



Bristol Drive

Lincoln

LN6 7UE

SEND Policy

June 2024

This policy aims to give all members of the school community clear guidance with regard to Special Educational Needs at Sir Francis Hill.

Policy Owner	SENDCo
Governing Body Committee	Development
Date Approved by Governors	June 2024
Next Review Date	June 2025

If any policies are out of date, this does not mean that they are invalid. Coordinating dates of renewal, with ratification at the appropriate Governors meeting, sometimes causes delays/overlaps in renewal, but the content is still appropriate and relevant.

Policy written by Caroline Bibby

Compliance

This policy was written by the school's SENDCo, Miss Caroline Bibby and the Inclusion Team. We wrote this in light of discussions held with parents and pupils during the development of the 'Local Offer'. This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 2014 & the Equality Act of 2010 and should be read in conjunction with our SEND Information Report.

The contact details for SEND enquiries, questions or concerns are:

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Our beliefs and values

At Sir Francis Hill Primary School, we aim to provide a broad and balanced curriculum for all children in our care. The Early Years and Primary Curriculums are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special educational needs and require particular action by the school. Some children have a disability which may, or may not, affect their educational progress and attainment.

All teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in all curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. All of our teachers are responsible for all of the children in their class, regardless of the child's needs, this includes children with additional needs.

Children may have special educational/additional needs either throughout their time at school, or these needs can develop for a short time during their time at our school, sometimes, this can be linked to a disability, but this is not always the case. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child. As stated by the Government; "Many children will have special educational needs of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school."

Definition of Special Educational Needs and Disabilities

Sir Francis Hill School follows the Department of Education's Code of Practice 0-25years for Special Educational Needs and Disabilities 2014. Within this code, Special Educational Needs is defined as: "..... 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 or young people of the same age by mainstream schools & maintained nursery schools".

A disability is defined in terms of the Equality Act 2010:- "..... a disability is 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".

Further information can be found in the 'Special Educational Needs and Disability code of practice: 0-25 years' June 2014:- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What does this mean at Sir Francis Hill?

At Sir Francis Hill, we follow the 2014 Special Educational Needs and Disability Code of Practice. We believe that every child is unique and individual; we also acknowledge that some children will, at times, need more support than others. We also recognise that children may have additional needs for a short period of time. Support will then ensure that they can fulfil their potential and achieve in different areas of the curriculum.

Children who have special educational needs can fall into one or more of the following four categories:-

- Cognition and Learning
- Communication and Interaction (which can include Autism)
- Emotional, Behavioural and Social
- Sensory and Physical

We will, as a staff, make every effort to ensure that your child is identified and, therefore, supported at an early age, in order for us to ascertain the support and intervention that might be needed. We have access to a wide range of specialist External Agencies that we can call on at any one time.

Our aims and objectives

The aims and objectives at Sir Francis Hill, with regard to Special Educational Needs and Disabilities, are to:

- ensure that all staff work within the guidance from the 2014 Code of Practice
- ensure that all pupils with special educational needs are identified and assessed as early as possible to ensure improved long-term outcomes for children.
- ensure that all staff plan for children's learning with a focus on the outcomes for each child
- ensure that all pupils are valued equally and have 'a voice' in school
- ensure that all pupils make progress in their learning and have high aspirations for themselves
- ensure that as a school we work closely with parents and carers
- work in co-operation with all External Agencies and the Local Education Authority, guaranteeing that all parties have clear expectations of each other
- monitor and review children's needs and progress on a regular basis
- enable all children at Sir Francis Hill to have full access to all elements of the school curriculum, including the environment that they are taught in
- identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities, including the role of the SENDCo
- ensure that all pupils are offered excellence and choice during their time at Sir Francis Hill

How we identify and support children with special educational needs and disabilities?

A Graduated Approach

At Sir Francis Hill, we follow a principle for planning for children's provision and support. The following page shows a cycle of Assess, Plan, Do, Review.

ASSESS

All children will access Quality First Teaching in their classrooms. This means that all children, regardless of need, will have Quality Teaching time with their Class Teacher. This will enable their access to the curriculum and fairness for all.

Children are regularly assessed and tracked according to Attainment Targets. These assessments are discussed at Pupil Progress Meetings with the SENDCo present. We identify children who need to be placed on the SEND register in a number of ways:-

- Children who are falling behind their chronological peers by at least a year, (measured by Age Related Expectations), or children where the gap between them and peers is widening or children who's progress does not match previous rates of progress that they have made.
- Children who have a medical need or disability that is affecting their access to the curriculum and therefore, their educational progress.
- Children who have special educational provision made for them due to a learning difficulty or disability, namely provision that is different to or additional to that provided for all children in the class.

We will always aim to identify children with special educational needs as early as possible, this is because if we can match provision to the child's needs, we can improve long term outcomes for the child.

PLAN

Following the consideration of all assessments, we will plan actions for your child. These will be based on the four areas of difficulty, as described above.

This plan may be in the form of an IEP, or may take a different form. This will always be discussed with parents/carers.

Provision for children is planned through Provision Mapping and IEPs at Sir Francis Hill. This provision is matched to all the children's needs, including those with SEND. It may be suitable to plan to implement timed and measured Interventions for the children in class. These Interventions will hopefully ensure that children can make accelerated progress and therefore, 'Narrow the Gap' between them and their peers.

DO

What is planned for in the Provision Maps and IEPs is delivered to the children. Interventions are monitored by the SLT in school. Quality First Teaching stills stands at the heart of this provision but it may also be necessary for children to have Intervention programmes delivered by other trained members of staff.

We will use a range of strategies to carry out the plan. This can include:-

- in-class support
- small group work
- 1:1 work
- extra intervention with trained members of staff outside of the classroom
- observations from the SENDCo
- observations/assessments from External Agencies
- access to The Ark for enhanced support, either with work or with developing skills such as social skills, speaking and listening, life skills etc.

REVIEW

At the following Pupil Progress Meetings or IEP reviews, children's attainment and progress is considered and one of two decisions are made:-

- Children will remain on the SEND register – Interventions may continue or be adapted/changed and the Assess-Plan-Do-Review cycle will continue.
- Children will be removed from the register, as progress has been accelerated and they are working within one year of Age Related Expectations, therefore, they will have 'Narrowed the Gap'.

What does support for children with SEND look like at Sir Francis Hill?

All children identified as having a special educational need or disability that affects their attainment and progress are placed in two categories of need:- SEN Support and children who have an EHCP, Education, Health and Care plan.

At Sir Francis Hill, we strongly believe that children learn best when:

- they are immersed in high quality learning experiences
- they feel safe, valued and happy
- they work in groups and learn from others.
- they work with a range of adults

There are many children at SFH who, for one reason or another, struggle to access the classroom for the whole day, and need:

- a more individualised curriculum
- specific interventions
- increased time to develop social skills, compliance, independence and resilience.
- a higher level of adult support
- a slower pace of learning, and a more flexible timetable.
- reduced sensory stimulation
- reduced demands

When a child is identified as having Special Educational Needs, the SENDCo, Class Teacher and Parent will meet to discuss adding them to the Special Needs register and decide the outcomes that we would all like for the child. A plan will be put into place for the child and this will, most likely, take the form of an Learning Plan. The Learning Plan will be reviewed three times a year, or more often if needed.

At review, if it is deemed that the outcomes have not been met for the child, the school may consider asking External Agencies to become involved. This may lead to different strategies and provision being put into place.

The agencies that we involve at Sir Francis Hill are:-

- Educational Psychology Service (EP)
- Specialist Teachers who can assess children in school
- BOSS (Behaviour Outreach Support Service)
- Working Together Team (WTT)
- Children's Therapy services, which include Speech and Language Therapy Service (S.A.L.T), Physiotherapy & Occupational Therapy (OT)
- Community Paediatrics
- CAMHS (Child & Adolescent Mental Health Services)
- Children and Young Persons Nursing Team (CPYN)

External support services will provide information for the child's new Learning Plan or EHCP (Education Health Care Plan). The strategies in the Learning Plan/EHCP will, wherever possible, be implemented within the child's normal classroom setting.

We use all of our experience and knowledge, and the expertise of external agencies, to provide the following model of support.



Education, Health and Care Plans (EHCPs)

If the child continues to demonstrate significant cause for concern, despite all of the support above, a request for statutory assessment might be made to the Local Authority. This involves collating a range of written evidence about the child that will support the request.

The LEA will make a decision as to whether a statutory assessment is needed. This assessment includes all external agencies and their advice. If all parties agree that the child needs more assistance in school then an Education, Health and Care Plan will be put into place.

If a child has an Education, Health and Care Plan, their attainment and progress will be monitored very closely and a Review will be held annually, or sooner if needed. This meeting will involve parents, the Caseworker from SEN Services at Lincolnshire County Council, the school and other professionals involved with the child.

The purposes of the review are:

- to assess the child's progress towards the outcomes in their EHCP
- to review the special provision made for the child
- to consider the appropriateness of the EHCP in the light of the child's performance
- to consider if the EHCP is to be maintained.

Whilst historically, an EHCP has tended to mean a child would receive one-to-one support from an adult, Special Educational Needs and Disability (SEND) provision has been slowly changing, nationwide, over the past few years, and it is no different at SFH. This has been responsive to the increasing number of children with needs, as well as extensive research and experience of best practice.

At SFH, we are continually reviewing and evaluating our practices and policies, and continually striving to provide an outstanding level of care and education for all of our children. We vehemently believe that the model of enhanced support in place in our school, is the best practice and most beneficial to all; pupils and staff.

Children who have Education and Health Care Plans (EHCPs), will still receive the same high level of enhanced support, but in a combination of different ways, through an individualised timetable of carefully targeted support and intervention. The most appropriate support for the child will always be considered on an individual basis, and a bespoke plan of support will be put in place for each child. This will be regularly reviewed to identify strengths and next steps, and make changes where necessary, always ensuring maximum support and progress for your child. This is a widely used model of support, and stems from an increasing awareness that children with “one-to-one” support can very often become overly reliant and dependent on one member of staff, resulting in complacency and loss of essential independent learning and life skills.

Wherever possible, we prefer for the children to stay in class as much as possible (if not all of the time), to benefit from Quality First Teaching and to stay with their peers. Support will initially be provided by the class teacher and Teaching Assistant, and will be tailored to their needs and specific EHCP outcomes. Additions or alternatives to this may include:

- group work to address gaps in learning. This may be from other Teaching Assistants in school, or from the SENDCo.
- time in The Ark, providing a quiet work space with higher adult:pupil ratio
- access to planned and specific learning opportunities to develop social skills, speaking and listening, life skills, fine motor skills etc.
- time with Mrs Smith or Mrs Revill to access pastoral support
- access to the sensory circuit for sensory regulation.
- time in the Reflection Room
- access to specific interventions e.g. Lego Club, Friendship group
- time with external agencies e.g. Children's Mental Health Team, Physiotherapy, Early Help Workers etc.

Will a child always remain on the SEND register?

At Sir Francis Hill, the SEND register is constantly changing, depending on children moving to/from the school or children's needs changing. Children can be added or removed from the register at this point. The progress, attainment and development of the child will be considered. If it is deemed that the gap that existed has been ‘narrowed’ significantly or ‘closed’, the child could be removed from the SEND register, but this will always be discussed with the child's parents and the child, if appropriate.

Supporting Pupils and Families

There are a number of members of the school community who will support any child on the SEND register. These people are listed on the next page of the policy and can also be found in our Local Offer on the school website.

Roles and Responsibilities

MEMBER(S) OF STAFF	ROLES AND RESPONSIBILITIES
Class Teacher	The Class Teacher plans Quality First Teaching for all children in their class. The Class Teacher is the person with whom you should first make contact with if you have any worries or concerns about your child. Their responsibility is to teach your child and make judgements about your child's attainment.
Teaching Assistants	The school employs a Teaching Assistant in every class in school. If the class teacher is not available, please talk to the Teaching Assistant. They teach and offer support to your child on a day to day basis. They may also offer focused support and Intervention for learning, planned for by the Class Teacher and SENDCo.
Parents	The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. At Sir Francis Hill, we truly believe that parents and carers have much to contribute to our support for children with special educational needs.
Pupil	The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. At Sir Francis Hill, we truly believe that parents and carers have much to contribute to our support for children with special educational needs.
SENDCo	The school SENDCo will monitor the progress of all children on the Special Needs register in school. They will also set effective targets for the children which will lead to desired outcomes. The SENDCo will also refer to External Agencies if it is deemed necessary. The SENDCo will review IEPs and chair meetings.
Inclusion Team	At Sir Francis Hill the SENDCo is supported by an Inclusion Team. This team is made up of a variety of staff from school, each with differing roles. The Inclusion Team monitor and order resources to ensure that Interventions can be carried out. They also ensure that the SEN Policy & Local Offer is up to date.
External Agencies	The role of the External Agencies is to support the SENDCo in setting targets, assessing and observing children in school to ensure outcomes are met.
Head Teacher	The Head Teacher line manages the SENDCo and asks questions about the provision and strategies used to support the children at Sir Francis Hill. It is the Head Teacher's responsibility to ensure that all documentation and policies are up to date and that the SENDCo is updating paperwork, as needed.
SEND Governor	The Governing Body at Sir Francis Hill has a named SEND Governor. The SEND Governor regularly meets with the SENDCo to monitor provision in school. The SEND Governor also assists when the SENDCo reports to the Governing Body.

Supporting children with Medical conditions in school

At Sir Francis Hill, we recognise that there are children with medical conditions who should be properly supported, in order for them to access the full curriculum that is available to all children. Some children with medical conditions may be disabled and we will comply with the duties in the Equality Act 2010. Some of these children will have an Education Health and Care Plan and will have specific outcomes to work towards, and we will also comply to the requirements in the Special Educational Needs and Disability Code of Practice 2014. We have a Medical Conditions Policy which can also be referred to.

Monitoring and Evaluation of Special Educational Needs provision at Sir Francis Hill

The SENDCo and the Inclusion Team, in cooperation with the Head Teacher and SLT, will regularly monitor provision at Sir Francis Hill. This will be done by a robust system of auditing of classroom environments, learning walks, Learning Plan monitoring, Annual Reviews, and collating pupil and parent views.

Further Information

Further information can be found in our SEND Information Report which is on the school's website under Parental Information, follow the link named Local Offer. <http://www.sfh.lincs.sch.uk>

Reviewing this policy

This policy was written in January 2015 and reviewed most recently in June 2024. This policy is overseen by the SENDCo and the Head Teacher and monitored by the governing body, and will be reviewed yearly, or earlier if necessary.