



St Francis Church of England Voluntary Aided Primary School
Love: for God, each other, our learning, and the world.

SEND POLICY

Policy drawn up by: SENCO

Date: September 2015

Version No	Date	Change/Review
V1.0	September 2016	
V1.1	January 2017	Amendments made
V1.2	September 2017	Amendments made
V1.3	September 2018	Amendments made
V1.4	September 2019	Amendments made

V1.5	September 2020	Amendments made
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V1.7	September 2023	Reviewed, amended and submitted for ratification
V1.8	September 2024	Reviewed and ratified October 2024
V1.9	September 2025	Reviewed, amended and ratified

Policy Document Version Control Log

Policy: SEND		
Version	Date	Description of changes and person/organisation responsible
V1.8	September 2024	Details of school vision. Covid adaption removed. Addition of Mrs Dunn-Christensen. Definition of EHCP. Completed by Mrs Fullarton.
V1.9	September 2025	Completed by Mrs Fullarton: some adaptations to ensure information is current.

Contents

1. Introduction: Vision, Compliance and Contacts
 - 1.1 SENCo Roles and responsibilities
2. Aim
3. Identification
4. Graduated Approach to SEN Support
 - 4.1 Managing pupils on the SEN Register
5. Criteria for exiting the SEND Register
6. Supporting pupils and families
7. Supporting pupils at school with Medical Conditions
8. Monitoring and evaluation of SEND
9. Training and resources
10. Roles and responsibilities
 - 10.1 The roles of Governors
 - 10.2 The roles of Support Staff
 - 10.3 Safeguarding
 - 10.4 Pupils Premium and Looked after children
 - 10.5 Meeting the Needs of pupils with Medical Needs
11. Storing and Managing Information
12. Reviewing the Policy
13. Complaints
14. Bullying
15. Appendices
 - Appendix 1 SEN Handbook for parents and Carers
 - Appendix 2 Glossary
 - Appendix 3 IEP Record and One Page Profile

Appendix 4 Core Standards Flow Chart

Appendix 5 Core Standards Documentation Chart

Appendix 6 Guidance for Schools Reopening: Annex B – education, health and care (EHC) plans

Special Educational Needs and Disabilities Policy

1. Introduction: Vision, Compliance and Contacts

This document outlines our school's agreed policy for identifying needs, planning, monitoring and evaluating learning, working with agencies and developing strong home school partnerships to ensure children's needs are met appropriately, effectively and mindful of the vision of the school, to include and celebrate the achievements of all pupils.

Our vision states clearly that all children are unique and should be treated with that vision in mind. Our School Vision A love for God which will guide us to share and receive love: A love for each other, a love for learning and a love for the world.

Our school is a diverse community where equality and collaboration are celebrated and where children flourish and develop curiosity and resilience through opportunity and spiritual moments underpinned by a broad and exciting curriculum so that children are ready to take their place in the world.
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We want our children to develop a sense of LOVE for learning, a LOVE for each other, a LOVE for themselves and a LOVE for the world.'

Therefore, provision for children with SEND is a matter for the school as a whole. All members of staff have important day-to day responsibilities. **All teachers are teachers of children with special educational needs and disabilities. Teaching such children is therefore a whole school responsibility.**

This policy was created by the School's SENCOs, with the SEN Governor in liaison with the Senior Leadership team. Representatives of parents of children with SEND have been consulted in the development of this policy and all staff have been part of the process of creating the policy.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

- The National Curriculum in England Key Stage 1 and 2 Framework September 2014
- Statutory framework for the Early Years Foundation Stage 2014
- Safeguarding policy
- Accessibility Plan

At St Francis there is one Special Educational Needs Coordinator Rebecca Fullarton (SENCO) who is part of the Senior Leadership Team. She is being supported by Kerrie Dunn-Christensen as an Assistant SENCO.

Our SENCO works in a part-time capacity in their role. They can be contacted via the school:

Telephone: 01793 727624

Email: admin@stfrancis.swindon.sch.uk and senco@stfrancis.swindon.sch.uk

Communication via telephone calls, in person or online meetings and SeeSaw are an essential tool in our continued partnership with parents to support SEND children. Whilst Covid-19 is now well behind us, it is important to note that our pupils have had extra barriers to overcome with the unprecedented impact of the last 5 years. We are aware that the emotional wellbeing of our pupils is paramount to ensure that children are ready to learn and adapt to new changes in school routines. When considering moving children's learning forward, it has to be within this unique context.

1.1 SENCO roles and responsibilities

Mrs Fullarton: SENCO Lead

Mrs Dunn-Christensen: SENCO Assistant

2 Aim

At St Francis we seek to raise the aspiration and expectations for all pupils with SEND. As a school we focus on the outcomes for the children and tailor our provision and support to achieve these outcomes.

Objective

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils

3 Identification

The Code of Practice describes 4 broad areas of need. It is important to identify the specific needs pupils have to plan for the action that the school needs to take. We identify the needs of pupils by considering the needs of the whole child which will not just be limited to their special educational needs but will incorporate other appropriate factors. We use the ~~new~~ Swindon LA agreed CORE STANDARDS paperwork to help identify need and ensure best practice is used to meet need. (See Appendix 4 and 5)

Communication and Interaction difficulties	Cognition and Learning difficulties	Social, Emotional and Mental Health difficulties	Sensory and or Physical difficulties
Some pupils present with difficulties with speech, language and interaction difficulties SLCN (speech, language and communication needs) ASC- Autistic Spectrum Continuum including Asperger's	Some children present with difficulties with acquiring and retaining knowledge and developing understanding of their learning MLD (moderate learning difficulties) SLD (severe learning difficulties) PMLD (profound and severe learning difficulties) SpLD (specific learning difficulties such as dyslexia and dyspraxia)	Some pupils present with difficulties which result in challenging or withdrawn behaviour ADHD (Attention deficit and hyperactive disorder, with or without 'hyperactive') Attachment disorder SED (social and emotional difficulties)	Some pupils present with difficulties regarding their physicality or their sensitivity to the sensory nature of their environments VI (visually impaired) HI (hearing impaired) MSI (multi-sensory impairment Sensory Processing Disorder) PD (physical disability)

Behaviour as an SEN is no longer acceptable as an SEN. Concerns relating to a child or young person's behaviour is described as an underlying response to a need which the school will recognise and identify clearly based on knowledge that the school has about the child.

Integral to the identification of needs, is the collection of relevant pieces of information to create an accurate picture of the precise barriers to learning:

- Summative assessment information; i.e. the rate of progress through the curriculum objectives will be monitored and analysed
- Additional tests such as phonological awareness, reading and spelling checks, profiles regarding sensory needs may be carried out
- Observations and formative assessments may be collected
- Discussions with parents and carers will be held, either as part of the scheduled parents' evenings or in addition to these opportunities

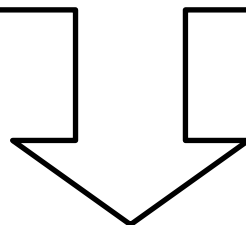
- Information from previous settings will be gathered if appropriate
- Discussion with SENCO and reference to information materials about specific areas of SEN.

The following factors may have an impact on the progress and attainment of pupils, but are not regarded as SEN.

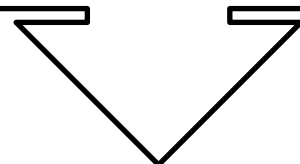
- Disability (the code of practice outlines the reasonable adjustment duty for all settings and schools provided under the current Disability Equality legislation- these also do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Majority of class making appropriate progress as identified through assessment and receiving Quality First Teaching.
- Adverse Childhood Experiences (ACEs)

4 A Graduated Approach to SEND Support

All pupils: At St Francis, all children benefit from **Universal Provision**, which includes **High Quality First Teaching**—inclusive, well-planned and responsive classroom practice that has the greatest impact on the achievement of all pupils and ensures that every child—regardless of ability or background—has access to meaningful learning experiences. A reasonable level of differentiation is incorporated too. This may be adult support, outcome modification or resource support, as decided by the teacher to best meet the needs of the children. Monitoring of all pupils' learning is carried out through regular progress meetings with Staff, learning walks (opportunities for staff to observe a particular aspect of teaching and learning across the school) and focussed lesson observations by SLT and the SENCO.



Some pupils (SEND Support): Receive High Quality First Teaching but do not make the progress expected even with reasonable differentiation and support. Further information is gathered and shared with parents. Sometimes the class teacher will complete CORE STANDARDS to capture the range of strengths and needs that a pupil has. Pupils' needs are shared with the SENCO and a collaborative approach is taken between Parents, Class teacher and SENCO to devise specific, measurable targets which are written and actions carried out. These are then monitored for their impact and the progress discussed with parents. Currently support targets and actions are recorded on an IEP. These are reviewed and redrafted at least three times a year, usually at the end of term1, term3 and term5 but these timings may be applied differently. The SENCO or SLT may feel that it is necessary to complete an EARLY HELP ASSESSMENT to capture a holistic history and picture of the child and their circumstance. This is completed with the parents and carers. From that record an EARLY HELP PLAN will be reviewed and TAC or TAF may be convened to support all aspects of the child's development not just their school educational development. This may be completed at any part of the process. (Please see box below for explanation of a TAC / TAF.)



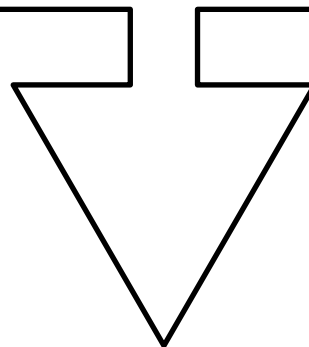
A few pupils:

Continue to receive high-quality first teaching as described above. They may present with a range of needs and the cycle of in-school interventions, does not have impact on their progress. The school, with agreement and consultation from parents, will seek advice from outside agencies to firstly help the school accurately define the most significant barriers to learning and secondly to devise the most effective targets and strategies for meeting the needs the pupil presents.

If one has not already been completed, the SENCO or SLT may feel that it is necessary to complete an EARLY HELP ASSESSMENT or complete CORE STANDARDS to capture a holistic history and picture of the child and their circumstances. This can be completed with the parents and carers. From that record An EARLY HELP PLAN will be reviewed and TAC or TAF may be convened to support all aspects of the child's development not just their school educational development. This may be completed at any part of the process. (Please see box below for explanation of a TAC / TAF.)

The same plan-do-review cycle recorded on an IEP (Individual Education Plan) may be carried out and then it may be decided that the level of need is high enough to meet the requirements to develop an Educational, Health and Care Plan.

Monitoring of all pupils' learning is carried out through regular progress meetings with class teachers, support staff, learning walks, seeking pupil voice and focussed observations by SLT and the SENCO.

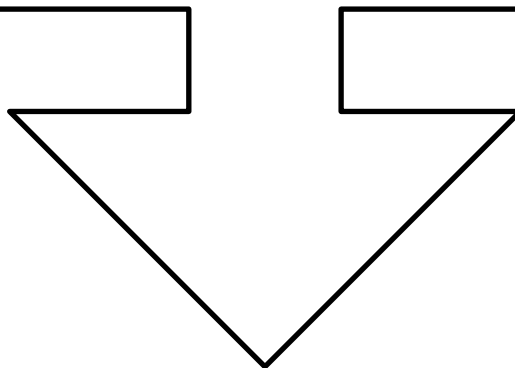


A few pupils have Educational, Health and Care Plans:

They receive high quality first teaching as described above. They may present with a range of needs and the cycle of in-school interventions as described for some pupils, does not have impact on their progress. The school, with agreement and consultation from parents, will continue to seek advice from outside agencies to help the school accurately define the most significant barriers to learning and secondly, to devise the most effective targets and strategies for meeting the needs the pupil presents. Once undergoing an Education, Health and Care Needs Assessment, an EHCP may be granted by the Local Authority. The progress of the child's development is reviewed at ANNUAL REVIEW meetings which are held between home and school. Children and parents views are included in this process using a 'This is Me' document and PowerPoints to share progress throughout the year. A collaborative approach (with parents, school and external professionals) reviews outcomes for the child and is reported back to the Local Authority.

The SENCO will hold annual reviews for pupils from Year 1-Year 6, and 6 monthly reviews for Nursery and Reception pupils. Occasionally, the SENCO will call a TAF to address needs with non-educational professionals. School or parents can request an Early Annual Review at any point throughout the year.

Monitoring of all pupils' learning is carried out through regular progress meetings with staff, learning walks, focussed observations by SLT and the SENCO.



JARGON BUSTER

IEP (Individual Education Plan): This is a form that is completed by Teachers and SENCOs. It describes the focus for support for a child and how the child will be supported at school and home. It records how well the child has progressed. It is reviewed three times a year.

EHCP (Education Health and Care Plan): An EHC Plan is a forward looking, aspirational, statutory document that captures the long-term ambitions of the child or young person (0-25 years), as well as the necessary provision to meet their SEND needs. EHC Plans should explain how services will be delivered as part of a whole package, and explain how best to achieve the outcomes sought across education, health and social care for the child or young person. A request for a EHCNA (Education, Health and Care Needs Assessment) can be made by parents of a pupil or by the school itself in partnership with the parents and young person.

If it is decided to undertake an EHC assessment, Swindon Special Educational Needs & Assessment Team (SEND Service and Assessment Team) will ensure the child or young person and their family is fully involved from the start and made aware of opportunities to offer views and information. They will be provided with a point of contact.

EHC (Early Help Conversation and Plan): It is used to record a broad picture of a child's life and their development to date. It is a written document which enables parents to outline their view of a child's strengths and the concerns they may have. It records all the professionals who have been involved with the child. This assessment can be reviewed in an Early Help Review. (EHR)

TAF (Team around the Family): These are meetings for parents and all professionals involved with a child. Successes and challenges are shared and actions drawn up for all participants. Regular review meetings are held to evaluate the success of actions and new actions are agreed. TAFs are closed when the group feels that the child is making appropriate progress and the necessary support is in place for all. TAFs are reopened at any time when an adult connected to the development of the child feels that this needs to happen.

4.1 Managing pupils on the SEN Register

Each phase SENCO manages the progress and performance of pupils on the SEN register.

Term 1

At the beginning of each year the SENCO meets with each class teacher and reviews the progress of the pupils in the previous year. Discussion centres on the barriers for the pupils' development. The intervention timetable is planned alongside this discussion so that adult support is targeted to maximise impact. It may be that a referral to an outside agency is made if the impact of interventions have not been successful. It may be that a pupil is removed from the register as their progress is closing the gap and they no longer need extra support or intervention to sustain their progress and close the gap. Discussion will tease out the most effective targets which will form the IEP.

Term 2

All IEPs are reviewed and new IEP targets are written by the beginning of Term 2 along with intervention timetable.

Term 3

SENCOs monitor the impact of interventions and continue to observe individuals as requested by teachers to provide best support.

Term 4

All IEPs are reviewed and new IEP targets are written by the beginning of Term 4. Intervention timetables are adjusted accordingly.

Term 5

SENCOs monitor the impact of interventions and continue to observe individuals as requested by teachers to best provide support.

Term 6

All IEPs are reviewed and new IEP targets are written by the beginning of Term 6. Intervention timetables are adjusted accordingly.

Specific targets are recorded on reports to parents and IEPs travel up with pupils to their new classes. For specific pupils, extra transition arrangements are made to ease their transition to a new class and new adults.

Responsibilities

All teachers are teachers of SEN pupils.

Class teachers and support staff are responsible for drafting IEPs and reviewing them, for sharing them with parents and ensuring that they are stored correctly. Class teachers are responsible for completing forms as requested by the SENCO and talking to outside agencies as requested, as their knowledge of pupils is often more accurate.

Class teachers are responsible for sharing IEP targets with parents and carers at parents' evenings or at separate meetings so that there is clear understanding about the targets and progress of the child. Class teachers, wherever possible and mindful of the age and stage of the child, should seek to gain the viewpoint of the child about their strengths and aspects they find challenging, as targets are drafted and reviewed.

The SENCO is responsible for supporting the writing of IEPs, accessing outside agencies, completing paperwork for EHC Plans and funding requests. The SENCO, supported by Senior Leadership Team, is responsible for completing Early Help Conversations, TAF minutes and Annual review paperwork as well as setting up and attending meetings from which this paperwork is produced.

See Appendix 4 for an example of the IEP record and one page profile documents.

5 Criteria for exiting the SEND register

Pupils can be deemed to no longer need SEND support if their performance and development demonstrates that they are making good progress and are catching up with their peers. It is only if this progress will be sustained that they will be removed from the SEND Register.

All pupils have access to additional adult support as well as strategies such as visual timetables and dyslexia friendly resources. E.g. off-white backgrounds for Smart boards are set to DF settings, the school photocopies on buff paper, pupils can access talking tins, wedges for posture, finger gym etc.

6 Supporting pupils and families

The school has contributed to the Local Authority's Local offer which can be found at <https://swindon.mylifeportal.co.uk/content/send-local-offer/landing-pages/swindon-send-local-offer/>

The SENCOs, in conjunction with the SEND Governor, maintain the SEND Information Report. This is on the school's website

<http://www.stfrancis.swindon.sch.uk>

The school works with Swindon-based organisations to support Parents and carers with the process:

SIAS: SEND Information, advice and support service. To support parent with all aspects of SEND.

There are other groups who are available to support parents too:

SEND Family Voice: Swindon Parents and Carers groups for different SEND needs

Lighthouse Family Service: Lighthouse offer parent support drop in's workshops and courses such as Family Foundations

Aiming High: organisation for groups and activities for pupils with SEND

Further support: the school has information about other courses and groups for specific needs e.g. ASC Cygnet Course, Managing Challenging Behaviour course.

The schools admission arrangements are available for parents on the website:

<http://www.stfrancis.swindon.sch.uk/>

Pupils who need specific access for external assessments access these through the criteria as set down by the government documentation. This is joint responsibility of the class teacher, SLT and the SENCO

Transition between classes, phases and different schools is considered for all pupils. For those for whom that this could cause extra challenge, specific plans are put into place, including social stories, extra visits, extra meeting with professionals or application for extra resources so that transition minimises disruption to pupils' progress.

7 Supporting Pupils at school with Medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please refer to the policy regarding this support which complies with new regulations from September 2014. Some children are supported by the Physical Disability Advisory Team. (PDAT)

Currently the school works with the Health visiting team (Nursery) and the school Nursing team (Reception to Year 6) to draft and manage Individual Health Care Plans for severe allergy or epilepsy.

At times the school works with the Hospital School and other educational agencies available to support education of pupils with medical conditions (EOATSS).

8 Monitoring and evaluating SEND

The SENCO monitors the impact of interventions, performance manage Teaching Assistants, advise SLT of the deployment of staff and support the recruitment of staff. The SENCO monitors the impact of teaching for all pupils and analyse the data and any other measures devised to consider the impact and progress for pupils with SEND.

The named governor meets 3 times a year with the SENCO. A number of activities are carried out:

- Review of SDP
- Overview of analysis of data
- Case studies to show levels of need and Graduated Response.
- Observation of interventions
- Draft the SEN information Report
- Discussion about current issues, trends, performance, expenditure, deployment of staff.

All monitoring and evaluation activities feed into the planning of SDP and SEN practice and provision is continually reviewed and improved to best meet the needs of the pupils currently on the register.

9 Training and resources

In order to maintain and develop the quality of teaching and provision to respond to strengths and needs of all pupils, all staff are encouraged to undertake training and development. SENCOs maintain a training log for Support staff and access training, whether that be specific courses, in house training opportunities or team teaching and observation of best practice. All Staff undertake an induction on taking up a post and this includes, for teaching staff, a meeting with the SENCO to explain the systems and structures in place around the schools SEND provision and practice to discuss the needs of individual pupils.

SENCOs attend the SENCO Hub Meetings with local SENCO's and SENCO Champions which shares best practice, problem solves and supports colleagues as well as sharing knowledge and information about different areas of SEND and processes for securing support and EHC plans. SENCOs attend Network Meetings and SEND Conference as they occur. SENCOs involve themselves in Borough activities such as a SENCO champion or other activities as they arise and fit the needs of the SEN profile of the school.

SEN is funded through delegated funding from the LA, specific, named-pupil funding streams and SENCOs also bid for funding from the whole school budget through the SDP mechanism.

10 Roles and Responsibilities

10.1 The role of Governors

The governing body of the school's responsibilities include:

- Ensuring that the necessary provision is made for any child who has special educational needs.
- Ensuring that where the Head teacher or appropriate governor has been informed by the LA that a child has SEN, those needs are made known to all who are likely to teach them
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child
- Ensure teachers in the school are aware of the importance of identifying and providing for those children who have SEN

- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN, so far as is reasonably practical and compatible with the child receiving the SEN provision their learning calls for, the efficient education of the children with whom they are educated and the efficient use of resources.
- Have regard to the SEN Code of Practice 0-25 (2014) when carrying out its duties toward all children with SEN
- Have a written SEN policy containing the information as set out in the SEND Code of Practice 0-25 (2014)
- Report to parents/carers on the implementation of the school's policy for children with SEN in the school profile and the school's prospectus

The governors play an important role ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy
- They are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the SDP and the schools;' self-evaluation process
- The quality of SEN provision is continually monitored
- The SEN policy is reported on in the school's prospectus and children's progress is reported in the school profile

10.2 The Role of Support Staff

Support Staff are performance managed by a variety of teaching staff who are experienced. Their line manager is not always the same person as it depends on the role that the member of support staff is allocated each year. Staff are deployed to either work specifically with pupils with SEN or as a class TA dependent on the needs of the pupils in the school.

- All Support Staff are expected to be actively involved in ensuring daily teaching is inclusive as possible
- Support Staff are expected to modify interventions to ensure that they meet the needs of the pupils as directed by IEP Support targets
- IEPs are contributed to and observations and records are kept up to date
- Support Staff are expected to be proactive in seeking guidance and support about resources and information regarding specific SEN needs
- At times Support Staff may be asked to attend meetings or contribute written information to help other agencies develop a true picture of a child's barriers to learning.

10.3 Safeguarding

- Mrs Millsop (Head teacher) is the Designated Safeguarding Lead. Mrs Keane, Mrs McLaughlin (Assistant Head teachers) Mrs Fullarton are Deputy Designated Safeguarding Leads.

10.4 Pupil Premium Grant and Looked After Children

- Mrs Keane, supported by Mrs Millsop, are the members of staff responsible for managing this aspect.

10.5 Meeting the Needs of pupils with Medical Needs

- Mrs Millsop (Head teacher) is the Member of staff responsible for managing this aspect.

11 Storing and Managing Information

Some pupil information is stored on the staff shared drive and on Microsoft Teams folders. Paper documentation for pupils such as letters received and forms are stored in individual blue files in the SEN Office. Records are transferred to new schools as required in line with the transfer of other information the school may have about pupils.

Documents which need to be discarded are destroyed so that confidentiality is maintained. The School has a confidentiality policy and thus this matter is discussed more fully there.

St Francis Primary School and Nursery complies with the 2018 GDPR. The school website displays a Privacy Notice which clearly explains how personal data is managed and the pupils' and parents' rights to that data.

12 Reviewing the Policy

This policy is stored on the school central system and is accessible on the school website. As SEND has been subject to significant change and reform which became statutory from September 2014, the policy will be reviewed annually by staff and governors to ensure that it remains current.

13 Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The Accessibility Plan was written in 2020 and reviewed in March 2023. This is a 3 Year plan. Through this plan, the school seeks to make the fabric and the environment of the school as accessible as possible. The school continually seeks methods of developing communication between home and school so that it is accessible and manageable.

14 Complaints

It is always recommended that parents and carers raise their concerns and queries with class teachers and or SENCOs regarding SEND matters. Usually a conversation or a more formal meeting can answer questions and explain and plan the way forward. SENCOs endeavour to keep parents informed and comfortable with the processes in place.

SIAS can also provide parents with advice when needing to question the course of action being taken.

In the event of a parent needing to make a formal complaint, they would need to follow the school's complaints procedure which is accessible on the school website or a copy can be obtained from the administration office.

15 Bullying

The emotional and physical welfare of all children is paramount. All incidences of bullying reported are investigated in line with the anti-bullying policy. This policy details the process for resolving bullying which primarily revolves around restorative justice. To highlight the importance of building a sustaining good quality and lasting friendships, the school community focuses on Friendship Fortnight on an annual basis in the autumn

terms. PSHE and circle time throughout the year also provide opportunities to teach and revisit the importance of friendship and sustaining relationships with all. For some pupils these concepts are challenging and so, as with all learning, strategies are used to try and ensure that this aspect is equally taught as the academic aspects of school life. Materials such as the Jigsaw scheme or circle of friends are powerful tools. For some children social stories about building and mending relationships may be used.

The School anti bullying policy can be found on the school website or a copy can be obtained from the administration office.

The School actively teaches e-safety as part of the new Computing curriculum. It is designed, age appropriately, to teach pupils how to use technology safely. Parents are encouraged to engage in workshops and materials to support this aspect are on the school website.

16 Appendices

1. SEN Handbook for parents and carers
2. Glossary
3. IEP Record and One Page Profile
4. Core Standards Flow Chart
5. Core Standards Documentation Chart
6. Guidance for Schools: Annex B – education, health and care (EHC) plans

Appendix 1

See school website for SEN Handbook

Appendix 2

Glossary of Terms

EHCP- Education, Health and Care Plan

EHA- Early Help Assessment and Plan

IEP- Individual Education Plan

LA- Local Authority (Swindon Borough Council)

SEND- Special Education Needs and Disability

SENCO- Special Educational Needs Coordinator

SDP- School Development Plan

SLT- School Leadership Team

TAF- Team around the Family

Appendix 3

		<u>Individual Education Planning Record</u>				SEND SUPPORT EHCP
Name: Date of Birth: Class:		SENCO: R Fullarton Date of discussion with parents to begin IEP:				
Things they are good at: (Skills, strengths, interests etc)		Things they find difficult: (Challenges, diagnosis, barriers etc)			Parents and Carers Names:	
Date 1st Targets set: Staff:		Shared with parents:			Additional Parents' Meeting completed Y/N Date if yes:	
How are they doing now? (Identified need)	What are they going to do? (Provision)	What is their target? (Indicate if they have come from a professional's report)	Who is going to help them and when?	Group Size	How did they get on?	
Date 2nd Targets set: Staff:		Shared with parents:				

How are they doing now? (Identified need)	What are they going to do? (Provision)	What is their target? (Indicate if they have come from a professional's report)	Who is going to help them and when?	Group Size	How did they get on?
Date 3rd Targets set: Staff:		Shared with parents:			
How are they doing now? (Identified need)	What are they going to do? (Provision)	What is their target? (Indicate if they have come from a professional's report)	Who is going to help them and when?	Group Size	How did they get on?

What people like and admire about me...

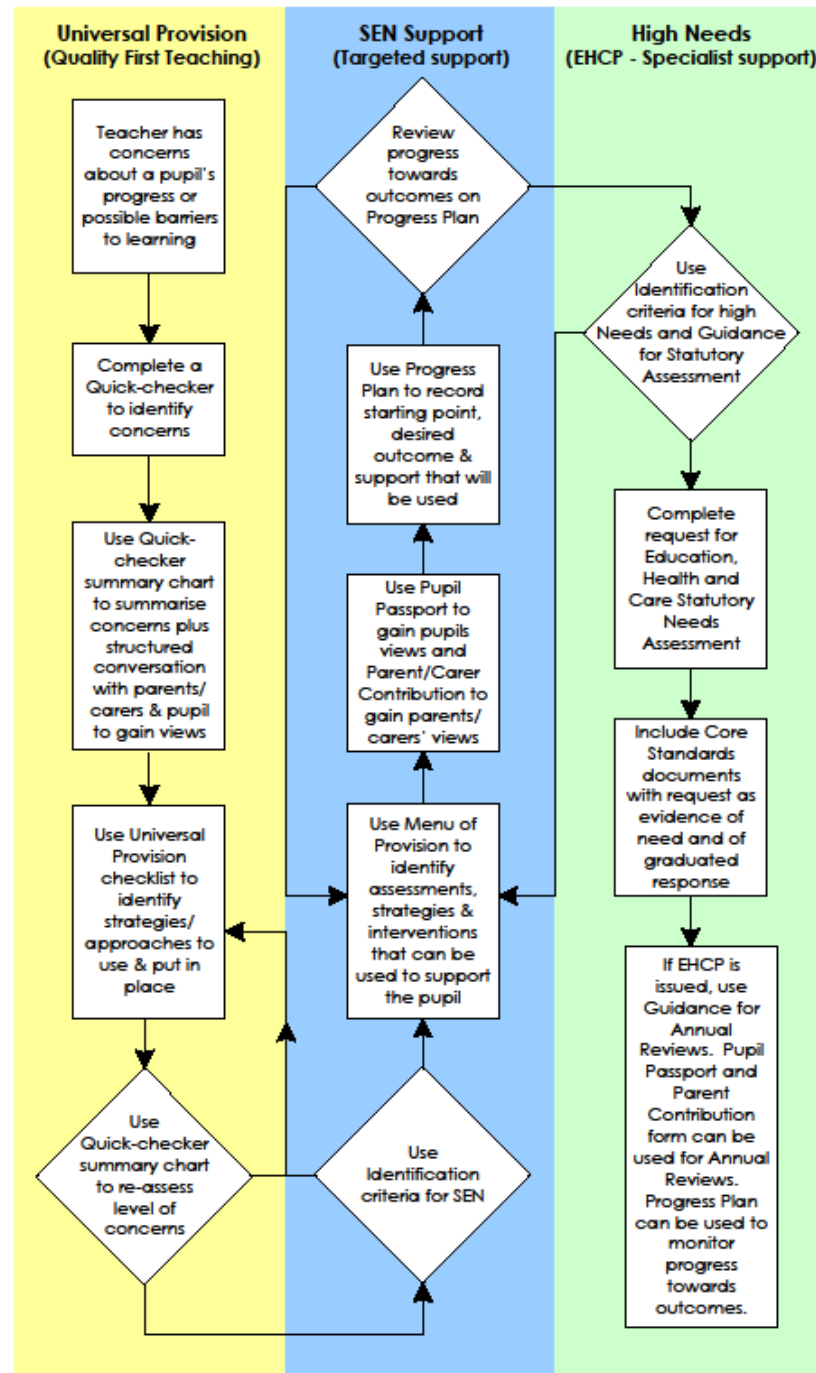
Photo

What makes me happy

How I want to be supported...

This is a sample of a ONE PAGE PROFILE. It will be saved with the IEP Record sheet and will be used to capture the views of the child.

Appendix 4



Flow chart for using Core Standards to identify and support children with meeting their needs.

Appendix 5

Core Standards paperwork that can be used to help identify and meet pupil's special educational needs

Universal Provision (Quality First Teaching)			SEN Support (Targeted support)				High Needs (EHCP - Specialist support)		
Quick-checker	Quick-checker summary chart and progress tracker	Universal Provision checklist	Identification criteria	Pupil Passport Parent/carer contribution	Progress Plan and Progress Tracker	Menu of Provision	Identification criteria	Guidance for applying for statutory assessment	Guidance for Annual Reviews
Used by Class/Subject Teacher when they first identify concerns about progress/barriers to learning.	Summarises areas of concern and the impact of these on access to the curriculum and progress. Tracks progress in areas of concern.	Used to identify appropriate provision - strategies and support that can be put in place for identified needs.	Used by Class/Subject Teacher with parents/carers, SENCO and pupil if appropriate to identify whether the pupil has SEN and what the areas of need are.	Used to gain pupil and parents/carers views about pupil's strengths and interest, needs and how to support and aspirations.	Used to identify and evidence starting point, desired outcome, support required and how to provide this and to review and track progress towards outcomes.	Gives suggestions for assessments, strategies, interventions and resources to support pupils with each area of need.	Used to identify whether pupil meets criteria for High Needs top-up funding or an Education, Health and Care statutory needs assessment.	Guidance about how to apply for an Education, Health and Care statutory needs assessment and what evidence to provide.	Guidance about how to carry out an Annual Review, including timelines and how to suggest changes to the EHCP.
Core Standards document for parents/carers outlining the areas of need, how these are identified, provision at different stages									
Good practice for all SEND: Whole school SEND documents: SEMH and ASC Whole School Universal Provision, Transitions guidance, Ready for school/secondary school/college, SEND reflection framework, SEND review guide, TA review guide, Preparing for adulthood review guide, A guide to making conversations count for all families									