St Faith's

Church of England
Infant and Nursery School

Special Educational Needs and Disability (SEND) Policy

"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."
"Aspire not to have more, but to be more." (Oscar Romero)

Introduction
As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of SEND children in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

Philosophy
The school aims to meet the needs of each and every child, including those with Special Educational Needs and Disabilities, so that they may reach their full potential and enjoy their learning.

Definition
A pupil has Special Educational Needs and Disability (SEND) where their learning or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

SEND should be identified in specific areas. Children can have additional needs in one or more of these areas. The four areas of SEND are as follows:

COMMUNICATION AND INTERACTION: There could be difficulties understanding speech, speech issues or lack of understanding of social rules of communication. This includes children with Autism Spectrum Disorder/Difficulties.

COGNITION AND LEARNING: Children that learn at a slower pace than their peers, even with differentiation. These pupils could have MLD (Moderate Learning Difficulties), or SLD (Severe Learning Difficulties), or SpLD (Specific Learning Difficulties – such as Dyslexia, Dyscalculia and Dyspraxia). SpLD's are often not diagnosed until a child is over the age of 8.

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES: Children may become withdrawn or isolated and may display challenging, disruptive or disturbing behaviours. They may have mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Children with ADD, ADHD, Autism Spectrum Disorder and attachment disorders also fall into this category.

SENSORY AND/OR PHYSICAL NEEDS: Children that require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes vision impairment and hearing impairment. A child with a specific medical need would also be supported under this category, as would a diagnosis of a Sensory Processing Disorder

Difficulties related solely to limitations in English as an additional language are not classed as SEND.

Fundamental Principles

Our work with children with SEND is guided by the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years,' published by the Department for Education in June 2014. Copies of this document are available on the DFE website. The school also adheres to the principles of the Equality Act 2010.

- The needs of children with SEND are identified, assessed and provision planned
- Children with SEND are given access to a broad and balanced curriculum
- Roles and responsibilities of staff are identified, including a school SENDCo
- Parental consultation plays a crucial role in delivering this additional provision
- The views of the child are sought and taken into account
- Achievement is regularly measured to monitor progress against targets
- Advice from external agencies is used to meet needs as necessary
- Additional support is sought and/or an Education, Health Care Needs Assessment (EHCNA) is requested, if the needs of a child cannot be met within the school's resources

*In addition to the above, the SENDCo and Senior Leadership team, monitor staff training needs within the school. Once an area of need has been identified, the most appropriate staff are trained in order to fully support pupils within our school setting.

The SEN code of Practice 2014 states:

The class or subject teacher should remain 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 or subject teacher, they should retain responsibility for the pupil. They should work closely with any teaching assistant's 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 should support the class or subject teacher in the further assessment of the child's particular strengths or weaknesses.

SEND Coordination

Class teachers retain the responsibility for the progress of all pupils in their class, including those with SEND. Teachers are supported in this role by Teaching Assistants (TAs).

The school has an appointed SENDCo, Mrs Hayley Palmer, who works in school 3 days per week. Our SENDCo holds the National Award in Special Educational Needs Coordination. She is also a qualified Numbers Count Teacher, a Solution Focussed Coach, has received Restorative Practise training and has been trained in Tier 1, Tier 2 and Tier 3 Good Autism Practice.

The SENDCo is responsible for:

- Overseeing the implementation of the SEND policy & supporting staff with this
- Monitoring the provision for pupils with SEND
- Liaising with parents of pupils with SEN
- Working with the head teacher and the governors to ensure the school meets its responsibilities for 'reasonable adjustments' and 'access arrangements'
- Coordination of support from external agencies and professionals (assessment, training and strategy support)
- Supporting transition arrangements for children with SEND
- Advising on the deployment of resources and the SEN budget
- Ensuring records and plans are kept up-to-date

- From January 2027, ensuring that our school has developed an Inclusion Strategy (in line with the ecent Government announcement.)

The SENDCo's work is monitored by the Head teacher and the SEND governors (Reverend Victoria Lawrence & Mrs Laura Rigby).
The school is committed to an ongoing programme of training to continually improve staff expertise in SEND. This is provided by external agencies or by the school SENDCO. The school also invests in an experienced and dedicated team of teaching assistants.

Partnerships with Parents
Parents are entitled to be kept informed and play an active part in meeting their child's needs. The school regards the support of parents very highly in being able to help their child make good progress. For example, they may be asked to do specific tasks at home.
Pupils are asked about their views on their learning and social skills. These are usually recorded before formal meetings and shared as part of the meeting process. Pupils may participate in meetings, if considered appropriate.

When a child is placed on a Pupil Profile, parents/guardians are inviting into school 3 times a year to meet with their child's class teacher and the SENDCo. These meetings are to review the child's targets and discuss setting new targets. These meetings are in addition to Family Progress Meetings (Parents Evenings) which are offered throughout the year to all pupils.

The SENDCo is able to provide SEND advice to parents, timetable/schedule dependant.
Parents are also able to seek advice and support from different agencies. This includes the Lincolnshire Parent Carer Forum and Liaise.

The information, advice and support provided in relation to SEND includes:
- Helping you to understand SEND law and legal information
- Understanding SEND policy and how it works in practice in Lincolnshire
- Information on SEND support in schools, colleges and in relation to pre-school settings
- Support with getting the views of children, young people or parents' views heard by schools, health providers, the Local Authority (this could include attending meetings or help writing letters or filling in forms)
- EHC Needs Assessments (EHCNA) and Education, Health and Care Plans (EHCP)
- Personal budgets
- SEND tribunals, mediation and disagreement resolution
- School admissions and exclusions
- Support with raising complaints about health, education and care relating to SEND
- Giving information about other organisations who could help including local Healthwatch, local and national charities, and parent support groups.

Who to contact: Telephone 0800 195 1635 or fill out an online contact form by visiting www.lincolnshire.gov.uk/liaise

Admission Arrangements for Pupils with SEND
Our school is an inclusive school which welcomes all children, providing their needs can be met in our mainstream facility. If a child is registered with SEND, the Head teacher and/or SENDCo will discuss needs with parents and ensure that all necessary support and/or resources are in place before the child is admitted.

If physical adjustments or adaptations are needed to the school building, these will be assessed by the appropriate Local Authority Officer or an Occupational Therapist.

In line with The Equalities Act 2010, schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. Schools must also implement accessibility plans which are aimed at:
- Increasing the extent to which disabled pupils can participate in the curriculum.

- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information for disabled pupils.

The School Governors ensure that the school has an Accessibility Plan in place.

Assessment and Provision

Our work for children on the SEND register will follow the graduated approach of the 'Assess, Plan, Do, Review' cycle.

Assess: Early identification of children with SEND is important. Initial concerns regarding a child's progress or specific difficulty might be raised by the class teacher, who will discuss this with parents to gain further information. If there continues to be concerns, the class teacher will then discuss the issues with the SENDCo. Assessment information, pupil views and any information from external agencies will be considered as part of this process. Class teacher's will complete assessments using the relevant area of PIVATS indicators. This can be for learning needs, speech and language difficulties and/or behaviour challenges. In the absence of Speech & Language Therapists, staff have access to WELLCOMM - a speech & communication assessment. This resource gives children a baseline age equivalent along with activities to promote positive speech & communication development.

If more specialist SEND monitoring and provision is needed, with parental permission, the child will be placed on the SEND register.

Plan and Do: The next step is to create a Pupil Profile and Intervention Plan to outline strengths/needs and plan additional interventions or adjustments to the classroom routines and tasks. This will include the desired outcomes of the interventions.

A child may transfer to our school with SEND needs already identified. There will be consultation with the previous school, parents and any other appropriate agencies to determine the level of support needed.

Review: Progress will be monitored through school assessment data and intervention outcomes in review meetings held 3 times a year. These are in addition to the usual Family Progress Meetings offered.

There are 2 distinct levels of support once a child has been placed on the SEND register:

1. **SEN Support:** Support that is planned and managed in school. In some cases, external agency advice will also be sought.

2. **Education Health Care Plan (EHCP):** An EHC needs assessment can be requested where 'purposeful action' has been taken and the child has not made expected progress and/or the child's needs are severe, complex and long term. Children who have an EHC Plan have their needs and provision outlined in detail in this document, which is compiled and produced by the Local Authority. This may also be supplemented by 'top up' funding for the school.
In addition to these 2 levels, the SENDCo also keeps a 'concerns and monitoring' list to ensure that pupils are supported at the earliest opportunity.

Pupils with SEND will also be highlighted as a specific cohort of children, in the normal assessment and 'tracking' procedures used in school, when analysing data for planning and provision. There may also be class observations from the SENDCO or Head teacher.

Record Keeping

The school will keep records of meetings and of the steps taken to meet a child's SEND needs. These will be openly shared with parents. Professional reports will also be kept with these records and shared with the relevant staff in school.
If a child has an EHC plan, this will also be reviewed through the 'Annual Review' process once a year and papers submitted to parents and the Local Authority, via the EHC hub. If a child's needs are not being met by their EHCP, we can liaise with the child's named SEN Case Worker from the Local Authority.

External Support Services
Many external services are used to seek advice and support in our SEND work. These are provided by Children's Services, from either the Education, Health or Social Care sectors. Examples include Educational Psychologists, Social Communication Outreach workers (The Working Together Team), Specialist Nurse Trainers (for complex medical needs) and Specialist Teachers (to support assessment and strategic planning). The school also tries to help and advise parents on voluntary and charitable services which might prove to be useful.
Sources of support are listed on the LCC website, www.lincolnshire.gov.uk/send-local-offer
Parental consent will be sought before their child is seen by an external agency.

Transfer of Schools
The school liaises with our link Junior Schools in the summer term to share information on children transferring to Year 3. Key Staff from the feeder schools are invited to review meetings to meet parents. Children on the SEND register also have access to 'enhanced' transition arrangements, if needed. These will be arranged by the child's new school.
If a child, at any point, transfers to another school, all their SEND records will be sent to the child's new school.

Policy Review
The SEND policy is reviewed annually to ensure it reflects current legal guidelines and school practice. Any significant changes are shared with the SEN Governors. All staff are responsible for making the policy effective and should seek clarification from the SENDCo or Head teacher, if they have any queries regarding provision.
The SEND policy is available on the school website.

Complaints
In line with the Children and Families Act 2014, complaints should be addressed to the relevant class teacher in the first instance and then to the SENDCo/Head teacher if not resolved. If this is also unsuccessful, complaints can then be taken to the school's governing body.

References:
Special Educational Needs Code of Practice: 0 to 25 years DFE June 2014
Equality Act 2010
Children and Families Act 2014.

Safeguarding procedures
At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website https://stfaithscofe.secure-primarysite.net/safeguarding-information-and-policies/.

Person responsible for policy	Hayley Palmer
Approved	October 2026
Signed (Chair of Governors)	Emile Van Der Zee
Signed (Headteacher)	Amanda Konrath
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