

# St Francis RC Primary School



## Special Educational Needs and Disabilities (SEND) Policy

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Date agreed by Governing Body	March 2026
Review Date	March 2027

## **Our School Mission Statement**

*Through prayer we follow Jesus' example of love, forgiveness and truth.*

*We are a safe and happy community where every individual is supported  
and encouraged to achieve their targets.*

***We believe, that with God, everything is in our reach.***

### **Purpose of this policy**

At St Francis, we believe that all our children have an equal right to a full and rounded education which will enable them to fulfil their potential. We recognise, some pupils have barriers to learning that mean they have additional needs which require particular action by the school. Teachers take account of these needs and make provision, where necessary, to support individuals and groups of pupils, enabling them to participate effectively in all areas of school life. Pupils may have special educational needs either throughout or at any time during their school career.

This policy ensures that curriculum planning and assessment for pupils with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the pupil, in line with the Special Educational Needs and Disability (SEND) Code of Practice 2015.

### **Aims**

#### **The aims of this policy are to:**

- To ensure all pupils have access to a broad and balanced curriculum.
- To provide an adapted curriculum appropriate to the individual's needs and abilities.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To clarify the expectations of all partners in the process.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents or carers are able to play an integral part in supporting their child's education.
- To create an inclusive environment where pupils can contribute to their own learning, where they feel safe and listened to.

We work more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved in planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, school staff and pupils working together.

## **Definition of Special Educational Needs or Disability (SEND)**

A child or young 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:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age.

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.

St Francis will have due regard to the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

## **Types of Special Education Need and/or disability (SEND)**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

- Communication and Interaction (Autistic spectrum and language disorders)
- Cognition and Learning (moderate, severe and specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia and global development delay)
- Social, Mental and Emotional Health (ADHD, ADD, attachment disorders, emotional difficulties)
- Sensory and/or Physical Needs (vision or hearing impairments and physical disabilities)

At St. Francis we have children in all of the above four categories.

## **Other Needs**

There are occasions when progress and attainment are affected by factors other than special educational needs.

For example:

- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of a Pupil Premium Grant
- Being a looked after child
- Being child of serviceman/woman
- Behaviour problems (home or school)
- Economic deprivation

## **Educational Inclusion**

At St Francis RC Primary School, we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community and we respect that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

St Francis recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. Teachers respond to children's needs by:

- providing support for children who need help with communication, language;
- planning to develop children's understanding through the use of a variety of resources and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their emotions and behaviour so they can take part in learning effectively and safely.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we support children in the classroom situation but there are times when to maximise learning we ask the children to work in small groups or in a one-to-one situation outside the classroom.

Parental involvement and partnership are essential. We take account of the wishes, feelings and knowledge of parents at all stages of support. We encourage parents to make an active contribution to their child's education by sharing Personal Support Plan targets and supporting these at home, where appropriate.

### **Identification of Special Educational Needs**

All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and EYFS Curriculum and are integrated into all aspects of the school.

If a child has made very little progress or is struggling with a particular aspect of school life, the class teacher via the Special Educational Needs Co-ordinator (SENDCO) informs the parents to alert them to concerns about their child and enlist their active help and participation. A SEND register is kept by the SENDCO. Children can be removed from or added to the SEND register at any time through consultation with parents and staff.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- 1 The progress of every child is monitored at pupil progress meetings. If children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCo or SLT and a plan of action is agreed.
- 2 Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.
- 3 Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or parental support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Referral to a relevant educational specialist or a medical professional may be made by us or often a GP referral may be more appropriate.

Early identification is vital, in order to try to stop gaps widening further.

The school uses appropriate screening and assessment tools and ascertain pupil progress through:

- observation by the class teacher and other members of staff;
- baseline assessment;
- internal assessment procedures including observations, Foundation Stage profiles, termly literacy and numeracy assessments;
- external assessments – SALT/EP
- parental input.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND register
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. All levels of support consist of this four-part, ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of the interventions which are most effective in supporting the pupil to achieve good levels of progress.

Depending on age, the child may be invited to attend all or part of the meeting and targets will be discussed using relevant language. At this meeting, strengths and areas of concern and targets to support progress will be discussed. A completed support plan will be shared with the parent and child and will be updated throughout the year.

Thereafter, at least each term, parents are invited to share their contributions towards the reviewing progress, setting new targets and provisions. During this process, specific and challenging targets will be set, together with a personalised support plan which will be recorded on the pupil profile.

### **Assess- Plan- Do-Review.**

#### Assess

A clear analysis of the pupil's need using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

#### Plan

The teacher and SENDCo will agree a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact, including a date when this will be reviewed. This is completed on a support plan, which is then sent home for parents to view. If parents have any suggestions or need clarification, they are invited to speak with the class teacher. Targets for

the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan.

#### Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will offer further advice as necessary.

#### Review

Reviews of the targets for the child are regular to inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEN Support. The outcomes of the support plan are shared with the parent on a termly basis.

#### Provision

The range of provision provided, includes:

- Providing small group work (intervention work) with experienced teachers focused on narrowing gaps in learning. The pupils are selected using internal assessment data and the groups may change throughout the course of the year.
- Small groups for social and communication skills and motor skills groups.
- 1:1 support for selected pupils
- Additional teaching and learning opportunities provided through intervention groups for specific needs.
- Additional in class support from a teacher or a teaching assistant
- Use of specialist equipment
- Observing a child in class or at break and keeping records
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Access to specialised, designated areas, e.g. sensory room.
- Speech and language therapy
- Dyslexia friendly classrooms
- Extra-curricular clubs.
- Investment in resources for use within the intervention groups and for specific pupils in class.
- School trips and experiences both in and out of school.
- CPD for staff so all pupils receive the best possible teaching.

#### **EHCP (Education, Health and Care Plan 0-25 years introduced 2014)**

If a pupil has significant and persistent needs which are a barrier to their learning, we may apply for the child to be assessed for an EHC Plan. This can also be requested by parents/ carers, health professionals and social care professionals. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may require long-term support and/or specialised provision

Having a diagnosis does not mean that a child needs an EHC Plan, as other interventions can be put into place to support the child with needs within school, that will be monitored regularly and updated as appropriate to meet the individual's needs. EHC Plans can never be guaranteed by our school and

are awarded by Manchester's Statutory Assessment Team, based on the range of evidence presented to them.

Parents have the right to appeal against a decision made by this panel.

Parents also have the right to appeal about the contents of the EHC Plan. They can also appeal against the school named in the plan if it differs from their preferred choice.

### **Annual Review of the EHC Plan**

All EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer or issues we are struggling with

The SENDCo will record any amendments to the EHC Plan and will ensure the outcomes of the meeting are sent to the LA.

### **Teaching and Learning**

We believe that all children learn best when taught with their peers. However, some One to One and small group work sessions can also have a positive impact on our learners. St Francis' aim is for all children to be working independently, in class. Children with SEND and disabilities are entitled to be taught by a teacher: they have the right to an education.

### **Adaptations**

When necessary, adaptations are made accordingly to ensure the curriculum and learning environments meet the needs of all pupils with SEND. These might include access to ear guards, writing materials, grips and boards that provide support for individuals.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. In lessons teachers at St Francis, make adaptations and differentiate their approaches and resources to ensure pupils can access the curriculum and engage with the teaching and learning.

### **Expertise**

All of our teachers are trained to work with children with SEND. Our staff all have, access to advice, information, resources and training to enable them to teach all children effectively. The dinner time supervisors also recognise, and support the individual needs of our children in the school. We have access to courses and training for CPD and work closely with many agencies, including: Educational Psychologist, SALT and outreach support from The Grange, Rodney House, Bridgelea or other local specialist schools.

## **Emotional and Social development**

If a child is presenting with social and emotional needs, we will assess what provision is needed taking into account family circumstances and the child's known history of experiences. A child's behaviour at home is not always seen in school and with discussion between parents and school staff issues can be supported and overcome. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or we will refer ourselves.

## **Staffing**

SENDCo- Miss B. Ross  
Contact number- 0161 2233457  
[sendco@stfrancisrscps.co.uk](mailto:sendco@stfrancisrscps.co.uk)

SEND Governor- Mrs M Jordan

## **The Role of the SENDCo**

The SENDCo has an overview of the school's SEND provision. They manage the day-to-day implementation and impact of the quality of education for pupils with SEND. This also involves working with the Head Teacher and Governing Body to determine the strategic development of SEND across the school.

Other responsibilities include:

- overseeing the day-to-day operation of the policy
- co-ordinating the provision for pupils with SEND
- liaising with and giving advice to staff
- attending Pupil Progress meetings
- managing the strategic placement of TAs across the school
- overseeing pupils' records
- liaising with parents
- managing INSET and other professional development opportunities for all staff
- liaising with external agencies
- making applications for statutory assessment
- managing transition for Y6 SEND pupils to high school
- chairing meetings
- making referrals to a range of agencies

## **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs. They are committed to securing the best possible provision for any pupil identified as having special educational needs.

The governing body has identified a governor to have a specific overview of the school's provision for pupils with special educational needs. The Governor with particular responsibility for SEND meets with the SENDCO.

The SEND Governor ensures that all other governors are aware of the school's SEND provision.

## **Accessibility**

At St. Francis R.C. Primary School we as a team strive to enable every child to have the opportunity to engage with activities, such as sport and off-site visits be they SEND or Non-SEND Children. This is provided we can offer the safety measures required.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

## **Bullying**

Bullying is taken very seriously at St Francis RC Primary School. It is not tolerated and the expectations within our school are that when or if a child makes a complaint it is dealt with instantly and there are consequences for any action outside of the schools very clear rules. We promote positive behaviour throughout the school using a variety of innovative approaches to enable us to develop pupils understanding of what bullying is and how we can prevent it. Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St Francis Roman Catholic Primary School endeavour to generate a culture of support, understanding and care among pupils.

## **Working in Partnership with Parents**

Partnership with parents plays a key role in supporting children's Special Educational Needs. At St Francis we do this by:

We do so by:

- Making sure parents and carers feel welcome.
- Focusing on the child's strengths as well as their area of need.
- Agreeing targets for the child.
- Providing all information in an accessible way.
- Instilling confidence that the school will listen and act appropriately.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Inviting parents to reviews and helping them to contribute fully.
- Making parents aware of the Manchester Information, Advice and Support Service and Local Offer.
- Offering drop-ins with the SENDCo.

## **Pupil Participation and Assessment**

The Code of Practice emphasises the importance of finding out the wishes and feelings of children and involving them when decisions are made that affect them. The children at St. Francis School, through a variety of methods, are able to share their successes. Their achievements can be measured by how quickly we as a school narrow the attainment gap and evaluate the children's achievements.

## **Transition**

On transition to secondary school the Year 6 teacher and the SENDCo will meet with the SENDCo of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All points of view are valid and listened to.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. The first point of contact is the Headteacher and SENDCO.

## **Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff, to report to the governors:

- on the progress made towards narrowing the gap, for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.