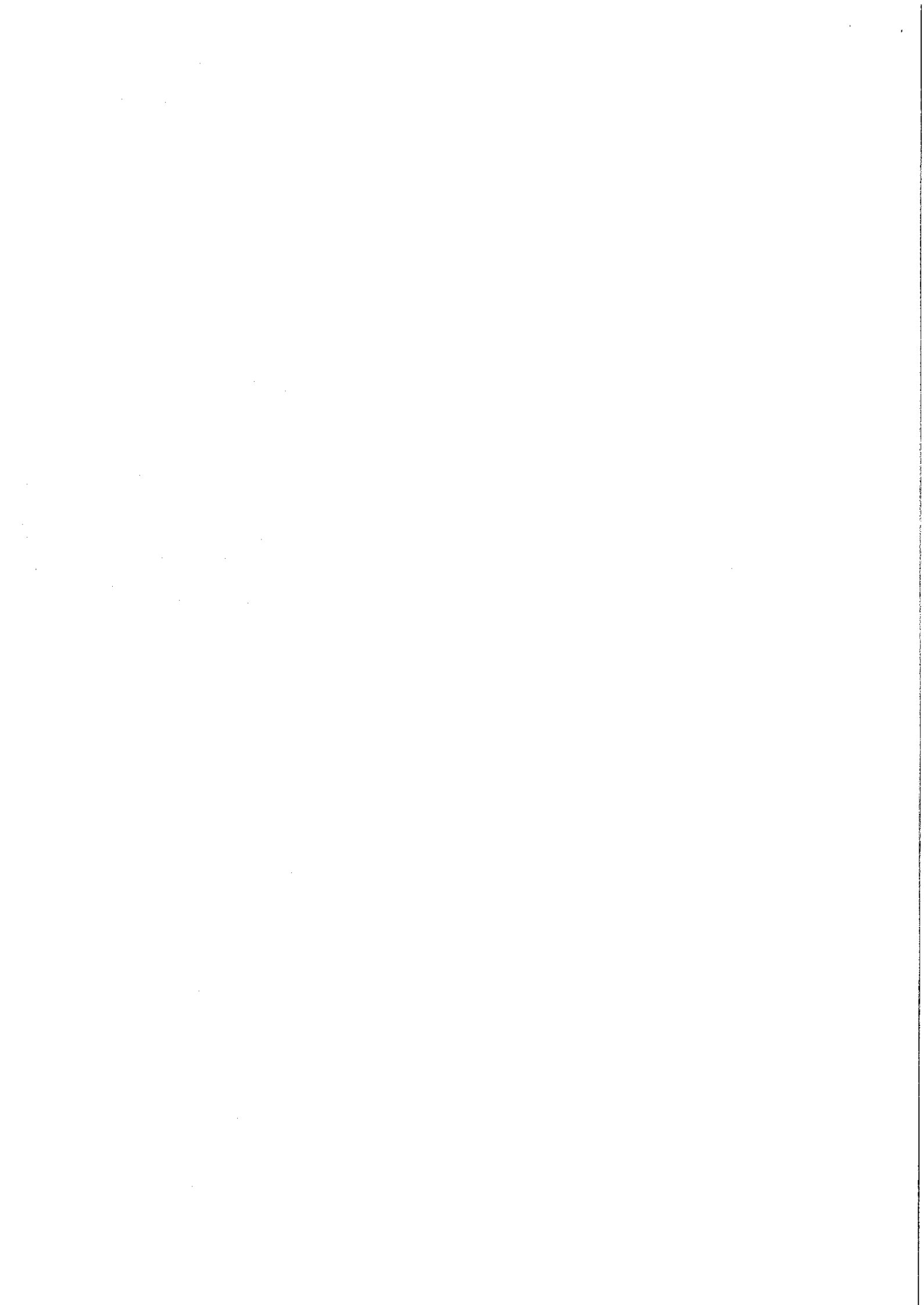


						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer
						Autumn Spring Summer

Progress reviews

Date:	Level:	R:	W:	M:
Targets		Outcome/progress towards targets		
Home/parent support agreed				
Review date:		Present:		
Are parents/carers aware/present? Yes/no. if no, how will review be communicated to parent/carer?				
Review decision	Remain at SEN Support: Yes/No Further action required: eg. referrals to professionals, further assessment, SENDTAC			
Signature: teacher	Parent:		Child:	

Date:	Level:	R:	W:	M:
Targets		Outcome/progress towards targets		
Home/parent support agreed				
Review date:		Present:		
Are parents/carers aware/present? Yes/no. if no, how will review be communicated to parent/carer?				
Review decision	Remain at SEN Support: Yes/No			



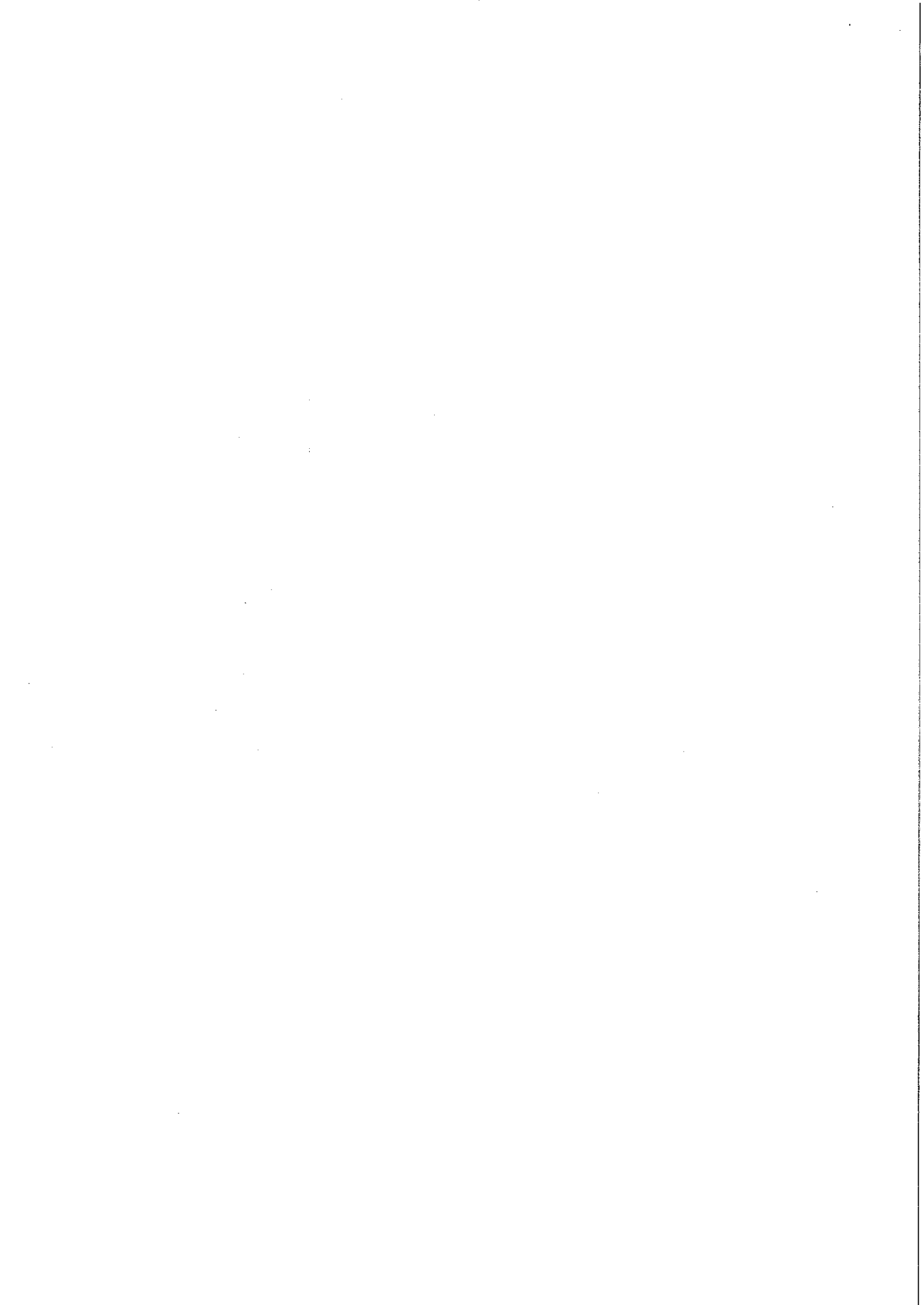
Further action required:eg.referrals to professionals, further assessment, SENDTAC		
Signature: teacher	Parent:	Child:

Date:	Level:	R:	W:	M:
Targets		Outcome/progress towards targets		
Home/parent support agreed				
Review date:		Present:		
Are parents/carers aware/present? Yes/no. if no, how will review be communicated to parent/carer?				
Review decision		Remain at SEN Support. Yes/No Further action required:eg.referrals to professionals, further assessment, SENDTAC		
Signature: teacher	Parent:	Child:		



Pre SEN support record (plan, assess, do, review): Date _____ Cycle no _____

Pupil:		Class:	Classteacher:	
Parents/carers:				
Plan completed by:		Present:		
Current assessment Information:				
Outcomes to be achieved				
1.				
2.				
Agreed Provision				
Name/type	Staff/pupil ratio	Delivered by	How often and how long for?	Notes



Home/parent support agreed				
Review Date:				
Present:				
Parent: yes / no. If no, how will review be communicated with parent/carer?				
Outcome	Progress made			
1				
2				
Review decision:				
Pupil remains at SEN support yes/no				
Further actions required: eg referral to other professionals, further assessment, SENDTAC				

