

Special Educational Needs and Disabilities (SEND) Policy

Document Management

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This document is subject to annual review in August 2025.

Document Control

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For clarity throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franch, Holiday Club and Breakfast/After School Club

Franch Community Primary School Vision

Our Mission Statement

Our mission is to provide a safe and happy learning environment which is fully inclusive offering equal opportunities for all of our children. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

Our Vision

Our high expectations enable all pupils to continue to become healthy, happy lifelong learners who embrace challenge and have the confidence to take risks in pursuit of their goals.

As a school, we are proud to have designed our purposeful, creative curriculum, which embeds key skills and knowledge through a wide range of exciting opportunities and enriching experiences to best meet pupils' needs and foster a love of learning.

Our Golden Rule, 'Treat other people as you would like them to treat you' and our Franch Values underpin our school ethos. These ensure that our pupils feel safe, develop a strong sense of community and understand the importance of respecting others and celebrating difference.

What are Special Educational Needs and/or Disabilities (SEND)?

Franch Community Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014).

Children / young people have special educational needs 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- 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.

Children / young people must **not** be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

A special educational provision means [SEND Code of Practice (DfE, July 2014)]:

- for children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children / young people of the same age;
- for children under two, special educational provision of any kind.

Within school, pupils with SEND are identified on the school SEND register as needing SEN support so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

What is a disability?

Franche Community Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEN definition.

Our Special Educational Needs and Disabilities policy objectives:

At Franche Primary School we know precisely where children with SEND are in their learning and development.

We ensure that:

- every child has access to a broad and balanced curriculum, that has been designed specifically to meet the needs of our children;
- decisions are informed by the insights of parents/carers and those of children themselves;
- high ambitions and stretching targets are set for all pupils;
- pupil progress is monitored towards these goals;
- additional or different provision is regularly reviewed;
- positive outcomes in the wider areas of personal and social development are promoted;
- the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;

- the SEND policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parent/carers are aware of the school's SEND and Inclusion policies.

Arrangements for co-ordinating special educational needs provision:

Franch Community Primary School is a mainstream school with experience of supporting pupils with a range of differing needs. The four areas of special educational needs include:

1. Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. Children with Autism Spectrum Condition may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained. Children with Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) may also struggle with attention, focus and concentration.

4. Sensory and or Physical

Children may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas give an overview of the range of needs. Individual children often have needs that cut across all these areas and their needs may change over time.

Curriculum Entitlement

All the teachers in our school are teachers of children with special educational needs and therefore at Franche Community Primary School we adopt a 'whole school approach' which

involves all staff adhering to a model of good practice. All staff are committed to providing for the needs of all children in an inclusive environment.

Inclusion is regarded as crucial to this policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole. If children are receiving teaching assistant (TA) support the teaching assistant will liaise very closely with the class teacher and SENDCO. At all times children are taught and integrated into the main body of the school.

The school follows a '**Waves of Support**' approach to supporting children's individual needs.

Wave 1 describes quality inclusive teaching which takes into consideration the learning needs of all the pupils in the classroom. It includes an adaptive teaching approach and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Due to the high level of quality first teaching that is ordinarily available to all our pupils, it is likely that fewer pupils will require SEN provision.

Cause for concern/ongoing monitoring

A child may be identified as needing additional support through the following ways:

- Concerns raised by class teacher.
- Concerns raised by parents/carers.
- Child identified as working below age related expectation.
- Classroom assessments.
- Concerns raised by external professionals such as a GP or Paediatric Team.
- Concerns raised by a previous school or pre-school setting.
- Concerns raised by the Designated Safeguarding Lead (DSL) due to safeguarding challenges.

If a pupil is highlighted as a cause for concern due to slow progress and low attainment, the pupil may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies.

Where a child is identified as having SEND we work in partnership with the parents/carers to establish the support the child needs.

Where a child is identified as needing SEND provision we act to remove any barriers to learning and adopt a **graduated approach** with four stages of action (assess, plan, do, review):

Assess

When a child has been identified as needing SEN support the class teacher, working with the SENDCO will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour.

It should also draw on the views and experiences of parents/carers, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent/carer via the class teacher or SENDCO.



Plan

Where it is decided to provide a pupil with SEN support parents/carers will already be fully involved in the process. Through meetings, the teacher and SENDCO will agree with the pupil and parents/carers any interventions and support which will be put in place in order for the pupil to make progress.

This will be documented on the child's Individual Provision Map (IPM). The IPM will include information about:

- the short-term targets set for the child: this will include as a priority targets recommended in external reports where available
- the provision to be put in place: sessions and who will provide them, resources needed
- outcomes (to be recorded when IPM is reviewed). The IPM will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support as outlined on the IPM will be evaluated by the class teacher and discussed with the pupil and their parents/carers during the termly meetings. Pupil and parents/carers views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

Education, Health and Care Plans (EHC Plan) – Wave 4

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs.

If the child has not made expected progress despite following the graduated approach, we will consider requesting an Education, Health and Care needs assessment. [A request for an Education, Health and Care needs assessment can be made by parents/carers or through school with parents/carers and settings making the request together.](#) Parents/carers and the pupil will be involved in these discussions and the assessment at all times. Information will need to be gathered by school and external agencies to evidence an EHCNA is necessary.

Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents/carers will be informed by the Local Authority of the outcome of the EHC assessment.

Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision.

EHC Plans should be used to actively monitor children progress towards their outcomes and longer-term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child progress towards achieving the outcomes and whether they remain appropriate.

External Agencies

A request for support from external agencies is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents/carers, at a review of the IPM.

External agencies will usually see the child so that they can advise teachers on targets and strategies to support the child; provide more specialist assessments to inform the planning and the measurement of a pupil's progress; to give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for an external agency referral will be that, despite receiving individualised support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels significantly below that expected of children of a similar age
- continues to have difficulty in developing the basic skills needed for reading, spelling or maths
- has emotional or behavioural difficulties which significantly and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks the help of an external agency, those services will need to see the child's records in order to establish the strategies that have already been employed and targets that have been set and achieved. The external agency may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IPM for the child will set out new strategies for supporting the child's progress. These will be implemented, for the most part, in the normal classroom setting. The delivery of the interventions recorded in the IPM continues to be the responsibility of the class teacher.

We have established links with the following agencies:

- Speech and Language Therapy Team
- Educational Psychology Team
- Positive Behaviour Team
- Learning Support Team
- Complex Communication Needs Team
- Physical Disabilities Outreach Team – Chads Grove School

- Reach 4 Wellbeing Team
- Education Mental Health Practitioners Team
- Child and Adult Mental Health Service (CAMHS)
- Mentor Link
- Integrated Service for Looked after Children
- Educational Welfare Office
- Community Paediatricians
- School Nurse
- Occupational Therapy Team
- Unity Academy
- Language Units
- Wyre Forest Nursery Assessment Class
- Health Visitors

SEND in the Early Years

Franche Community Primary Nursery is an integral part of the school. This enables us to become aware, at a very early stage, of children with SEND.

We have good links with external agencies and there is provision in the Early Years to respond to the needs of children with SEND.

The Early Years Foundation Stage Profile is completed by the end of Reception and this is then discussed with parents and can be an indicator of future areas of concern. Class teachers use observation and informed evaluation to assess concern and children's needs are highlighted through class plans showing an adapted curriculum.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special need this information will be transferred from the Early Years setting and the SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents/carers in implementing a joint learning approach at home

Role of the Inclusion Lead - Special Educational Needs & Disabilities Co-ordinator (SENDCO)

All mainstream schools must appoint a designated teacher; the Special Educational Needs & Disabilities Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers which include the medical registers. He or she will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parents/carers, staff and external agencies.

(Current Acting SENDCO is Mrs Amanda Wilson for Mrs Nikki McLean).

Role of the Head of School

- To have an accurate overview of the SEND profile at the school and the pupils currently on SEND registers
- To have clarity of arrangements in place in order to respond to need
- To monitor SEND reviews in liaison with the SENDCO
- To monitor teaching arrangements made for SEND children including the deployment of teaching assistants

(Current Headteacher is Mrs Elizabeth Dixon).

Role of the Class Teacher

- Implement the graduated approach to supporting children
- To identify children who are experiencing difficulty (refer to 'definition' section) in collaboration with advice and guidance of the SENDCO
- Implementing an adaptive teaching approach within the classroom
- To monitor and record the progress of the child as an ongoing process
- To inform parents/carers of areas of concern and to seek support and active involvement from them
- To organise and adapt the child's work, and keep records of this process for assessment by external agencies should this be required
- For children experiencing emotional/behavioural difficulties, class teachers will keep evidence of strategies used and will involve parents/carers in a supportive role
- As new members of staff join the school they are advised about the special needs arrangements and their role/responsibility towards the implementation of the policy

Role of the SEND Governor

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

(Current SEND Governor is Mr Robert Hart).

Admissions

We welcome those parents/carers seeking integration into mainstream schooling for their child with special educational needs, in accordance with the Local Authority admissions policy which is available on the school website.

Parents/carers seeking the admission of a pupil in receipt of an EHC Plan of Special Educational Needs must do so through the Worcester Local Authority SEND Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Access for the physically impaired

The school has an Equality and Diversity Policy (updated every four years) and an Accessibility Plan (also updated every four years or following any significant change to the school site). ~~disability equality scheme and accessibility plan in place which is reviewed annually.~~ Parking is available near to the school including at the nearby Church car park. The main entrance to the school is from the gates at the front of the building, where the path is flat ~~the car park~~ and is accessible by wheelchair. Alternative entrances are at either ends of the site and again are suitable for use by wheelchairs. Risk assessments are completed as needed any additional support or safety measures required, such as accessing stairs or crowded areas at quiet times, are facilitated. Where access is restricted, special arrangements can be ~~have been~~ made to enable pupils to take the lifts to the upstairs classrooms.

Complaints Procedure

Any concerns about special educational provision within the school should be directed to the SENDCO or Headteacher. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's LA adopted Complaints Policy (which can be found on the school website).

SEN In-service Training

Annually, teachers inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, including the LA advisory service, educational psychologists, children and young people's services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs. Regular workshops are organised by the SENDCO focusing on varying needs where both parents/carers and staff are invited.

Partnership with Parent / Carer

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem-solving approach can be implemented.

We encourage parents/carers to discuss any concerns that they may have about their child's needs with the class teacher or the SENDCO.

Links with other schools and transition

We recognise the importance of maintaining close links with all Nursery, Pre-School and other child care settings and discuss children's learning needs as they transfer to our Reception classes.

Links are also maintained with local schools and secondary schools, particularly with the SENDCO for those children with SEND who transfer at the end of Year 6 or any point in their school career.

Information and records are given to primary schools or link secondary schools about pupils with special educational needs. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

Behaviour

At Franche Community Primary School we have high expectations for behaviour from all of our pupils. There is a clear and detailed Behaviour Policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all children are expected to have high standards of behaviour.

A child with social, mental and emotional difficulties may have a Pastoral Support Plan (PSP) or Behaviour Support Plan to help to address these difficulties. It will contain clear objectives for improvement, strategies and procedures. We have members of staff who are licensed Thrive Practitioners, who will provide behaviour support where needed. A number of designated staff have also completed the Team Teach training as part of positive handling policy. It is the school policy to keep parents/carers informed of all incidents in which behaviour is a problem.

Safeguarding

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We know that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges;
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content, repeating the content/behaviours in school and/or the community and not understanding the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison between the Designated Safeguarding Lead (or a Deputy) and the SENDCO.

Success Criteria

We strive at Franche Community Primary School to meet the needs of all children including those with SEND so that they make the best possible academic and personal progress.

Evaluation of Policy

The Governor with responsibility for Special Educational Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENDCO will also ensure that the policy is monitored and regularly updated. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

Date of last review: March 2024

Date of next review: March 2025