St Francis of Assisi Catholic Primary School

SEND Policy

THE SCHOOL MISSION STATEMENT

Learning and growing together in God's love

September 2026

Review Date: September 2027

Special Educational Needs and Disabilities

Status

Statutory

SEND Code of Practice

This policy is written in line with the requirements of:-
- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEND Information report regulations 2014.
- Teachers standards 2012

Definition of Special Educational Needs (SEND) as taken from section 20 of the Children and Families Act 2014.

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A child or you person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Purpose

At St Francis of Assisi Catholic School, we believe that each child has individual and unique needs. We acknowledge that a significant proportion of children will have special educational needs and disabilities (SEND) at some time in their school career. Many of these children may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these children are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every child to experience success
- promote individual confidence and a positive attitude
- ensure that all children, whatever their special educational needs or disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give children with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review children's progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents/carers, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Relationship to other policies

This policy should be read in conjunction with the SEND Information Report which is available on the school website) and the policies on teaching and learning, the school curriculum, equality, assessment and behaviour. The Accessibility Plan is an integral part of this policy.

Who was consulted?

We consulted local authority and national guidance.

Arrangements for co-ordination of SEND provision.

Head Teacher	**Mrs Felicity Hope**

SEND co-ordinator	**Mrs Rachel Bowen**

Assistant SEND Co-ordinator	**Ms Melanie Betts**

Designated Teacher for Looked After Children	**Mrs Claire Furness**

Provision for children with special educational needs and disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The **head teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for children with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- making all staff aware of the need to identify and provide for children with SEND
- ensuring children with SEND join in school activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- seeing that the progress and attainment of children with special educational needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- notifying parents if the school decides to make special educational provision for their child
- the school's reporting to parents on the implementation of the SEND policy
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any child with SEND
- they have regard to the requirements of the *SEND Code of Practice* (2014)
- they are fully informed about SEND issues

- they set up appropriate staffing and funding arrangements, and oversee the school's work for children with SEND
- the quality of SEND provision and provision for LAC is regularly monitored.

The **special educational needs co-ordinator** (SENDCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify children with SEND
- carrying out detailed assessments and observations of children with specific learning issues
- co-ordinating the provision for children with SEND, including leading Family Support Process initial and review meetings, liaising with other agencies and maintaining records of meetings
- supporting class teachers in devising strategies, drawing up Individual Support Plans (ISPs), setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of children with SEND
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of children with SEND
- contributing to the in-service training of staff
- managing learning support staff/teaching assistant SEND training, its implementation and monitoring
- ensuring that midday supervisors are given any necessary information relating to the supervision of children at lunchtime and supporting them in relation to behaviour management and other issues for particular children
- liaising with the SENDCOs in receiving schools/and or other primary and high schools to help provide a smooth transition from one school to the other
- taking part in LA SEND moderation

The **designated teacher for Looked After Children** will:

- promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- ensure that the teaching and learning needs of the looked after child are reflected in his or her Individual Support Plan and have lead responsibility for its implementation
- ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- prioritise looked after children for one-to-one tuition

- promote good home-school-agency links
- be a source of support for all staff working with looked after children.

Class teachers are responsible for:

- including children with SEND in the classroom, and for providing an appropriately adapted curriculum
- ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEND
- working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEND.
- managing the learning support staff within the classroom environment

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND
- use the school's procedures for giving feedback to teachers about children's responses to tasks and strategies.

Admission and Integration Arrangements

At St Francis of Assisi we welcome children with special educational needs and disabilities.

All children in our school have full and equal access to every facet of school life.

Children with special educational needs and disabilities are assisted and supported by experienced and skilled teaching and non-teaching staff. This provision is regularly monitored and reviewed by the Headteacher and Governors.

We work in close partnership and in a spirit of co-operation with the children's families, all relevant professionals / agencies both before the child joins our community and all the time that the child is with us.

We have joint School Consultation and Planning meetings which the SENDCO from Notre Dame High School attends.

Allocation of Resources

Prime responsibility for supporting children with SEND is with the head teacher of the school. Within the school's allocated budget there is an element of formula funding that is determined by SEND factors. This allocation is not pupil specific and forms part of the overall budget.

Funding for children who require additional support or more detailed and specific provision is applied for by the SENDCo following a process of the Identification of Needs Descriptors in

Educational Settings (INDES) in collaboration with the Local Authority. All of these requests are considered but funding is not guaranteed.

The local authority continually reviews all provision supported by the funding to ensure it is effective in improving outcomes for children.

Identification, Assessment and Provision

Even with the best teaching, some children continue to experience difficulties. These concerns may be raised by the class teacher, a member of support staff or by you as a parent.

There is a lack of progress in spite of carefully tailored teaching and support as above;
Attainment levels are significantly below expected levels and those of peers.
We define lack of progress as that which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
  widens the attainment gap.

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a pupil being recorded as having SEND. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
The purpose of identifying a need is to work out what we need to do next, and not to fit a child into a category. However, we would broadly consider SEND in 4 categories:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and behavioural difficulties;
- Sensory and/or physical needs.

A Graduated Approach

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess
This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan
Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher, for example in The Nest or The Nook. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review
Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the

complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will routinely be taken at a progress review; parents may also request an EHCP assessment directly from the authority.
The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
www.norfolk.gov.uk/SEND

or by contacting the Parent Partnership Service on:
01603 704070

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Norfolk County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The Nature of Intervention

The class teacher should

- consult parents
- develop a Individual Support Plan (ISP) which will target identified area/s to be developed and the action that will be taken to achieve the targets
- keep a record of intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment

- some group or individual support extra adult time to devise the nature of planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LEA support services for one-off or occasional advice on strategies or equipment

Targets will be reviewed and new targets identified at least termly.

Annual review of an Education Health and Care Plan

All EHCPs will be reviewed at least annually with the parents, the child, the Local Authority, the school and professionals involved are invited to consider whether any amendments need to be made to the EHCP. The review will focus on what the child has achieved as well as any difficulties that need to be resolved and future actions.

Inclusion and access to the curriculum

The achievements, attitudes and well-being of every person in the school matters. This is made evident in our ethos and values. Primarily we have a clear focus on high quality teaching by all teachers who see themselves as teachers of pupils with SEND. Our inclusive approach means all staff instinctively attempt to overcome children's barriers to learning. We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident happy and secure. Therefore, we have provided training for staff on pedagogy and practice in this area in order to improve their understanding of which teaching and learning approaches are most effective for individuals and groups of children and young people who have SEND.
Additionally, our Enhanced Support Provision, which includes the Nest and the Nook, has been developed to provide targeted support for children who need additional intervention to supplement their 'home class' learning.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of tracking data and assessment for individual children and for cohorts
- value-added progress data for children on the SEND register
- analysis of exclusions data
- monitoring of procedures and practice by the SEND governor
- the school profile and the brochure, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND and looked after children
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel, the Challenge Partner and Ofsted inspection arrangements

- feedback from children, parents and staff, both formal and informal
- monitoring of vulnerable children case studies

Arrangements for complaints

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher, in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents/carers are advised to contact the head teacher.

Arrangements for INSET

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
The SENDCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.
We recognise the need to train all our staff on SEND issues and this is monitored and included as part of CPD in school.

Partnership with Parents

We operate an 'open-door' policy at our school and welcome parental involvement in all aspects of school life. Frequent newsletters are sent out to parents to keep them informed of news, events, meeting etc.
There are two Parents' Evenings annually when parents can meet with their child's teacher to discuss the child's progress. Parents are also invited to arrange meetings with their child's teacher at other times should they have any concerns or worries.
A written report is sent out to all parents annually. Parents are given the opportunity to have a further consultation with teachers at this time if they feel it is necessary.
We host termly Parent Drop-Ins, usually focussing on a theme/area of the curriculum, for parents to come into school and spend time with the children in the classroom and/or attending workshops.
Parents of children with special educational needs and disabilities are involved and consulted throughout the different stages of the SEND procedures and are invited to annual statement reviews and other meetings. Their opinions/advice are always welcomed and valued at every stage.

Listening to Children

As a Catholic school with a strong Christian ethos, we actively support and promote a value-based education. Actively promoting and teaching about values promotes an inclusive school ethos and ways of working that raise aspirations and achievements. It helps raise children's self-esteem and encourages them to take more responsibility for their own behaviour and learning. The school rules are revisited at the beginning of the school year and a fairly elected School Council, which listens to the views of pupils, promotes a democratic process, freedom of speech and group action.

Links with other agencies and voluntary organisations

For some learners we may want to seek advice from specialist teams. For example, we have access to services universally provided by Norfolk County Council through our Teams Around the School partnership meetings.

Links with other schools and provision for transition

The school works in partnership with the other schools in the Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.
There will be close liaison with Notre Dame High School (or other transfer schools) in order to aid transition to the child's next school. For those children in Year 6 with an EHCP, the SENDCO of the transition school will be invited to attend the EHCP Review Meeting, to allow the receiving school to plan an appropriate PLP to start at the beginning of the new school year and enable the child and parents to be reassured that an effective and supportive transfer will occur. Where possible the SENDCO from the transfer school attends termly School Consultation and Planning Meetings to familiarise themselves with the needs of the SEND children who will be transferring the following September.