

St Francis of Assisi Catholic Primary School



Special Educational Needs and/or Disabilities Policy and Local Offer

2024 – 2025

St Francis of Assisi Catholic Primary School
SEN Policy and Local Offer for Children with Special Educational Needs and/or Disabilities

Context:

St Francis of Assisi Catholic Primary School

St Francis is a two-form entry, Catholic Primary school, situated in Crawley. St Francis is a rich, vibrant learning community. Our Mission Statement clearly reflects our belief that God is at the centre of all that we do. As a school community, we work together with our parents and our Parish, to provide a caring, stimulating and nurturing environment.

At St Francis of Assisi Catholic Primary, God is at the heart of our school

***We** try, everyday, to follow Jesus' commandment 'Love one another as I have loved you'*

***We** do this through love for our families, our friends, and our school*

***We** respect our environment and recognise our responsibility for it*

***We** encourage in each other a love of learning*

***We** rejoice in each others' uniqueness*

***We** place prayer and worship at the centre of everything we do*

***We** are a community of love dedicated to God*

*Our school is somewhere **We** can grow together*

Definition of SEND

At our school we use the definition of SEN and of disability from the revised SEND Code of Practice (2014).

These states:

SEN: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is different from or additional to that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Key roles and responsibilities

SENDCO (Special Educational Needs and Disability Co-ordinator)

The SENDCO has day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual mainstream pupils with SEND, including those who have an EHC Plan.

Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENDCO name: Clare Strudwick

Contact details: Send@stfrancisassisi.org.uk or 01293 521009

Inclusion Governor: Angela Wilding

Looked after children: Clare Strudwick (AHT)

Pupil Premium funding: Fran Date

Aims and Objectives

Our aim at St Francis of Assisi Primary School is to enable all pupils to be valued as individuals, managing their needs sensitively and effectively so they progress to their highest level of achievement, Pupils are equipped with the appropriate skills, maturity, knowledge and spirituality for a successful career throughout their educational lives, encouraging them to be able to contribute to a diverse and challenging community.

We the staff, parents and governors do this through:

- Creating a secure and caring environment which encourages the Christian traditions of worship and community service, in the context of a multi-cultural community, and celebrating that we are all uniquely made in God's image.
- A well planned and well delivered curriculum, where children are expected to discover and achieve their personal goals.
- Setting boundaries and developing patterns of good behaviour, respect and care for others.
- Clear process for identifying, assessing, planning, providing and reviewing pupils who have SEN and disabilities with parents/carers at the centre
- Training needs of staff is identified and met for general awareness of the provision for special educational needs and specific and practical/support training for specific difficulties, e.g. speech and language

Identification of needs

Schools within the Crawley Locality have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The SEND code of practice outlines four broad areas of need:

Communication and interaction: Children with speech, language and communication needs and/or autism may have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand or use

social rules of communication ie in conversation. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Autistic children are likely to have differences with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning: General learning difficulties may show themselves in the following ways; presenting as low levels of attainment across the curriculum, learning at a slower pace than their peers even with suitable scaffolding in place. Children may have difficulty in acquiring skills (notably in literacy and numeracy), difficulty in dealing with abstract ideas and generalising from experience. Learning difficulties cover a range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD) This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

The British Dyslexia Association (BDA) defines Dyslexia as: ‘a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and processing speed. Dyslexia occurs across the range of abilities.’

Characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed, as detailed by Sir Jim Rose in his 2009 Report. Teachers ensure that their learning environment and teaching styles provide inclusive, multi-sensory quality teaching for all.

The British Dyslexia Association (BDA) defines Dyscalculia as: ‘a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of mathematics and experience and occurs across all ages and abilities.’

Whilst we are not able to diagnose Dyslexia and Dyscalculia, we do have screeners (GL assessment) and tools (The Steve Chinn checklist) which help us to identify a pupil’s needs and support. If needs are identified, the child may be added to the SEND Register and will receive support. St Francis School has been working towards the West Sussex Learning and Behaviour Advisory Team (WSSCC LBAT) Dyslexia and Dyscalculia Inclusive Practice Award (DaDIPA) for moderation this year.

Social, emotional and mental health difficulties: Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children with physical needs (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Autistic children may have difficulty processing everyday sensory information. Any of the senses can be either over-sensitive (hypersensitive) or under-sensitive (hyposensitive), or both, at different times. Both can have an impact on how autistic children experience school.

We will identify the needs of each pupil by considering the needs of the whole child which are broader than just the SEND of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Graduated response

Every teacher is a teacher of children with special educational needs. Teaching all children is therefore a whole school responsibility. The revised Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Individual Learning Plans (ILPs) are used to record additional provision for children with EHCPs.

At St Francis of Assisi, we believe in a 'high quality teaching' approach and use Rosenshine's principles to support this. The key characteristics of high-quality teaching are:

- highly focused lesson design with clear, defined objectives
- high expectations of pupil involvement and engagement with their learning
- high levels of interaction for all pupils • appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils
- high expectations Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, scaffolding for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and ensure high quality teaching.

Assess

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings where appropriate. We keep track of pupils' progress through termly tracking meetings and regular Key Stage meetings. We quickly identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Plan and Do

Where it is decided to provide a pupil with SEND support, we will talk to the parents/carers and child. We will advise and agree what adjustments, interventions and support will be put in place, with proposed outcomes discussed too. If an intervention is to be run as a 1:1 or group activity, then we always aim to minimise the time away from the classroom.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed as scheduled. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Assistant Head Teacher's, Key Stage Leads and Subject Leads
- analysis of pupil tracking data
- monitoring of procedures and practice by the Inclusion governor

What does Additional Support mean?

Additional support does not necessarily mean that the child will have Teaching Assistant support. SEND support can take many forms:

- a special learning programme for the child
- extra help from an adult
- making or changing materials or equipment
- working with the child in a small group
- observing the child and keeping records
- helping the child to take part in class activities
- supporting the child with physical or personal care difficulties

Managing pupils needs on the SEND register

Children on the SEND Register with an EHCP will have an Individual Learning Plan (ILP) which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them. Other children receiving SEND Support will have a one page profile. Class teachers, parents, pupils and other professionals will all contribute to these documents which are designed to be working documents that are updated to reflect the current needs of the child. Parents and carers are invited to attend Parents Evening twice per academic year, where they can speak with their child's class teacher. The SENDCO will also be available during these times, should parents wish to discuss anything further. ILPs and profile sheets are shared with parents and sent home three times a year. Parents may also request additional contact with the SENDCO where necessary to discuss concerns.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating the plan, with support from the SENDCO. These are then shared with everyone involved with the child. The SENDCO reviews all school records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level mainstream providers (schools and academies) are expected to contribute the first 20 hours of additional educational support provision for learners with SEND from their notional SEND budget.
- A small amount of specialist or personalised level top-up funding above 20 hours of support is provided on a per-learner basis when a child has been assessed by the Local Authority as meeting the threshold for an Education Health Care Plan (EHCP)

Supporting children with a medical condition

The school recognises that pupils 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 may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place.

Monitoring and Evaluating SEND

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.
- Governing Body is kept up to date about any issues in the school relating to SEND
- Working closely with the SENDCo

The SENCo is responsible for:

- Co-ordinating all the support for children with special educational needs and or disabilities
- Overseeing day to day operation of the schools SEND policy, making sure all children get a consistent, high quality response to meeting their needs in school
- Co-ordinating provision mapping in class for individual pupils and across the school
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Social Communication Team, etc.
- Updating the school's SEND register and records, a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood, and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Working with the Senior Leadership team to coordinate provision within the school
- Supporting your child's class teacher to complete provision maps that specify the targets set for your child to achieve and/or individual provision map
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are;
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are progressing
 - involved in planning ahead for them

Class teachers are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet the child's individual needs (also known as scaffolding). This is termed 'Quality First Teaching'.
- Checking on the progress of each pupil and identifying, planning and delivering any additional help the pupil may need (this could be targeted work, additional support, adapting resources etc..) and discussing amendments with the Inclusion Leader as necessary.
- Contributing to the provision mapping process and sharing outcomes with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with the pupil in school are aware of the pupil's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with the pupil in school are supported in delivering the planned work/programme for the pupil, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Making use of West Sussex Ordinarily Available Practice document (OAIP) to support their practice
- Directly liaising with parents of children with SEND

Learning Support Assistants (LSA's) and Teaching Assistants (TA's) are responsible for:

- supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the SENDCO
- providing feedback to the class teacher/SENDCO regarding children's progress in class lessons and towards individual targets
- keeping records of their work with individuals or groups as appropriate
- delivering (and reporting back on) specific intervention programs under the direction of the SENDCO and/or class teacher

Governors will ensure that:

- Making sure that the school has an up-to-date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Storing and Managing SEND Information

Information relating to SEND is stored on the school server or in locked cupboards in the SENDCo office. When a child leaves St Francis School their SEND information is passed onto their next school and signed for by the receiving school.

Complaints

Parents who are dissatisfied with the school's provision for special educational needs should in the first instance report this to the class teacher - if they remain dissatisfied, they should make an appointment to see the SENDCO/Headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for special educational needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, the parents should contact the Local Authority for advice, support and information.

Reviewing the SEND Policy

In line with school and government policy, the SEND policy is reviewed annually by the SENDCO and approved by the Full Governing Body.

This policy has been ratified by the Full Governing Board in January 2025

The policy will next be reviewed in January 2026