



St Francis Xavier Catholic Primary

SEND Policy

APPROVED BY: GOVERNING BODY

DATE APPROVED: NOVEMBER 2025

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NOTE: The terms child/children are used throughout to refer to children and young people unless a quote is taken from a SEND document e.g. from the SEND Code of Practice.

Mission Statement

'Achieving excellence together, with God's love.'

At St Francis Xavier Catholic Primary School

we strive to live out the Gospel in the way Jesus teaches us to

We celebrate the diversity of our school community and value each person as unique; made in God's image and likeness

We work together, through God's love, to enable our pupils to achieve excellence in all aspects of their education

Section 1: Main Contact details and Policy key dates

Name and contact details of the Executive Head Teacher:

Mrs Bernadette Nesbit

Name and contact details of the SEND Co-coordinator: Mr Tom Hoyes

Contact details: admin@francisxavier.co.uk.co.uk

Section 2: Legislative Compliance

2.1

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014 and subsequent updates. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This policy reflects statutory changes including the SEND (Amendment) Regulations 2024 and High Needs Funding Operational Guide 2025–2026.

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- ☐ Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014 and subsequent updates.
- ☐ Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- ☐ Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- ☐ Ofsted Section 5 Inspection Framework, 2019 (updated July 2022)
- ☐ Teachers Standards 2012 (updated 2021)
- ☐ National Inclusion Statement

2.2

Our school has separate policies in place for:

Accessibility (Policy, Audit and Plan), Safeguarding, Anti-Bullying, Equality, E-Safety, Admissions, Health and Safety, Attendance, Behaviour Policy (including Physical Intervention and Positive Handling) and Supporting Pupils at School with Medical Conditions

This information is also in our SEND Information Report.

- 2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. We have also provided our contribution to the Local Authority's SEND Local Offer. This can be viewed in the SEND section of the Local Authority's website.
- 2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice.

Section 3: Profile and Values

3.1 Our School Profile

St. Francis Xavier Catholic Primary School is a mainstream Primary School for 3 to 11 years of age. All of our year groups are one-form entry. We also have a Foundation Stage Nursery from three years of age (the term following their birthday).

At St Francis Xavier, we pride ourselves on being a caring community with high standards. We have clear and consistent expectations for both pupils and staff as we aim to provide the best possible learning environment.

Together, we aim to make all areas of the school environment both lively and happy; a place where children can learn in a positive Christian atmosphere. Displays celebrate and inform the children's learning and show the variety and progression of skills across the school. Our library enables children to develop their literacy skills in a welcoming and stimulating environment. We also have a Sensory Room as well as a space dedicated to prayer and reflection.

We aim to work in partnership with parents and guardians to ensure the best possible provision for our pupils. We celebrate success with learners and families and have also developed good links with the local community.

3.2 Our School Values

- ☐ We celebrate our children's strengths, interests and individuality
- ☐ We have high expectations and aspirations daily for all our children
- ☐ The views, wishes and feelings of our children are central to all we do
- ☐ We work positively and proactively with parents/carers and others involved
- ☐ All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- ☐ All children are encouraged to participate in the life of our school
- ☐ All our teachers are teachers of children with SEND and are responsible for their progress and development

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to:

- ☐ put our values into practice every day
- ☐ use our best endeavours to achieve maximum inclusion and success for all our children
- ☐ encourage high levels of participation from children, parents and carers
- ☐ have a clear focus on steps toward positive life-long outcomes
- ☐ explain what we do, when, why and how
- ☐ meet our statutory duties

4.2 Our Objectives are:

- ☐ to work in partnership with families and others involved in the care of children in our school
- ☐ to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- ☐ to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- ☐ to ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- ☐ to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching

- ☐ to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- ☐ to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- ☐ to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- ☐ to focus on individual progress across a wide range of outcomes as the main indicator of success
- ☐ to develop and support the role of Special Educational Needs Coordinator (SENDCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND
- ☐ to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention supports good learning outcomes for all
- ☐ to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- ☐ to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- ☐ to always work in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Section 5: Definitions of SEN and of Disability

5.1 SEND Definition – taken from the SEND Code of Practice 2015

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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, or
- ☐ has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

The Code of Practice specifies four categories of SEND, as listed below

5.2 Communication and Interaction (C and I)

Children with speech, language and communication needs have difficulties with interaction. This could include their understanding of spoken language or difficulties with talking. Children with autism can find social communication harder to understand and they may also present with sensory needs.

5.3 Cognition and Learning (C and L)

Children with cognition and learning needs often require additional support to access the curriculum. This could involve working in smaller steps, using targeted resources or differentiated work. Specific learning difficulties (SpLD), such as dyslexia or dyscalculia, impact on a particular aspect of learning or development. These difficulties can also be found alongside other areas of SEND

5.4 Social, emotional and mental health difficulties (SEMH)

Children with social, emotional and mental health difficulties can present in different ways. This could include becoming very withdrawn or displaying challenging behaviour and is seen as an underlying response to a need. Attention Deficit Hyperactive Disorder (ADHD) also comes under this category. Support therefore mainly focuses on pastoral outcomes, with an additional focus on how these needs can impact on their learning.

5.5 Sensory and/or physical needs

Children with sensory or physical needs may require adaptations or specialist support in school as well as the wider environment. This could be part of support for their overall needs.

5.6 Difficulties which may not be related to SEND

Some children in our school may be underachieving, due to a variety of factors, without necessarily have a special educational need. Monitoring within school ensures that these children can be supported to help them make the necessary progress.

Difficulties related solely having English as an additional language are not considered to be SEND. We assess all aspects of a child's performance in learning and development to establish if there are any underlying needs, in addition to having EAL.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service personnel

5.7 Disability

The definition of disability under the Equality Act 2010 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'. The guidance defines long term as 'a year or more' and substantial as 'more than minor or trivial' impact.

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 with such conditions do not necessarily have special educational needs although there can be an overlap between the two. Where a child or young person with disabilities requires special educational provision they will also be covered by the SEND definition.

Section 6: Graduated approach to identifying if a child requires SEND Support (Linked to SEND Information Report)

6.1 Whole school general Identification and Assessment

All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of Assess, Plan, Do and Review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in-year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- referring to the SEND Need Descriptors from Doncaster's Educational Standards & Effectiveness Team (Doncaster SEND Toolkit 2024)
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review

Provision planning aligns with the DfE High Needs Funding Operational Guide 2025–2026.

6.2 General provision for all children using core school funding

All children will have access to well-differentiated quality first teaching, linked to the adaptive teaching approach introduced in 2023-2024. This may be enhanced, where appropriate, through short term interventions.

The whole school provision overview enables us to: -

- plan strategically to meet children's identified needs
- track their provision; how it matches need and any potential gaps
- indicate how support staff are deployed
- cost this effectively; both resources and personnel
- inform parents, the LA and others
- use this as part of school's self-evaluation

6.3 Examples of Curriculum Access and Provision

Where children are identified as having special educational needs, our school uses a combination of approaches to address targets identified for individual children. This includes:

- ☐ teachers differentiating learning activities as part of quality first teaching
- ☐ preparation for new learning experiences and vocabulary development
- ☐ short term evidence based intervention programmes
- ☐ targeted additional adult group or individual support
- ☐ differentiation of curriculum resources
- ☐ lunchtime homework or learning support clubs
- ☐ booster intervention groups
- ☐ emotional care, friendship and support groups
- ☐ co-ordination and handwriting support groups

- ☐ support to participate in the life of the school

6.4 Monitoring and Evaluation of progress

We constantly monitor the progress of all children. This enables us to quickly identify those children who are underachieving and those who have special educational needs. A combination of approaches is used, including: -

- ☐ ongoing assessment of progress against targets and expected outcomes
- ☐ work sampling and moderation
- ☐ scrutiny of planning, levels of differentiation and use of classroom resources
- ☐ informal feedback from all staff
- ☐ child and parental questionnaires and conversations
- ☐ pupil progress tracking using assessment data, as part of the whole-school processes
- ☐ the use of more targeted assessments for pupils with complex needs, such as Lock & Beech, which break attainment down into smaller steps
- ☐ attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- ☐ regular meetings about children's progress between teachers and the head teacher
- ☐ head teacher's report to governors

6.5 Additional SEND Support provision, monitoring and review using school's delegated additional needs funding

Each setting has a whole school annual budget made up of core funding per child on roll at a point in time. In addition, an annual SEND Notional budget, calculated using a formula agreed by local schools, is granted. This is used by school to support specific areas of need including targeted pupils, staff training and development, and resources.

As part of the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows: -

- the class teacher, sometimes with the SENDCO, will discuss with parents if we feel that their child requires SEND Support
- once placed on the SEND register, a SEND Support Plan (SSP) will be set up, outlining the agreed long and short term outcomes
- the SSP is a planning, teaching and reviewing tool which enables us to focus on particular areas of development. They are seen as working document which can be reviewed and amended as needed
- the outcomes will be set up through discussions with relevant staff, parents and where appropriate, the children. Some may also be the result of input from an outside agency
- the short term outcomes are reviewed termly at meetings between class teachers and parents
- the role of the SENDCO is to support staff, parents and pupils with the support plan process

Section 7: Request for statutory education, health and care assessment

For some children with more complex needs it may be appropriate to submit a request for statutory assessment. This is a process whereby the local authority consider if additional

resources and provision are required to meet the health, education and care needs of a specific child. Any request is always done in consultation with parents and relevant agencies.

Once a request is submitted, the local authority is required to complete the process of assessment and decision within a certain timeframe. This is currently a six week response to whether a statutory assessment has been agreed, followed by a further fourteen weeks to gather information, consult with settings and produce a draft Education, Health and Care Plan.

EHCP statutory timelines remain unchanged; reforms are under consideration nationally

Section 8: Education Health and Care Plans

An Education, Health and Care Plan (EHCP) outlines the needs and provision for a child. It is a statutory document that draws on the advice from relevant agencies and also contains information on additional funding. EHCPs are reviewed annually, although early reviews can be held if needed.

The annual review meeting is an opportunity for the child, if appropriate, and those working with them to consider how things are going and make amendments to the needs and provision as needed. Following on from the annual review, the meeting documents are submitted to the local authority and the EHCP is amended as needed.

Section 9: Management of SEND within our school (Linked to SEND Information Report)

9.1 General

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENDCO as needed.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The role of the SENDCO is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Whole school training will be delivered on SEND issues, including communicating changes to SEND Policy and Writing Outcomes in SEND Support Plans, with further training planned for the future. Emphasis has been placed on ensuring a consistency of approach across the school for those pupils on the SEND Register.

Individual Class Teachers and LSAs attend training courses. Outside agencies may also come into school to deliver training to support targeted pupils or specific areas of need.

The SENDCO attends the Local Authority's termly SENDCO Network Meetings and will attend any relevant training and courses in order to update and support the school with changes and developments. The SENDCO is also part of the Balby SEND Pyramid, attending the termly meetings.

9.2 Special Educational Needs Coordinator (SENDCO)

SENDCO participation in NPQ for SENCOs is supported as part of statutory CPD expectations. SENDCO must hold the 'relevant SENCO qualification' as required by the SEND (Amendment) Regulations 2024.

The SENDCO will oversee the day-to-day operation of this policy and will:

- ☐ co-ordinate provision for children with SEND
- ☐ identify children requiring High Needs Funding
- ☐ manage the records on all children with SEND, including School Support Plans
- ☐ liaise with school staff and parents
- ☐ contribute to staff training as part of the school's development plan
- ☐ work with outside agencies as needed
- ☐ carry out statutory assessment requests (for EHCPs) as needed
- ☐ arrange and carry out Annual Reviews for pupils with an EHCP
- ☐ support the transition of SEND pupils moving into and out of school
- ☐ monitor and evaluate the provision to support SEND in school
- ☐ attend SENDCO Network meetings and local authority training as appropriate
- ☐ liaise with the SEND Governor to provide information and updates

9.3 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of SEND support under the guidance of the SENDCO and specialist staff.

Our teachers will:

- focus on outcomes for every child, including SEND support
- have high aspirations for every child, setting clear and realistic outcomes
- involve parents and, where possible, the child in planning and reviewing progress

9.4 Teaching Assistants

- Teaching Assistants (TAs) are part of our whole school approach to SEND working in partnership with the class or subject teacher and the SENDCO
- TAs work alongside teachers to support with their learning in class, to deliver specific interventions and to provide pastoral support
- Some, known as Learning Support Assistants (LSAs) are employed to work with targeted pupils with a high level of need

Section 10: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- making parents and carers feel listened to and welcome
- encouraging parents and carers to share any concerns they may have
- giving parents and carers opportunities to play an active and valued role in their child's education, including ways they can support at home
- working with parents and carers on the setting and reviewing of agreed outcomes as part of the assess, plan, do and review cycle
- working effectively with all other agencies supporting children and their parents or carers
- keeping parents informed giving support during assessment and any related decision-making process

- making parents and carers aware of sources of information, advice and support in an accessible way, including for parents and carers with English as an additional language
- focusing on the child's strengths as well as areas of additional need

Section 11: Involvement of Children

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets.

We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning
- know and understand any set outcomes, where appropriate, and review their progress
- create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require additional care and support to enable them to fully participate in the life of the school. Some may also have special educational needs and disabilities (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision. The Equality Act 2010 outlines the roles and responsibilities that school has when supporting these children.

Section 13: Effective Transition

- for all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education
- during the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, buddy bonding activities, parental/carers visits to our school or other reasonable adjustments in addition to the usual arrangements for all children
- when children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate
- we will discuss transition needs of all children with an EHCP at their statutory Annual Review

If your child is joining us from another school:

- the SENDCO will attend the Annual Review if appropriate
- your child and parents/carers will have the opportunity to visit the school, meet the staff and new class
- the SENDCO will liaise with the previous setting to gather information and any records

If your child is moving to another school:

- we will contact the new school and share information about your child's needs and provision
- we will ensure that all records about your child are passed on as soon as possible
- if needed, a transition book to support moving on can be made in conjunction with your child

When moving classes in school:

- information will be passed onto the new class teacher in advance and, in most cases, a planning meeting will take place with the new teacher. SEND Support Plans will be shared with the new teacher
- if needed, a transition book to support moving on can be made in conjunction with your child and additional visits arranged
- pupils will have the opportunity to be taught by their new teacher in their new class before the end of the previous year

In Year 6:

- the SENDCO and Year 6 teacher will discuss the specific needs of your child with the liaison teachers from your child's secondary school (typically the Head of Year 7)
- the SENDCO will meet with the SEND Teams of the relevant secondary schools when passing on records and documents. An overview document is made for each child
Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead
- where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school
- if needed, a transition book to support moving on can be made in conjunction with your child

Section 14: Admission Arrangements

We aim to be an inclusive school and 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 (*please also see the school's Admission Policy*).

Section 15: Exam Access arrangements

In KS1 and KS2 applications for access arrangements will follow the Department for Education Guidance. These are published annually and outline the criteria for extra time or adaptive materials.

Section 16: Storage of records

Children SEND records are stored in a locked cabinet in a secure area. These are kept for the duration of time the child is on roll at school. They are then passed on to the child's new school or setting as part of the transition process. Children also have SEND information stored online on the school's CPOMs system. When leaving the school, these logs will be electronically transferred if possible, or a copy will be printed and sent alongside the child's paper file.

Children who have been removed from the SEND Register will also have their records stored in a secure area. When the child is ready to move into their next setting, the SENDCO of the new school is informed that documents are available.

The school follow the current requirements of storing documents until the child/young person reaches the age of 25. On reaching this age, these documents will be securely disposed of.

Section 17: Complaints

Any complaints relating to SEND will initially be dealt with by the class teacher and the SENDCO and then, if unresolved, by the Head of School. The Executive Head Teacher will be fully informed of all concerns raised and the SEND Governor may be involved if necessary. If this issue is to be taken further, then this should be done through the general Governors complaints procedure (*please also see the school's Complaints Policy*).

Section 18: Other key members of staff in our school

- The Designated Teacher with specific Safeguarding responsibility is Mrs Bernadette Nesbit (Executive Head Teacher), supported by Mr Tom Hoyes (Head of School) and Miss Jessica Hodby (Inclusion Manager) and Miss Sheree Wells (HLTA)
- Mrs Bernadette Nesbit is responsible for managing Pupil Premium Grants (PPG) and Looked After Children (LAC) funding
- Miss Jessica Hodby is responsible for the medical needs of pupils in school

Section 19: Links with Other Services

We work with a variety of agencies to support needs and provision, including advice, training and direct work with children.

Local Authority services: -

- SEN Team – offering support and advice to schools and families
- ASCETS (Autism & Social Communication Education and Training Service)
- Educational Psychology Service
- BOSS (Behaviour Outreach Support Service)
- The Early Years Inclusion Team
- Sensory Service for pupils with visual or hearing impairments
- Outreach support from Doncaster's Special Schools, such as Stone Hill and Heatherwood
- The Virtual School – supporting education for Looked After Children

Health and Medical services:

- The Speech and Language Service
- The School Nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy
- Physiotherapy

Other External Agencies:

- General Development Assessment Team (GDA)
- Children's Centres
- Early Help (under Doncaster Children's Services Trust)
- Intensive Family Support Service (under Doncaster Children's Services Trust)
- Social Care (under Doncaster Children's Services Trust)
- Education Welfare Service

All of the above bodies, including health and social care can be accessed through the school, at the appropriate time. These are all linked to educational provision.

Further information is available on the Local Offer site.

<http://www.doncaster.gov.uk/services/schools/local-offer-send>

Families can also access independent support and advice around SEND and any concerns about their child's SEND needs from the SENDIAS Team:

<https://www.doncaster.gov.uk/services/schools/sendias>