



St Francis Catholic Primary School
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SEND policy

Version Control:

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1	September 2023	Amendments made to SEND leadership team	F.Dobson	
1.1	October 2024	Amendments made to SEND leadership team	G.Gibbons	
1.2	March 2026	Amendments made to recording to include SENFlow app & listening to pupil aspirations / wishes	G.Gibbons	



A WHOLE SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

'Together in truth and faith we learn and grow as God's family'

The policy is renewed annually, taking into account new legislation, DfE directives, Local Authority guidance and, most importantly, the changing needs of all the children in the school. This current policy has been written by the school's SENCO, with the SEN Governor in liaison with the SLT, all staff and parents of children with SEND.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (2014) and should be read in conjunction with the following guidance, information and policies:

- The SEN and Disability Information Report
- The Disability Equality Policy
- The Disability Access Plan
- The LA Guidance
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding & Child Protection Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with:

- School SENDCO – Mrs Grace Gibbons (Headteacher)
Assistant SENDCO – Miss Beth Goodall, Mrs Rebecca Nicolson & Mrs Olivia O'Bryne
- Senior Leadership Team – Mrs Grace Gibbons (Headteacher) & Miss Wendy Grayston
- Governing Body – Mrs Helen Rees (SEN Governor)

Rationale

St Francis Catholic Primary School is a community that reflects and celebrates the diversity of Christ's Kingdom, where all are seen as gifted and all can learn from each other. Our commitment is to meet the needs of every child as a unique individual. We aim to give witness to the Diocesan Statement on SEN and to work closely with parents in their role as the first and foremost educators of their children.

We believe that:

In accordance with the school's Mission Statement, our aim is to develop the full potential of each individual in a caring and Christian environment. It is incumbent on all members of the community to accept responsibility for children with special or additional needs. We use our best endeavours

to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

What are special educational needs?

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision Code of Practice 2014
- This school also recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'

This policy describes the ways in which we meet the needs of all the children who experience barriers to learning and how we help them to achieve their full potential.

It details how, at St Francis Catholic Primary School, we will do our very best to ensure that the necessary provision is made for any child who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers understand that every teacher is a teacher of every child or young person including those with SEN.

We therefore intend that:

- All children with special educational or additional needs shall receive appropriate educational provision. It is expected that such provision will enable the children to reach their full potential. This policy describes the ways in which we meet the needs of all the children who experience barriers to learning and how we help them to achieve their full potential.

Section 2

St Francis Catholic Primary School is committed to inclusion, and we have developed policies and practices that take into account all learners. We aim to engender a sense of community and belonging, and we will respond to learners in ways which take account of their varied life

experiences and needs. We believe that educational inclusion is about equal opportunities for all learners regardless of their age, gender, ethnicity, impairment, attainment, or background.

We pay particular attention to the provision for, and the achievement of, different groups of learners:

- boys and girls, men and women.
- minority ethnic and faith groups, travellers, asylum seekers and refugees.
- learners who need support to help them learn English as an additional language.
- learners with special educational needs.
- learners who are physically disabled in some way.
- those who are gifted and talented.
- those who are 'looked after' by the local authority.
- those with medical needs.
- those who are young carers.
- those living in families under stress.
- those with additional social and emotional needs.
- learners who are at risk of disaffection or exclusion.
- We recognise that children learn at different rates and in different ways and that there are many factors affecting achievement.

We aim to:

- create an inclusive school environment in which our children are included, valued and challenged, whilst having full access to all elements of the school curriculum.
- ensure that the special or additional needs of all children are identified and met throughout the school through our inclusive curriculum and to meet individual needs through a wide range of provision.
- ensure the identification of all children requiring additional provision as early as possible in their school career.
- ensure that all children with special or additional needs are perceived positively by all members of the school community.
- identify the roles and responsibilities of staff in providing for special or additional needs.
- carefully map provision for all vulnerable learners to ensure that staffing is deployed for maximum benefit.
- resource allocation and choice of intervention, leading to good learning outcomes.
- ensure a high level of staff expertise to meet children's need, through well targeted continuing CPD.
- attain high levels of satisfaction and participation from parents/carers and children.
- ensure that children with special or additional needs are involved, where practicable, in decisions affecting future provision.

In order to meet the aims we will therefore:

- Work within the guidance provide in the SEND Code of Practice 2014
- Identify and monitor children’s individual needs from the earliest possible stage.
- Provide every child with the opportunity to experience success in learning and enable them to achieve their full potential. We recognise that SEN might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- We will ensure that teachers are able to identify and provide for those children with SEN allowing them to join in all school activities, wherever possible, together with children who do not have special educational needs.
- We recognise that EAL is not considered a Special Educational Need and we provide differentiated work and individual learning opportunities for children who are learning EAL as part of our provision for vulnerable learners.
- Focus on individual progress as the main indicator of success.
- Involve the children and parents/carers in the identification, setting and review of targets; (including those that are part of the Individual Education Plan).
- Work in close partnership with the parents/carers and the children identified with SEN.
- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Plan an effective curriculum to meet the needs of children with special educational needs and where necessary ensure that the targets set on the Individual Education Plans are specific, measurable, achievable, realistic and time related.
- Plan for differentiated work that is appropriately matched to the learning needs and ensures progression.
- Deploy a range of teaching and learning styles so that all children can take part in lessons fully and effectively, providing equality of opportunity.
- Provide specific input, matched to individual needs, for those children recorded as having SEN support, a Statement (prior to conversion) or an EHCP
- Create effective learning environments in which children’s achievements are celebrated and independence is fostered
- Set aspirational, yet achievable, targets for learning.
- Help children to manage behaviours that hinder either their own or others learning.
- Ensure that children who need help to learn English receive appropriate teaching and support.
- Ensure that the children identified as ‘gifted and talented’ receive appropriate provision as outlined in our gifted and talented policy.
- Ensure that those children with medical needs are identified and have an up-to-date health care plan if deemed necessary by the appropriate health professional.
- Liaise with outside agencies to ensure high quality provision

SECTION 3

Identifying Special Educational Needs

We respond to the four areas of SEN as outlined in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory / physical

We recognise that the following are not SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Provision for children with special education needs is a matter for the whole school. The governing body, head teacher, SENCO /ASENCO and all other members of staff, particularly class teachers and teaching assistants, have important day to day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need this information may be transferred from other partners in their Early Years or previous school setting. External agencies may also have contributed to this information.

The class teacher and the SENCO will then use this to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for the planning the next steps of the child's learning.
- The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to help to establish whether the problems are due to limitations in their

command of English or arises from special educational needs.

SECTION 4

A Graduated Approach to SEN Support

In considering these arrangements, the school has taken into account the following statements and definitions:

- *“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or children’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*
‘Inclusion: does it matter where children are taught?’ (Ofsted, 2006a)
- *“The Code of Practice states that children must be receiving support which is “additional to” or “different from” the usual school curriculum. This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the child in order to improve his or her access to the curriculum.”*
“Achievement for All” (National Strategies: 2009)
- *Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*
Ofsted SEN Review 2010
- *“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*
SEN Green Paper: Support and Aspiration (DfE: 2011)
- *‘Children are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching’*
Code of Practice 2014 Section 6.37
- All learners will have access to quality first teaching.
- All teachers are seen as teachers of children with special educational needs, and they are responsible for progress and achievement. The teacher is responsible for the planning and deployment of any teaching/support assistants. Support assistants must be given a teaching plan and feedback progress to the teacher after each session.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some children will have access to Wave 2 or 3 interventions. These will probably be children who are underachieving and have been identified by the school as needing to

make accelerated progress but will not necessarily be children with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for children with SEN.

A provision map which outlines and monitors all additional intervention across the school, enables the school to:

- plan strategically to meet children' identified needs and track their provision.
- audit how well provision matches need.
- recognise gaps in provision.
- highlight repetitive or ineffective use of resources.
- demonstrate to all staff how support is deployed
- inform parents, external agencies and Ofsted about resource deployment
- focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

The Roles and Responsibility of the Class Teacher

The class teacher will liaise with the SENCO to agree:

- which children are underachieving and need to have their additional interventions
- which children need to be monitored – but do not have special educational needs.
- which children require additional support because of a
 - special educational need and need to be placed on the school's SEN register.
 - Some of these children may require advice/support from an outside professional and, therefore, need an Individual Learning Plan to address a special educational need (this must include children with statements). It is the responsibility of the class teacher to write and maintain ILP's and give copies to the parents and the SENCO
- The class teacher must meet regularly with the parent/carer in order to discuss progress and set new targets. The main findings of the meetings must be recorded and include the views of the parents. Copies of the minutes must be given to the SENCO.
- The class teacher and the SENCO will meet regularly in order to discuss the progress and outcomes for children whose progress needs closely monitoring. These children will also be discussed in the planned child progress meetings.
- At the time of transition, the class teacher is responsible for passing on any information to the receiving teacher.
- The class teacher must contribute to any reviews.
- The class teacher will secure good provision and good outcomes for all groups of children by:
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL children which reduces linguistic difficulty whilst maintaining cognitive challenge.
 - ensuring there is adequate opportunity for children with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" the educational provision made generally for children of their age in schools

- ensuring effective deployment of resources –
- ensuring, in line with school policy, teaching assistants are given a copy of lesson plans and ILP's

Managing Children on the SEN Register

- Children will be placed on the school's SEN register when it is clear that their needs require.
- Intervention which is "additional to" or "different from" the well-differentiated curriculum offered to all children in the school. Equally, if a child makes adequate progress then their name will be taken from the register, but monitoring will continue. This will always be discussed with the parents.

Reasons for a child being added to the SEN register may include the fact that her/she:

- Makes little or no progress, even when teaching approaches are targeted and the ASSESS – PLAN – DO- REVIEW cycle has been implemented.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which do not improve with intervention e.g. targeted mental health, counselling.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress.

Under-achieving children and children with EAL, who do not have SEN, will not be placed on the SEN register. Intervention for children on the SEN register will be identified and tracked using the whole-school provision map. It may be decided that some, **but not all** children on the SEN register will require an individual learning plan to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the child or contributing to their provision. It would then be the responsibility of that agency to provide a plan and discuss the delivery with staff. Children identified with higher need or children with statements of Special Educational Need (or EHCP) must have an Individual Learning Plan.

Our approach to **Individual Learning Plans (IEP)** is as follows:

- They are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs.
- They are seen as a working document which can be constantly refined and amended.
- Targets will address the underlying reasons why a child is having difficulty with learning – they will not simply be "more literacy" or "more maths".
- They will be accessible to all those involved in their implementation– children should have

an understanding and “ownership of the targets”.

- They will be based on informed assessment and will include the input of outside agencies.
- They have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly (termly).
- They will have a maximum of four short / medium term SMART targets set for or in collaboration with child.

Targets for an ILP will be arrived at through:

- Discussion between teacher and SENCO
- Discussion, wherever possible, with parents/carers and child
- Discussion with another professional

Our ILPs will be reviewed at least termly by class teachers in consultation with the SENCO.

SECTION 5

Exiting and entering the SEN Register

- If a child makes adequate progress, then their name will be taken from the register, but monitoring will continue. This will always be discussed with the parents.

SECTION 6

Supporting Children and Families

Partnership with Parents/Carers

We recognise the importance of parents and carers as the first and foremost educators of their children. We aim to work in partnership with parents and carers by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents/carers opportunities to plan an active and valued role in their child’s education as well as providing parents with an understanding of the ways in which they can help their child.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having and instilling parents with the confidence that the school will listen and act appropriately.
- Focusing on the child’s strengths as well as additional needs.
- Providing parents with appropriate ILP’s, discussing progress towards past targets, outlining the new targets set and the ways in which the parent/carer can help their child achieve these. We have regard for the ASSESS – PLAN – DO- REVIEW cycle.
- Keeping parents/carers informed and giving support when necessary.
- Making parents/carers aware of the range of support services.
- Giving advice on any aspect of SEN that they feel unsure about.

- Providing all information in an accessible way which means having a regard for those parents who may have literacy difficulties or who are unable to understand English.
- Our school website contains details of our policy for SEN, our school information report and our local offer and contact details of SEND support.

Partnership with Children

We recognise that all children have the right to be involved in making decisions and exercising choice. We endeavour to fully include all children by encouraging them to:

- state their views about their education and learning.
- identify their own needs, if possible.
- share in individual target setting – know where they are and how to improve.
- self-review their progress and set new targets - including those on their IEP, if applicable.
- Obtain their voice about their wishes and aspirations

We include children in the annual or Higher Support Needs review meetings by inviting them to the meeting (if deemed appropriate) and including their comments in the final paperwork.

SECTION 7

Supporting Children at School with Medical Conditions

St Francis Catholic Primary School recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school 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.

Some children may have a medical condition and SEN; they may also have a statement or EHCP which will also bring together health and social care needs, as well as their special educational provision.

All children at school with medical conditions are supported in such a way that they are able to manage their condition. Children with more serious conditions have an Individual Health Care Plan which is updated regularly. All staff (including lunchtime supervisors) are given annual training by a qualified provider and this is recorded as part of our safeguarding policy. Key staff in the school have received first aid training which is kept up to date. The school policy for the management of medical conditions can be found on the school website.

SECTION 8

Monitoring and Evaluation of SEND

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about the areas where the child is not progressing satisfactorily. Under these circumstances the class teacher may consult with the SENCO to consider what else might be done. This discussion might lead to the conclusion that the child is in need of help over and above that

which is normally available within the class or subject because their current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in communication.
- Demonstrates an improvement in physical skills.
- Demonstrates an improvement in emotional health.

In order to help children with special educational needs, St Francis Primary School will adopt a graduated response. This may see us using specialist expertise if we feel that our interventions are still not having an impact on the learning of the child. The school will have a record of the steps taken to meet the needs of individual children. The SENCO has responsibility to keep these records up to date. If we refer a child for an EHCP, we will provide the LEA with a record of our work with the child to date and current assessments.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted, and specific interventions put in place and monitored carefully. If no progress is made, then the SENCO will be consulted and a meeting with parents arranged. If necessary, then the child will be added to the SEN register, with the permission of the parents.

The class teacher, after discussion with the SENCO, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the children will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and the teaching assistants within the class and reviewed formally with the class teacher, the SENCO, the parents, and the child (if appropriate). The review would also include any advice from specialist provision or external agencies.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for children is carried out in the following ways:

- Classroom observation by senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- The scrutiny of planning.

- Teacher interviews.
- Informal feedback from all staff.
- Child interviews when setting new IEP targets or reviewing existing targets.
- Child progress tracking using whole school assessment data.
- Monitoring IEP's, IEP targets and evaluating the impact of IEPs on children's progress.
- Attendance records and liaison with the attendance officer - if appropriate.
- Child progress meetings.
- Views of the parents.

SECTION 9

Training and Resources

- SEN is funded through the school budget - apart from those children who receive higher needs funding.
- Training for all staff is organised through CPD and all staff receive quality training. Teaching assistants are invited to attend any training that would be beneficial, and they are also given additional training by the SENCO.
- Training is also bespoke depending on the need of the child. For example, when a child came to school with Autism, all staff received training on basic Autism level 1 training and the front-line workers complete a more detailed course. Records of training are kept in the school.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around SEN.
- All staff receive an update in training when any changes take place. The most recent training has been the changes and implications of the new Code of Practice 2014.
- The school's SENCO regularly attends training to update her own skills and knowledge and attends network and cluster meetings in order to keep up to date with national and local updates in SEND.

SECTION 10

Roles and Responsibilities

First and foremost, it is recognised that all staff in the school have a responsibility for maximising the achievement and opportunities for vulnerable learners.

Head Teacher

- The head teacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions, which will maximise their opportunity to learn.
- The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to various co-ordinators within the school (see staffing).

The head teacher will be informed of the progress of all children and any issues with regard to the school's provision in this regard through:

- analysis of the whole school tracking system.
- child progress meetings with individual teachers.
- regular meetings with co-ordinators – including Key Stage leaders, subject leaders and the SENCO. This will also include the nominated teachers for CLA and CP.
- discussions with parents/carers.
- discussions with children.

Special Needs Co-ordinator & Assistant Co-ordinators

In accordance with the recommendations in the revised Code of Practice 2014, the SENCO's will oversee the day-to-day operation of this policy in the following ways:

- maintaining the SEN register.
- maintenance and analysis of whole school provision for children with SEN.
- co-ordinating provision for children.
- liaising with and advising all staff.
- overseeing the records of children with additional needs.
- liaising with parents in conjunction with the class teacher. This will include discussions about progress, current targets and listening and recording views. It is not essential that the SENCO attends all reviews, but the class teacher must ensure that the main points of the review meeting and the views of parents are recorded.
- contributing to the in-service training of staff and advising on CPD.
- implementing any Annual or 'Higher Needs' reviews that are necessary.
- carrying out a referral to the LA to request multi-professional involvement - if deemed necessary.
- overseeing the transition arrangements and transfer of information for Year 6 children who have additional needs. This will also include children who transfer to or from the school at any time during their primary school career.
- monitoring the school's system for ensuring that Individual Learning Plans, where it is agreed they will be useful for a child with SEN, have a high profile in the classroom, for the parent/carer and for the child.
- regularly evaluating the impact and effectiveness of all additional interventions for children.
- attending area SENCO network meetings and training - as appropriate.
- liaising with the school's Inclusion/SEN Governor about current issues regarding progress/provision for children, including those with SEN (nationally, locally and within school)
- liaising closely with a range of outside agencies to support children.
- converting current Statements to EHCP in line with the new legislation and time scales.

The Role of the Governing Body

The Governing Body's responsibilities include:

- having regard to the SEN Code of Practice (2014) when carrying out its duties towards children with SEN and additional learning needs.
- ensuring that a high standard of provision is made for children with SEN.

- nominating a responsible person (SENCO) to co-ordinate provision.
- ensure that teachers in the school are aware of the importance of recognising and providing for those children identified within this policy.
- ensure that parents/carers are notified of a decision by the school that the child has been identified as SEN and that additional provision has been provided.
- 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 special educational provision they receive, the efficient education of the children with whom they are educated and the efficient use of resources.
- have a written SEN policy containing the information set out in the 2014 Code of Practice.
- report to parents/carers on the implementation of the school's policy for children with SEN needs and ensure that the parents/carers are aware of the names of the people responsible for co-ordinating SEN provision within the school.

Designated staff for Safeguarding

- Grace Gibbons – Headteacher / Special Needs Co-ordinator
- Wendy Grayston Assistant Headteacher
- Sam Harrison – HILTA / Learning Mentor ~ Nurture lead
- Beth Goodall – Assistant SENDCO
- Danielle Lawson – School Business Manager
- Angela Walker – Chair of Governors

Designated staff for the Child Premium Grant

- Miss Grayston

SECTION 11

Storing and Managing Information

- All SEN records are stored securely (through secure SEND drive or SENFlow), and the contents are confidential. Information about any child with SEN sent out of school is either taken by hand or sent via special delivery.
- We adhere to the school policy on Information Management.

SECTION 12

Reviewing the policy

- This policy will be review annually (or more frequently if any of the details change).

SECTION 13

Accessibility

- St Francis Catholic Primary School recognises that the DDA, as amended by the SEN and

Disability Act 2001, placed a duty on all schools and LA's to plan and increase over time the accessibility of schools for disabled children and to implement their plans.

- All subject material can be adapted to meet the needs of children with SEND and is done so where it is felt to be of benefit to the child. Learning can be differentiated across the curriculum to meet needs. In many cases, a child will be able to access the main curriculum using specific resources to aid learning such as: hundred squares, number lines and counting objects in mathematics as well as word walls, word banks and writing frames to support children with their written work.
- The learning environment in each classroom is designed to reach all children being rich in language, mathematics and displayed resources should reflect the unit of study currently taught.
- The school has adapted the building to ensure all children, including those in a wheelchair, are able to be educated in this school.
- Parents can contact key staff by making an appointment with the school office by telephone, in person or by email. We guarantee that we will respond to this request as soon as possible. If a parent stresses that they need to see key staff immediately then we will do our best to do this.

SECTION 14

Dealing with Complaints/ Admissions

- If a parent of a child with SEND has a complaint relating to the provision at school, which cannot be resolved in school, then the complaint will be taken to the governing body. The governing body will then liaise with the Head teacher and the SENCO where the issue will be discussed, and a meeting will be arranged to resolve the matter.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see the Admission policy for the school*).

SECTION 15

Bullying/Safeguarding

We recognise that children with SEND are very vulnerable and we adhere closely to our schools bullying policy. All children in the school receive a curriculum that teaches them how to keep safe and all SEN children are included in this. If it is felt necessary, then a child may be given additional support to help them with this.

At the time of transfer to the phase of their education the children who are most vulnerable are given additional time to visit the new school and meet with key staff. Parents are also given this

valuable opportunity.

SECTION 16

Appendices

Local Offer and Information Pack

Our local offer and SEND information pack can be found on the website. However, all parents can request a copy of this. We will also discuss the contents with any parent who needs further clarification.

Inclusion of children with English as an additional language

Definition

A child who has English as an Additional Language is a child whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL children are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural, or linguistic heritage. We aim to include all children and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No child will be refused admission on the basis of ethnicity or EAL. Children who have EAL will be admitted under the same criteria as any other child applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the child will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Children with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2.
- A further mother tongue assessment may be applicable where SEN is known or where

further information needs to be gathered in the child's first language.

- Work in class will be differentiated to lessen linguistic difficulties without significantly reducing academic challenge. If appropriate, differentiated homework will be provided to enable the child to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for children may be given through first language resources and translation facilities; teaching support on a 1:1 or small group basis, peer group support and pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for children arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling.
- Progress of EAL children will be monitored against both 'A Language in Common' and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set, and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The child will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Mission Statement

Introduction

The school is a Catholic Primary serving the parish of St. Francis.

Our aim is to develop the full potential of each individual as a child of God, responding to present needs and assisting in growth towards responsible adulthood.

Worship

We aim to provide a meaningful variety of opportunities for the celebration and worship of God, in order to educate and deepen awareness and understanding of the individual's faith journey through life.

Programme of Study

The Christian ethos, based on the values of the Gospel, will be in evidence throughout the delivery of the curriculum, together with the provision of a formal religious education.

Communications and Relationships

We aim to ensure effective communication within the school, and with those involved in its life, and to foster loving, caring relationships in accordance with the teachings of Jesus Christ.

Individual Support and Development

We will be aware of the uniqueness of each individual within our community, and will seek to promote a sense of self-esteem, and mutual love and respect through responding to each personal, spiritual and educational need.

School in the Community

We aim to serve God and His people and create an awareness of our school's responsibility to the local, national and international community.

Policy Reviewed: March 2026

By: Mrs G Gibbons - Headteacher & SENDco

Lead Governing Body Member: Mrs Helen Rees

Review: March 2026