



Bristol Drive

Lincoln

LN6 7UE

SEND Policy

June 2025

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

Policy Owner	SENDCo
Governing Body Committee	Development
Date Approved by Governors	June 2025
Next Review Date	June 2026

If any policies are out of date, this does not mean that they are invalid.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 SENDCo

Date	Changes
June 2025	General changes made due to change in SENDCo at school Pg 5 – Graduated Approach diagram – some changes made to the wording on the page to reflect current practice Pg 6 – change in wording from Internal referral form to Initial Concern form Pg 7 – New statement added ‘At Sir Francis Hill, we are continually reviewing and evaluating our practices and policies and continually striving to provide an outstanding level of care and education for all our children.’ Pg 9 Updated and changes made Pg 10 – Local Offer replaced with Information report as previous typo error

Compliance

This policy has been written by the school's SENDCo and Inclusion Team. Discussions held with parents during the development of the 'Local Offer' are reflected within it. The 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:

SENDCO (Miss. Danni Lacey)

01522 520359

danni.lacey@sfh.lincs.sch.uk

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 individual and 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 so enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. All 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 throughout their time at school, or may emerge at different points; 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 barriers for learning 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 adheres to the Department of Education's SEND code of practice 0-25 years 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'. These are needs affect a child's ability to learn or they may have a disability that makes it harder for them to access mainstream education. 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? 'All different, all equal, all learning'.

At Sir Francis Hill, we act in accordance with 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 brief period. Support will then ensure that they recognise their potential (believed to be limitless) and achieve across all 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)
- Social, Emotional, and Mental Health
- Sensory and Physical

We will, as a staff, make every effort to ensure that a child is identified and, therefore, supported at the earliest opportunity, in order for us to ascertain the support and intervention that may be required. We have access to a wide range of specialist External Agencies.

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 - 'All different, all equal, all learning';
- ensure that *all pupils* make progress in their learning and have high aspirations for themselves, recognising that their potential is limitless;
- 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 stakeholders 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;
 - Children are placed at the centre of everything that we do.

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

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 is still 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 Nightingale classroom 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 this SEND support 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 teaching and learning experiences;
- they feel safe, valued, and secure;
- they work in groups and learn from others i.e. working collaboratively;
- they work with skilled adults.

There are many children at Sir Francis Hill who, for one reason or another, struggle to access the classroom for the entire day, and need:

- a more individualised curriculum;
- specific interventions;
- increased time to develop social skills, independence, and resilience;
- a higher level of adult support;
- An adapted pace of learning;
- reduced sensory stimulation;

When a Class Teacher identifies a concern, they will complete an 'Initial Cause for Concern' form, this should be shared with the SENDCo and discussed with parents in order that they are made aware of the specific concerns and can be part of the co-construction of next steps. If after a period of monitoring the concerns remain despite intervention support, then the child may be identified as having Special Educational Needs. The role of the school is to either reduce or remove the identified barriers to learning.

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 a Learning Plan. The Learning Plan will be reviewed three times a year, or more often if needed as this is a working document.

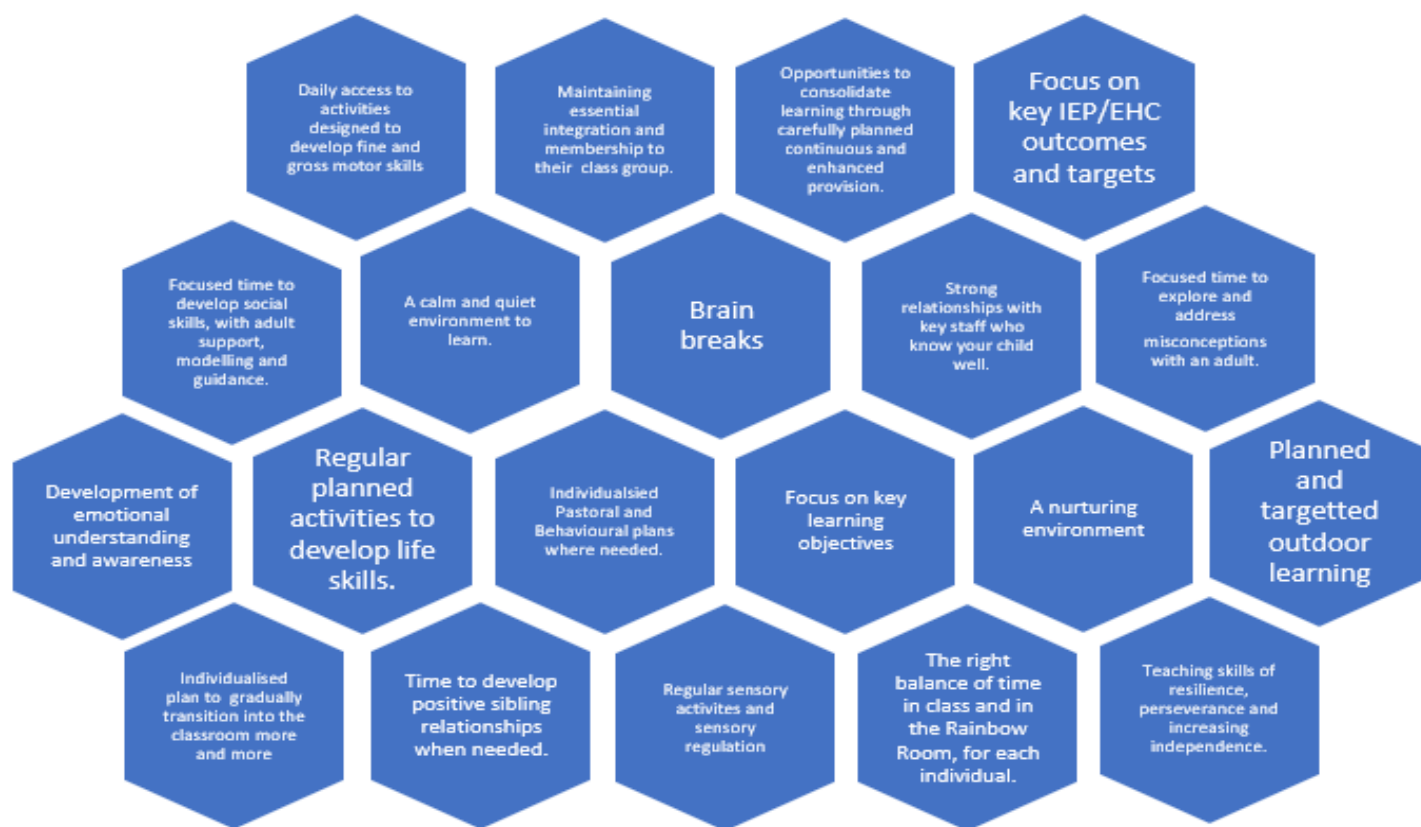
At review, if it is deemed that the outcomes have not been met for the child, the school may consider requesting the support of External Agencies. This may lead to different strategies and provision being put into place.

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

- 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 often provide information for Learning Plans 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.

Staff and external agency expertise and knowledge are used to inform and provide the following model of support.



Education, Health and Care Plans (EHCPs)

If the child continues to demonstrate significant cause for concern, despite carefully planned support, a request for statutory assessment may 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 decide as to whether a statutory assessment is needed. This assessment considers school evidence and external agency advice. If the LEA agree that the child needs are such, 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 closely and a Review will be held annually, or sooner if required. This meeting will involve parents, the school and other professionals involved with the child e.g. Caseworkers from SEN Services at Lincolnshire County Council.

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 progress;
- to consider if the EHCP is to be maintained.

Special Educational Needs and Disability (SEND) provision has changed nationally over the past few years, being responsive to the increasing number of children with needs, as well as extensive research and experience of best practice. At Sir Francis Hill, we are continually reviewing and evaluating our practices and policies and continually striving to provide an outstanding level of care and education for *all* our children.

Children who have Education and Health Care Plans (EHCPs), will still receive the same elevated 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 the appropriate level of support which is modelled on providing the least amount of support – that works. Enabling independence, resilience, and pro-social skills for our children.

Research tells us that Quality First Teaching delivered by the Class Teacher has the greatest impact upon children's learning where they are learning collaboratively alongside their peers. Further support may be provided by Teaching Assistants with a view to their individual needs and/or specific EHCP outcomes.

Additions or alternatives to this may include:

- group work to address identified gaps in learning. This may be from other Teaching Assistants in school, or from the SENDCo;
- time in Nightingale Classroom, providing a quiet workspace with higher adult:pupil ratio;
- access to planned and specific learning opportunities to develop e.g. social skills, speaking and listening, life skills, fine motor skills;
- time with the Inclusion Team 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, ELSA;
- 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 changes, depending on children moving to/from the school or children's changing needs. 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 several 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 Information Report on the school website.

Roles and Responsibilities

MEMBER(S) OF STAFF	ROLES AND RESPONSIBILITIES
Class Teacher	The Class Teacher plans and delivers Quality First Teaching for all children in their class. The Class Teacher is the person with whom parents and carers should first contact if they have any worries or concerns about their child. Their responsibility is to apply the 'assess, plan, do, review model for all children in their class and they will make judgements about the children's progress, attainment and support needs.
Teaching Assistants	The school employs Teaching Assistants across the school. If the class teacher is not available, you may 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 and disabilities. We encourage an active partnership through an <i>ongoing</i> dialogue with parents and carers. At Sir Francis Hill, we truly believe that parents and carers have much to contribute to our support of children with special educational needs.
Pupil	The school believes that we are <i>All different, all equal, all learning</i> . The ambition of the school is to ensure that children leave with resilience, independence, a love of learning and the pro-social skills that contribute to a respectful and tolerant society. The curriculum and support provided to children aims to promote exactly this – it is the child's responsibility to actively engage in every aspect of their learning.
SENDCo	The school SENDCo will monitor the progress of all children on the Special Needs register in school. They will also monitor the effectiveness of IEP targets and the impact of interventions. The SENDCo will also refer to External Agencies if it is deemed necessary. The SENDCo will ensure effective quality assurance process are in place for learners with SEND. The SENDCo will work collaboratively with parents and carers to ensure a 'co-construction' model of support. The SENDCo will provide targeted support to the teaching staff to ensure that they are best placed to deliver high quality teaching to children with SEND. The SENDCo is the line manager of the Inclusion Team.
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 may deliver interventions. They also work alongside the SENDCo ensure compliance with the SEND policy & Local Offer.
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.
Headteacher	The Headteacher line manages the SENDCo and has overall responsibility for SEND provision and strategy. It is the Headteacher's responsibility to ensure that all SEND documentation and policies are up to date and that the SENDCo is acting in a professional and timely capacity with regards to their statutory duties.
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 oversees the reporting of SEND to the Governing Body.

Supporting children with medical conditions in school

At Sir Francis Hill, we recognise that there are children with medical conditions may require additional support for them to access the school's curriculum. Some children with medical conditions may be disabled and we will comply with the duties as outlined in the Equality Act 2010. Some of these children will have an Education Health and Care Plan and will have specific outcomes listed within it; we will also comply to the requirements as set out in the Special Educational Needs and Disability Code of Practice 2014. The school Medical Conditions Policy should also be referred to.

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

The SENDCo and the Inclusion Team, in collaboration with the Headteacher and SLT, including the Governing body, will regularly monitor provision at Sir Francis Hill. This will include:

- monitoring of SEND provision, this will include monitoring of attainment and progress data to ensure that provision matches need and the children with SEND are making appropriate progress;
- monitoring of pupils with SEND 'lived experience';
- monitoring the number of suspensions in school for children with SEND. Reflecting on the practice and procedures that could be put into place, next steps for the children, the impact of external agencies on reductions of suspensions and how the SENDCo might address the needs of the children.

This will be done by a robust system of:

- auditing of classroom environments
- learning walks
- Learning Plan monitoring
- Annual Reviews
- collating pupil and parent views
- data analysis

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 reviewed in June 2025. This policy is overseen by the SENDCo and the Headteacher and monitored by the governing body, and will be reviewed annually, or earlier if necessary.