SAINT FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL
Special Educational Needs and Disability Policy
Reviewed March 2026
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AIMS FOR SEND PROVISION

MISSION STATEMENT

"Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible."

At St Francis of Assisi Primary School we follow in the footsteps of Christ. We learn to respect each other as we prepare for life in the wider world. Our community is united by its faith in Jesus whose values we both teach and live by. We encourage everyone to share, grow and flourish in faith and love. We respect and acknowledge each other's differences.

WE AIM TO:

- Promote Gospel values where children live, learn and celebrate the teachings of Christ.
- Provide a secure and safe environment where children feel valued and happy.
- Involve parents in all aspects of their child's education and promote positive home-school partnerships.
- Promote excellent standards of Teaching and Learning within the framework of the National Curriculum.
- Develop in each child a sense of achievement, value and self-worth and to encourage children to achieve their full potential.
- Help our children acquire the skills of independent learning.
- Encourage our children to make positive choices and exercise self-discipline.
- Encourage positive relationships, which promote social justice and recognise and celebrate individual differences.
- Develop in our children an awareness and respect for the different cultures and religions present in society.
- Provide quality professional development opportunities for staff and Governors.

EQUAL OPPORTUNITIES

Our position in a Catholic School in a multiracial and multicultural society is clearly expressed as a community brought together to share in one culture through our baptism.

"You are all of you, sons of GOD through faith in Christ Jesus, all baptised in Christ, you have all clothed yourself in Christ, and there are no more distinctions between Jew and Greek, Slave and Free, Male and Female but all of you are one in Christ Jesus."

Galatians 3:26 – 29

This statement continues to be true today 2000 years after it was first proclaimed. For it to be a lived experience of all members of the school we need to have this "Gospel" continually before us so that we can shed the prejudices that we are prone to assume.

In obedience to the guidance of our Bishops we seek to work by the following guidelines in our school:

All men and women are of equal importance in the sight of God and should be equally accorded the respect and dignity due to the children of God. We recognise our obligation of support to those of society who are weakest and most vulnerable. It follows that the celebration of diversity resulting from age, gender, racial and social origins, culture and practice should be regarded as enriching the total Catholic community and not creating any order of esteem.

Consequently, all members of the community are entitled to learn, teach or work in a supportive environment and shall be held in equal esteem.

We endeavour to see that each person employed in our school is fully aware of the aims and objectives of the Church and of the school in seeking to implement them and takes responsibility for these issues in all aspects of school life.

We make every effort to recruit committed and practising Catholics when staffing our school.

Age, sex, ethnic origin, disability, married or single status is not a consideration in the recruitment of staff, but simply the matter of qualification, experience and suitability to the proper discharge of relevant duties.

Children who are admitted to the school and their families must be fully aware of the aims and objectives of the Church and school and undertake to support them.

Every child is held in equal esteem as a child of God. Their individual needs are carefully assessed and monitored in the light of their abilities, talents, previous and present experience and their full and appropriate entitlement to educational and spiritual provision made available to them.

INTRODUCTION

According to the National statistics (Special educational needs in England: January 2024) 19.4% of pupils nationally are registered as SEND; of this 5.2% of pupils have an Educational Health and Care plan (EHCp), 14.2% have SEN support. This information does not include those that have not yet been identified. It is estimated that 25% of pupils throughout the country have Special Educational Needs at some point in their time at school; most needs will be short term. Some pupils have long-term needs and will have learning support throughout their school careers.

St. Francis of Assisi Catholic Primary School is an inclusive school and we believe in the equality of opportunities for all children including those whose needs are defined in the SEND Code of Practice 2014 under these four areas:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

What are Special Educational Needs?

Children have special education needs if they have a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty if they:

a. *have a significantly greater difficulty in learning than the majority of the children of the same age*

b. *have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.*

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.

Special education provision means:
For children of two or over, education provision which is additional to, or otherwise different from, the educational provision made for children without SEND.
(See Section 312 Education Act 1996)

Inclusion of pupils with SEND

St. Francis of Assisi Catholic Primary School believes in creating an atmosphere in which all of its pupils can develop in confidence. In order to promote tolerance and understanding of all pupils, we monitor and plan actions in order to develop and achieve inclusion for all. The teaching and learning achievements, attitudes and wellbeing of all are valued and

celebrated. It is recognised that through inclusion all pupils benefit from a wider range of social experiences, awareness and sensitivity towards the difficulties of others. To our best endeavour, we give all children with Special Educational Needs and Disabilities the same learning opportunities as their peers.

Inclusion at St. Francis of Assisi Catholic Primary School means:

- welcoming children from all backgrounds
- accepting children of varying attainment
- equality of opportunities for all children
- rights of all children in line with the Children and Families Act 2014 and the Children's Act 1989
- carefully considered planning and appropriate adjustments to teaching and learning
- ensuring a holistic approach to each child including the development of their social and emotional wellbeing
- an ethos underpinned by comprehensive policies
- working collaboratively with outside agencies
- school clubs, educational visits and residential trips are available to all children.

St. Francis of Assisi has clearly set out admissions criteria based on these principles available from the school and on the website.

If a child has an Education, Health and Care Plan **(EHC plan),** there is a process by which parents can name St. Francis of Assisi as the school of their choice. In this case the LA will approach St Francis of Assisi on the parents' behalf. The Headteacher and / or SENDCo and where necessary in consultation with the Governors, will consider whether St. Francis of Assisi can meet all the specific needs of the pupil without prejudicing those of the other pupils in the school.

The school will consider the following matters during a consultation, as set out in the guidance by the Local authority;

- Whilst the Local Authority will take account of whether the school is already nominally full (i.e, it has reached its standard admissions number), this is unlikely to be sufficient reason for saying that the admission of the child would represent an incompatibility with the provision of efficient education of others or the efficient use of resources.
- Schools are expected to make reasonable adjustments, or take reasonable steps, to make arrangements for children with EHCp's in order to avoid any potential incompatibility.
- The school funding structure sets out the means whereby schools are funded to meet SEND, including the children with an EHCp. It is not therefore generally appropriate to argue incompatibility with the efficient use of resources if your concerns relate to the approved funding structure.

1. INFORMATION ABOUT EDUCATIONAL PROVISION

1.1 Objectives of the SEND Policy

The school aims to give every child, including those with Special Educational Needs, equal opportunities to develop in the fullest sense and realise their full potential. To help ensure this is achieved for children with Special Educational Needs, St Francis of Assisi will ensure:

- pupils with SEND are identified as early as possible and that early action is taken to meet their needs
- pupils with SEND are involved, where possible and reasonable, in the decision-making processes regarding their own learning
- pupils feel confident that they are listened to and that their views are valued
- parents are told when their child is identified as a pupil with SEND
- parents are involved in the programme of support for their child
- parents' views and support are valued
- clear, relevant, informative records follow a pupil through school

1.2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

Our SEN policy and information report aims to set out how St Francis will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).

In order to achieve the best outcomes for pupils with SEND we aim to:

- Create a school environment in which all children are included, valued and challenged, whilst having full access to a broad and balanced school curriculum.
- Ensure that the SEN of all pupils are identified and met throughout the school through an inclusive curriculum.
- Ensure that pupils with SEND have an Individual Support Plan (ISP); this may include universal, targeted and specialist support to meet the individual's needs.
- Provide Governors, parents and when relevant pupils, with the opportunity to share their views of SEND provision and school produced documentation.

- Provide clear guidance for teachers, parents and Governors regarding the implementation of the Code of Practice within the school.

- Identify the role and responsibilities of staff in ensuring the inclusion of children with SEND.

1.3 Roles and Responsibilities

The Governing Body:

- in cooperation with the Headteacher, determines the school's general policy and approach to provision for children with special education needs and maintains a general oversight of St. Francis of Assisi's SEND work.
- in cooperation with the Headteacher, establishes the appropriate staffing and funding arrangements for SEND provision.
- produces an annual report which includes information about the implementation of the SEND policy.
- where complaints relating to SEND cannot be resolved at Stage 1, these will be referred to the governing body, in line with the complaints policy.

The Headteacher:

- is responsible for the day to day management; ensuring provision for children with SEND is as it is described in the SEND policy
- keeps the governing body informed on developments in SEND provision

The SEND Co-ordinator or SENCO: Susana Sousa e Silva

- is responsible for the day-to-day operation of the school's SEND policy
- ensures Individual Support Plans (**ISP** – see below for explanation) are in place
- keeps records on pupils with SEND maintaining files containing current ISP and cumulative information such as specialist reports, past ISPs, and reviews
- keeps track of the number of pupils at different stages of SEND
- is responsible for ensuring staff are properly trained for their role in SEND provision
- liaises with external agencies, including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Works closely with a team of support staff to ensure they have the right training for the pupils they work with, they receive the support needed in order to carry out their role and have regular update meetings on pupils they work with.

Class Teachers:

- are responsible for the learning of all pupils in their class including those pupils who have SEND. They give equal attention to all pupils who may need support with their learning. They ensure any support (such as that from a teaching assistant) is in addition to and in no way replaces the attention pupils receive from their class teacher.

- are familiar with the SEND Code of Practice
- are responsible for using the proper procedures for identifying, assessing and making provision for pupils with SEND. They are responsible for giving pupils with SEND "attainable targets to encourage their development and promote self-esteem". The targets and strategies are discussed with parents, are written in the pupil's Individual Support Plan and are available for the adults who work with the pupil.
- are responsible for informing the SENDCo and parents of any pupils they identify as having an area of need which requires learning support
- have experience in supporting pupils with a range of needs e.g. speech & language difficulties, autistic spectrum, Specific Learning Difficulties (dyslexia), behavioural difficulties
- have experience of working with other professionals i.e. support teachers from within the school, teachers from Pupil Support Service, the school Educational Psychologist, the Speech & Language Therapist, Occupational Therapists etc.

Support Teachers:

- support children individually or in groups
- may participate in meetings, contribute to records and assessment procedures, help draw up I.S.P.s (see below for explanation) and plan work for individuals or group work.
- assist class teachers
- Class TA's who work as general class assistants; may support a target group of pupils in their learning. Some of the pupils in the group may have an EHC plan or an Individual Education Plan.

SEND teaching Assistants and Learning Support Assistants (SEN TA or LSA):

- work with pupils who have SEND. They may support one pupil with an EHC plan or they may support a target group within a class.
- liaise regularly with the SENDCo, class teacher, support teachers and outside specialists.
- If the SEN TA is supporting a pupil on an EHC Plan, she/he will work according to the strategies recommended on the Statement (or EHCP) and the pupil's Individual Support Plan. This may be individual support, group work or whole class support. It may also involve monitoring and recording the pupil's progress in an agreed way.
- Class TA's who work as general class assistants; support a target group of pupils in their learning. Some of the pupils in the group may have Individual Support Plans.
- They will be given opportunities to develop their skills through additional training as identified and required to meet the needs of the child they are working with.

Kitchen staff and playground staff

- The Head, Assistant Head/ SENDCo inform mid-day meal supervisors of the dietary, physical or behavioural needs of any pupils who may need special attention or care at lunch times.

1.4 Facilities which increase access to the School and its Curriculum

- Curriculum differentiated work is further facilitated by learning support teachers and teaching assistants
- Computers and a wide selection of programmes to meet varied needs are part of the resources available.
- Physical access is enhanced by lifts (currently not in operation - awaiting funding for repairs), ramps to the playground, ground floor classrooms and hall.
- Where necessary, reasonable adjustments including changes to classrooms may be provided on a temporary basis. e.g. a child moving to Key stage 2 with physical needs may not be able to access the upstairs floors whilst lift is not in service.

2. IDENTIFICATION, ASSESSMENT AND PROVISION

2.1 Identification and assessment

A child's special educational needs may have been identified before they arrive at St. Francis of Assisi, or may be identified once they arrive at St. Francis of Assisi, often by class teachers or parents. Identification of special educational needs at St. Francis of Assisi is part of the continuous cycle of assessment.

To identify children with SEND, St. Francis of Assisi uses guidelines as set by the Local Educational Authority. The guidelines help the school to point out a concern if a pupil is under-attaining, compared to what is expected for the year group.
The school measures children's progress by:

- their performance as monitored by the teacher as part of on-going observation and assessment
- the results of baseline assessments
- progress against the National Literacy and Numeracy objectives
- performance within the National Curriculum at the end of a key stage
- screening or assessments of reading, spelling etc.
- In some instances, assessments may be carried out by other professionals such as ; The educational psychologist (EP), occupational therapy (OT), physiotherapy, speech and Language(SALT), Autism Advisory Service(AAS), Cheyne Child Development Service(CCDS), Children and Adolescent Mental Health service (CAMHs) etc.

Once SEND needs are identified, St Francis of Assisi will intervene to provide additional support, using a staged approach.

The **triggers for intervention** could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- has an identified need that has been shared with the family and a referral / request for further support has been made with the consent of the parents.
- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed by the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication or /and interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

St Francis of Assisi recognises that some children may have Literacy difficulties (Specific Learning Difficulties also known as dyslexia)and focuses on teaching in a way that supports these children. We recognise that there is a range of pupils within this spectrum and that each pupil has different specific needs. These pupils may have small group or individual learning support.

The National Curriculum uses a structured approach to language & literacy; classroom strategies for teaching reading, phonics, writing and spelling are structured and more multi-sensory; this is beneficial to all pupils including those with Specific Learning Difficulties.

If there is a concern about a child's learning or behaviour, the class teacher will record concerns about the child's difficulty and speak to their parents informally and at consultation times, to exchange information.

If a child is receiving additional support the class teacher and the SENDCo talk to parents and the pupil (and any other teachers involved with the child), and draw up an **"Individual Support Plan"(ISP)**. At this stage extra teaching support or a behaviour programme may be put in place. The ISP sets out targets and strategies for the child. A review date is set to assess progress. The school may ask parents to work with the child at home. Parents and pupil's views will be considered when drawing up the plan. The school may also ask if they can talk to the family doctor about the child.

If the teachers and parents feel that further advice or assessment would be useful we are likely to look for some specialist help or advice from outside the school. This help will be part of the child's Individual Support Plan. For example, we might

consult with our Educational Psychologist or refer to a specialist teacher through the Pupil Support Service or other services as provided by the Tri-Borough.

The Educational Psychologist visits the school regularly. The school will ask for parental permission to consult with the Educational Psychologist about a particular child. However, whole class observations can take place without requesting consent. Parents, teachers and educational psychologists work together to bring about an improvement in the pupil's learning or behaviour.

Education, Health and Care Plans (EHCP)

Most pupils' needs are met by the strategies put in place through additional support. However, a very small number of pupils may have difficulties that may be of a more long-term nature. In this case the school (or the parent) may ask the Local Education Authority to undertake a Statutory Assessment.

The LA then gathers information from all the professionals concerned with the pupil and from the parents. If appropriate, an EHCP is then drawn up. In this document, the needs and the provision given by the LA are clearly outlined. Some pupils' special educational needs are assessed at preschool age; they enter reception with an EHCP and with appropriate provision and support in place.

2.2 Allocation of Resources

In addition to the resources that all pupils use, there are special resources for SEND children provided by external agencies through the LA (Local Authority)

- The Outreach Team (Behaviour Focus) is provided by the Ormiston Academies Trust (OAT) using LA Criteria and funded by the LA. Referrals for this support are made directly to the service. Pupils would normally be receiving additional support.
- Educational Psychologist
- We have a number of SEND teaching assistants who provide significant support to pupils with SEND.
- Early Help Team
- Speech and Language Therapist (SLT)
- Occupational Therapist (OT)
- School Based Social Worker
- School Nurse
- Autism Advisory Service (AAS)
- School counsellor (CCS)
- Clinical Psychologist
- Children and Adolescent Mental Health Service (CAMHs)
- Sensory impairment team

2.3 Access to the curriculum

The school endeavours to provide all children with full access to all areas of the National Curriculum and the general school curriculum. Where necessary, tasks are tailored to meet individual needs.

- Teachers make provision for SEND pupils in short and long term planning
- All pupils with SEND, including pupils with EHCPs, are taught in appropriate group settings (mixed ability or intervention groups).
- Teachers ensure a variety of pupil groupings for learning and working in the classroom – mixed ability, friendship, interest groups etc.
- Monitoring of curriculum progress for all pupils is done at the end of each term. This is done by all class teachers using national criteria.

2.4 Review of provision

The school will regularly discuss progress of pupils (Assess, Plan, Do and Review)

- ISPs are reviewed termly with class teachers and copies are shared with parents
- Pupils with EHCp will have an Annual review of their EHCp outcomes and progress made throughout the year, this will include the input of a range of professionals.
- Pupils who are due to transition may have their EHCp reviewed at an earlier stage e.g. year 6 pupils in September before applying to secondary schools. There may be times when it is necessary to share information regarding pupils with SEND with the SENDCo from the school they will be transitioning to.
- Interim reviews of EHCp can happen at any point if needs are deemed to as not being met with the current level of support outlined in the pupils EHCP
- Team Around the Child / Family meetings (TAC / TAF) may be called at different stages if multiple agencies are involved with the pupil/family.
- Pupils without an EHCP which have Individual Support Plans (ISPs), have these reviewed on a termly basis
- Class teachers are regularly asked for updates on pupils with SEND and are regularly informed of professional involvement and any targets that have been set.

3. PARTNERSHIPS BEYOND THE SCHOOL AND STAFFING POLICIES

3.1 Working with Parents

- St. Francis of Assisi publishes its Send Information Report (School Offer) as part of RBKC's Local Offer on the school website in line with the requirements of the new 2014 Code of Practice.
- Parents can also access information about SEND in the policy section of the school website including our school offer and the LA offer.

- There are many opportunities for parents to meet teachers at St. Francis of Assisi, to build relationships and exchange information, including informal coffee mornings.
- If there is a concern about a pupil the class teacher will make an appointment to see parents, discuss the concern and together form a plan to help the child. Any meetings, whether teacher or parent initiated, are recorded. Copies of letters must be kept and filed
- Some parents may wish to provide supplementary private provision for their child. This would take place outside school hours. If parents are considering paying privately for assessment or tutoring, they are strongly advised to consult school first.

3.2 Staff Development & Training

- Classroom assistants have SEND training both from St. Francis of Assisi and external providers. They understand the SEND policy and fully participate in whole school development staff meetings.
- The SENDCo and other SEND staff regularly attend inset courses.
- Staff meetings to discuss SEND updates and relevant information take place regularly

3.3 Use of teachers, facilities and educational support services outside the school

The Education Psychology Service

The Educational Psychologist visits the school regularly to work with teachers on:

- consultation with and assessment of individuals, groups or classes who are causing concern or not reaching their full potential under the four areas of needs as outlined above
- consultation on organisational issues that cause concern.

This work is carried out according to the needs and priorities of the school through collaborative work with teachers. Consultation takes place with the class teacher, parents and SENDCo. This partnership illustrates the view that the E.P. cannot be an effective agent of change in relation to school-based concerns when s/he works alone. But s/he can be an effective role partner with skills and expertise to share in supporting teachers as agents of change within the school.

3.4 Links with other Schools

When a pre-school pupil with SEND is transferring from a nursery or preschool facility to St. Francis of Assisi Reception class, a visit by the class teacher or SENDCo to the nursery is arranged where possible. The school may also request transference of the pupil's confidential file.

For Year 6 pupils, St. Francis of Assisi also takes part in the borough scheme of transferring information to secondary schools.

3.5 Links with other Services and Organisations.

Early Help Team
When requested, the Early Help Team will liaise with the SENCo/Assistant Headteacher to check attendance and help the school to follow up lateness and absence. Records are kept by the SENCo/Assistant Headteacher.

Children and Family Services
The school liaises with social services if a family is involved with them. In practice this involves attending case conferences, writing reports and liaising with social workers in cases of emergency or serious concern.

The Autism Advisory Service (AAS) supports children and young people with an Autism diagnosis or who is on the Autism pathway to be assessed as part of a multidisciplinary assessment.The team works in Early Years settings, primary schools and secondary schools in order to fully include children with Autism in mainstream settings and fulfil their learning potential and social communication skills. *They can only work with a child who has a diagnosis of ASD or who are on the pathway for a multidisciplinary assessment for ASD.*

Early Years Intervention Team supports pupils in the EYFS who have behavioural difficulties or where a teacher has concerns regarding a child in relation to any of the four areas of SEND.

SENDIE team supports schools with pupils who may present with SEND needs and require additional support or advice. Pupils must reside in RBKC or Westminster to access this service.

INSPIRE supports pupils who are residents of Hammersmith and Fulham. Through ASK SAL referrals school can identify support for pupils that may not be on offer through RBKC. Teams working in INSPIRE support pupils with Autism, vision and/or hearing impairment, speech and language, occupational therapy etc...

OAT– Ormiston Academies Trust provides outstanding education and intervention through Alternative Provision (AP) Academies, Special Academies and outreach teams who work hard to ensure that every learner reaches their full potential. Their core values of Resilience, Compassion and Innovation are central to our work.

We also work with a range of other services provided through the Bi-Borough, including Sensory Language Impairment Team, Visual Impairment Team, Autism and Early Intervention Team, Speech and Language Therapists and Occupational Therapists.

3.6 Complaints Procedure

Initially an attempt will be made to resolve a concern about SEND provision at school level, within 10 school days of the concern having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or Headteacher become involved.

If the concern is unresolved, then the person raising the concern is advised of their rights under Section 23 of the Education reform Act to make a formal complaint, in line with the school's Complaints Policy.

Families can seek additional advice and support from their local authority by accessing the Local Offer.
The Royal Borough of Kensington and Chelsea:
https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0
The London Borough of Hammersmith and Fulham:
https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send-and-local-offer
The borough of Westminster:
https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0
The borough of Brent:
https://www.brent.gov.uk/children-young-people-and-families/send-local-offer
The borough of Ealing:
https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0

Appendix 1

Abbreviations

COP	**Code of Practice**
CPD	**Continuous Professional Development**
CT	**Classroom Teacher**
EAL	**English as an Additional Language**
EP	**Educational Psychologist**
FSW	**Family Support Worker**
ISP	**Individual Support Plan**
IST	**Individual Support Teacher**
LA	**Local Authority**
LST	**Learning Support Teacher**
OT	**Occupational Therapist**
PT	**Play Therapist**
SEND	**Special Educational Needs and Disability**
SENDCO	**Special Educational Needs and Disabilities Coordinator**
TA	**Teaching Assistant**

4.2 Appendix 2

Further Information

Here are a list of useful sources should you need additional information;

SEND Code of Practice (Jan 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Council for Disabled children
https://councilfordisabledchildren.org.uk/about