



ST FRANCIS SCHOOL

C23 Special Educational Needs and Disabilities Policy

1. Aims

- 1.1. This is the policy on Special Educational Needs and Disabilities of St Francis School, Pewsey (**School**).
- 1.2. The aim of this policy is to actively promote the well-being of pupils.

2. Regulatory Framework

- 2.1. This policy has been prepared to meet the school's responsibilities under:
 - 2.1.1. Education (Independent School Standards) Regulations 2014
 - 2.1.2. Statutory framework for Early Years Foundation Stage (DfE, December 2023)
 - 2.1.3. Education and Skills Act 2008
 - 2.1.4. Childcare Act 2006
 - 2.1.5. Data Protection Act 2018 and General Data Protection Regulation (GDPR)
 - 2.1.6. Equality Act 2010; and
 - 2.1.7. Children and Families Act 2014.
- 2.2. This policy has regard to the following guidance and advice:
 - 2.2.1. Special educational needs and disability code of practice: 0 to 25 years (DfE and Department for Health, January 2015) (**Code of Practice**)

3. The following School policies, procedures and resource materials are relevant to this policy

- 3.3.1 Equal Opportunities Policy: [Equal Opportunities - Curriculum](#)
- 3.3.2 Child Protection & Safeguarding Policy Policy: [Child Protection & Safeguarding Policy](#)
- 3.3.3: Accessibility Plan [Accessibility Plan](#)
- 3.3.4 Anti-bullying Policy: [Anti-bullying](#)
- 3.3.5 Admissions policy: [Admissions Policy](#)
- 3.3.6 English as An Additional Language policy : [English as an Additional Language](#)

[Policy](#)

3. Publication and availability

- 3.1. This policy is published on the School website
- 3.2. This policy is available in hard copy on request
- 3.3. A copy of the policy is available for inspection from the school office during the school day.
- 3.4. This policy can be made available in large print if required.

4. Definitions

4.1. "Special educational needs" and "learning difficulty"

- 4.1.1. Children have a learning difficulty 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 the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.
 - (c) are under five and fall within the definition at (a) or (b) above or are likely to do so when of compulsory school age if special educational provision is not made for the child.
- 4.1.2. A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support.
- 4.1.3. A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression, there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.
- 4.1.4. The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.
- 4.1.5. Learning difficulties may affect children who have a high IQ and academic abilities as well as those of lower IQ and ability.

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| 3. Roles and Responsibilities | |
| 3.1 | <p>The SENCo</p> <ul style="list-style-type: none">● will have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have Educational Health Care (EHC) plans |
| | <ul style="list-style-type: none">● will work with the Senior Leadership team to determine the strategic development of the SEND policy and provision in the school |

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| | | <ul style="list-style-type: none"> ● will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching. They will advise on the graduated approach to providing SEND support |
| | | <ul style="list-style-type: none"> ● will be the point of contact for external agencies. They will liaise with potential next providers of education to ensure pupils with SEND have a smooth transition. |
| | | <ul style="list-style-type: none"> ● work with the Deputy Head Academic to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements |
| | | <ul style="list-style-type: none"> ● Work with the Deputy Head Pastoral to ensure that the school meets its responsibilities to ensure that all children's, including those with SEND have their pastoral and safeguarding needs met |
| | | <ul style="list-style-type: none"> ● ensure the school keeps the records of all children with SEND up to date |
| | | <ul style="list-style-type: none"> ● Line manage other Learning Support Teachers and Teaching Assistants in their role to support students with identified and unidentified SEND ● Liaise with Admissions staff regarding potential new students |
| | 3.2 | Learning Support Teachers |
| | | <ul style="list-style-type: none"> ● Work alongside the SENCo to ensure the day-to-day operation of the SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have Educational Health Care (EHC) plans |
| | | <ul style="list-style-type: none"> ● Support the SENCo as the point of contact for external agencies that support children with SEND |
| | | <ul style="list-style-type: none"> ● Provide Special Education lessons to students |
| | 3.3 | Learning Support Assistants / Teaching Assistants |
| | | <ul style="list-style-type: none"> ● Supporting the progress and development of children within the school |

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| | | <ul style="list-style-type: none"> ● Working closely with any teacher or specialist staff to carry out interventions if and when needed |
| | | <ul style="list-style-type: none"> ● Ensuring they follow the SEND policy |
| | 3.4 | Senior Leadership Team |
| | | <ul style="list-style-type: none"> ● Work with the SENCo to determine the strategic development of the SEND policy and provision in the school |
| | | <ul style="list-style-type: none"> ● Have overall responsibility for the provision and progress of learners with SEND |
| | 3.4 | Teaching Staff |
| | | <ul style="list-style-type: none"> ● Have responsibility for the progress and development of every child in their class |
| | | <ul style="list-style-type: none"> ● Work 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 |
| | | <ul style="list-style-type: none"> ● Work with the SENCO / LS Teacher's to review each pupil's progress and development and deciding on any changes to provision |
| | | <ul style="list-style-type: none"> ● Ensuring they follow the SEND policy |
| 4 | | Provision at St Francis School |
| | 4.1 | Initial Concerns |
| | | Pupils who are of an initial concern to a teacher should be supported by following a teacher-led Graduated Approach Model, through Assess, Plan Do, Review Cycle |
| | | Teacher Led 'Assess' should include analysis of school based assessments and qualitative observations highlighting what is not expected and appropriate for the pupils chronological age and year group. Parents will be kept informed at this stage of initial concern. |
| | | Teacher Led 'Plan' should include SMART targets. Such targets should be documented on termly pupil goals document. |
| | | Teacher Led 'Do' activities should connect to a given SMART target. 'Do' activities should include but not be limited to evidence based common good practice strategies and tools for pupils with SEN. Pupils may also |

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| | | access additional boosters or keep up interventions to support the identified area of need. |
| | | Teacher Led 'Review' should include the SENCo where adequate or desired progress has not been made. |
| 4.2 | Collaborative Graduated Approach | Following continued concerns from the teacher-led cycle of the Graduated Approach APDR, LS staff will provide additional school based assessment and observation to better understand the pupil's level of attainment and progress. |
| | | Following this additional assessment and observation, feedback, guidance and collaboration from LS staff will be provided upon refining the APDR second cycle. |
| 4.3 | Documentation | A <u>pupil passport</u> may be written during the second APDR cycle so that all teaching staff are more aware of areas of difficulty and effective strategies for the pupil. Pupil's voice and parental input is sought in the formulation of this document. |
| | | Additional targeted Special Education may be recommended following assessment from LS staff. Targeted provision from Learning Support staff will be planned for during Termly Additional Support Staff scheduling. Additional year group provision is documented on <u>year group provision maps</u> . |
| | | In collaboration with the SENCo and teaching staff, a <u>My Support Plan</u> will be written for this pupil, documenting the Graduated Approach of specialised education support and provision. A My Support Plan will aimed to be reviewed termly in collaboration with parents and subject teachers. |
| | | If a pupil is accessing additional Special Education, then the pupil will be included on the Special Educational Needs and Disabilities register. |

5. Examinations

- 5.1. Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and/or other "access arrangements" to complete public examinations.
- 5.2. With respect to 11+, the current system in place for most Senior Schools is that parents are expected to liaise with their chosen schools regarding

appropriate access arrangements. It is the parents' responsibility to collate and send in the relevant paperwork to their chosen Senior School such as Educational Psychology Reports, Clinical Psychology Reports or Medical Reports, before any pre-tests are carried out.

- 5.3. Parents are asked to liaise with their child's Form Tutor and/or the school's SENDCo in good time with respect to this.

6. Education Health and Care Plans (EHC Plan)

- 6.1. Parents and the school have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC Plan. The School will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, the parent (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- 6.2. Where a prospective pupil has an EHC Plan, the School will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC plan can be delivered by the School. The School will cooperate with the local authority to ensure that relevant reviews of EHC Plans are carried out as required.

7. Additional Welfare Needs

- 7.1. The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School's anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 7.2. If parents are concerned about their child's welfare they can approach the pupil's form teacher or the Pastoral Deputy Head to discuss their concerns in private at any time.
- 7.3. Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
- 7.3.1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration
 - 7.3.2. pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
 - 7.3.3. there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.
- 7.4. Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's safeguarding and child protection policy and procedures.

8. Disability

- 8.1. The School recognises that some pupils with special education needs or learning difficulties may also have a disability.
- 8.2. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School (see 10 below).

9. Arrangements for supporting pupils who are looked after

- 9.1. A termly 'Personal Education Plan' (PEP) meeting takes place which is attended by the Looked After Children (LACs), their guardians/foster parents, the SENDCo and a representative from the Local Authority. These meetings are used to review whether the needs of the looked after child are being met and to set realistic and achievable targets for the forthcoming term.

10. Alternative Arrangements

- 10.1. We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:
 - 10.1.1. your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and/or
 - 10.1.2. your child's learning difficulties require a level of support or medication which, in the professional judgement of the Head, the School is unable to provide, manage or arrange
 - 10.1.3. your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.
- 10.2. In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.
- 10.3. Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

11. Training

- 11.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 11.2. The level and frequency of training depends on the role of the individual member of staff.
- 11.3. The School maintains written records of all staff training.

12. Risk Assessment

- 12.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 12.2. The format of risk assessment may vary and may be included as part of the School's overall response to welfare issues, including the use of individual pupil welfare plans (such as Behaviour, Healthcare and Education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused,
- 12.3. The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 12.4. Day to day responsibility to carry out risk assessments under this policy will be a collective responsibility but led by the Deputy Head Pastoral and SENDCo

13. Record Keeping

- 13.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 13.2. The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection policy and information security policy.

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| Compiled by: Rose Tomlin, SENCo | Date: November 2024 | Next revision: September 2025 |
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