



Inclusion & Special Educational Needs and Disabilities (SEND) Policy

Contents

Purpose, Ethos and Scope	1
Shared Expectations:	4
The Franciscan Approach to Inclusion	5
Leadership, Monitoring and Continuous Improvement	11

Purpose, Ethos and Scope

At Franciscan Primary School, we believe that every child has the right to belong, participate and achieve within an ambitious and inclusive learning community. Guided by our vision of **Achieving Excellence Together**, we are committed to ensuring that all pupils, regardless of need, background or starting point, receive the support they need to flourish academically, socially and emotionally.

This policy outlines the school's approach to inclusion and Special Educational Needs and Disabilities (SEND). It reflects our commitment to early identification, high-quality adaptive teaching and collaborative working with pupils, families and external professionals to ensure that every child can access a broad, balanced and ambitious curriculum.

Inclusion is the responsibility of every member of staff and is embedded within every aspect of school life.

Our core values remain central:

Respect • Kindness • Perseverance

Ethos

At Franciscan, we recognise that every child is unique and that diversity strengthens our school community. We are committed to creating an environment where all pupils feel safe, respected and valued, and where differences are recognised, understood and celebrated.

Our approach to inclusion is founded upon high expectations rather than limitations. We believe that the greatest progress is achieved through excellent classroom teaching, strong relationships and timely support that removes barriers to learning whilst promoting independence.

Our inclusive practice reflects our school values of **Respect, Kindness and Perseverance**, ensuring that every pupil experiences a genuine sense of belonging and is supported to achieve success.

The Franciscan Fundamentals underpin our inclusive approach:

- **Adaptive Teaching** ensures learning is responsive to individual strengths and needs.
- **Speaking and Listening** develops communication, language and understanding across the curriculum.
- **Metacognition** enables pupils to become confident, reflective and increasingly independent learners.
- **Assessment for Learning** informs responsive teaching and ensures support is tailored to individual need.

Together, these evidence-informed approaches ensure inclusion is embedded within everyday teaching and learning rather than delivered solely through additional interventions.

Scope

This policy applies to all pupils from Nursery to Year 6 and should be read alongside the school's:

- Teaching and Learning Policy
- Assessment Policy
- Relational Behaviour Policy
- Equality Information and Objectives
- Accessibility Plan
- Safeguarding and Child Protection Policy

The policy reflects the principles and requirements of:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- The Teachers' Standards
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Throughout this policy, the term SEND refers to pupils who have a learning difficulty or disability that requires special educational provision which is additional to, or different from, that ordinarily available through Quality First Teaching.

The four broad areas of need identified within the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These categories support identification and planning but recognise that many pupils present with strengths and needs across more than one area.

Shared Expectations

Inclusion is a shared responsibility. At Franciscan Primary School, pupils, staff, families and external professionals work collaboratively to ensure every child is supported to achieve their potential.

Pupils are supported and expected to:

Pupils are encouraged to become active participants in their own learning and to develop increasing independence.

They are supported and expected to:

- feel safe, valued and included within the school community
- participate fully in learning and wider school life
- develop confidence, resilience and independence
- communicate their views, strengths and aspirations
- engage positively with support and intervention
- demonstrate the Franciscan values of Respect, Kindness and Perseverance
- celebrate their own progress and the achievements of others

Where appropriate, pupils are involved in reviewing their own targets and contributing to decisions about their learning and support.

Staff are responsible for:

Every teacher is a teacher of pupils with SEND.

All staff are responsible for creating inclusive learning environments and maintaining high expectations for every pupil.

Teaching staff will:

- deliver high-quality adaptive teaching for all learners
- identify barriers to learning at the earliest opportunity
- use formative assessment to adapt teaching responsively
- implement agreed strategies and reasonable adjustments consistently
- work collaboratively with the SENCO and external professionals
- monitor the impact of provision through the Assess–Plan–Do–Review cycle
- communicate regularly with parents and carers
- promote independence and participation for every pupil

Teaching assistants work alongside teachers to support learning, independence and inclusion. Their role is to complement, rather than replace, high-quality classroom teaching.

Senior leaders ensure that inclusive practice is embedded across the school through professional development, coaching, monitoring and strategic leadership.

Parents and carers are expected to:

Parents and carers are valued partners in their child's education.

We work collaboratively with families to ensure that pupils receive consistent support and that decisions are informed by shared knowledge and understanding.

Parents and carers are encouraged to:

- share information about their child's strengths and needs
- attend review meetings and parent consultations
- contribute to the planning and review of provision
- support learning and independence at home
- communicate any concerns promptly
- celebrate progress and work in partnership with the school to achieve the best possible outcomes for their child

The Franciscan Approach to Inclusion

At Franciscan Primary School, inclusion is embedded within every aspect of school life. We believe that every pupil should experience a strong sense of belonging, access an ambitious curriculum and receive the support they need to achieve success.

High-quality teaching is the foundation of our inclusive practice. Additional provision supplements, but never replaces, excellent classroom teaching. We recognise that pupils' needs change over time and that inclusive practice requires continual reflection, collaboration and adaptation.

Our approach is underpinned by the Franciscan Fundamentals and the graduated approach outlined in the SEND Code of Practice (2015). Together, these ensure that teaching remains responsive, barriers to learning are reduced and every pupil is enabled to flourish academically, socially and emotionally.

Quality First Teaching

Quality First Teaching is the first and most important response to meeting the needs of all learners.

Every teacher is responsible for the progress and achievement of every pupil in their class, including those with Special Educational Needs and Disabilities. Inclusive practice begins with ambitious teaching that is carefully planned, responsive and adapted to meet individual needs.

At Franciscan, Quality First Teaching is characterised by:

- high expectations for every learner
- an ambitious and knowledge-rich curriculum
- adaptive teaching that responds to pupils' strengths and needs
- explicit instruction and carefully sequenced learning
- high-quality classroom talk and purposeful questioning
- regular formative assessment to inform responsive teaching
- inclusive classroom environments that promote participation, independence and belonging

Teachers are expected to implement ordinarily available inclusive provision before considering additional interventions or specialist support.

The Franciscan Fundamentals

Our inclusive practice is informed by four evidence-informed pedagogical principles that underpin teaching and learning across the school.



Franciscan Fundamental	Inclusive Practice
Adaptive Teaching	Teachers adapt teaching through scaffolding, modelling, flexible grouping, visual supports, assistive technology and appropriate challenge while maintaining high expectations for every learner.
Speaking and Listening	High-quality classroom talk develops language, communication, vocabulary and reasoning. Structured discussion enables pupils to articulate understanding, ask questions and develop confidence.
Metacognition	Pupils are explicitly taught to plan, monitor and evaluate their learning, developing independence, resilience and self-regulation.
Assessment for Learning	Ongoing formative assessment enables teachers to identify misconceptions, adapt teaching and provide timely support that accelerates progress.

The Graduated Approach

Franciscan Primary School follows the graduated approach described within the SEND Code of Practice through the continuous cycle of **Assess – Plan – Do – Review**.

This cyclical process enables provision to be regularly reviewed and adapted to meet pupils' changing needs.

Stage	Purpose	What this looks like at Franciscan
Assess	Identify pupils' strengths, barriers and learning needs.	Teacher assessment, classroom observation, discussion with pupils and parents, assessment information, professional advice and previous attainment.
Plan	Agree outcomes, strategies and provision.	Collaborative planning between teachers, the SENCO, parents and, where appropriate, the pupil. Provision is recorded and reviewed regularly.
Do	Deliver high-quality teaching and agreed support.	Teachers remain responsible for every pupil's progress while implementing adaptive teaching, interventions and agreed strategies.
Review	Evaluate the impact of provision and determine next steps.	Outcomes are reviewed with pupils, parents and staff, informing future planning through an ongoing cycle of improvement.

Identifying Additional Needs

Early identification enables pupils to receive appropriate support as quickly as possible.

Concerns may be identified through:

- classroom observation
- formative and summative assessment
- discussions with parents and carers
- pupil voice
- attendance, wellbeing or behaviour concerns
- information from previous settings
- advice from external professionals
- progress reviews and pupil progress meetings

The identification of SEND is based on a range of evidence rather than a single assessment outcome. Slow progress alone does not necessarily indicate SEND, nor does the presence of SEND automatically explain low attainment.

Where concerns are identified, teachers work collaboratively with the SENCO to determine appropriate next steps.

Provision and Support

Provision is planned to remove barriers to learning while promoting independence and full participation in school life.

Support may include:

- adaptive teaching within the classroom
- targeted small-group or individual interventions
- assistive technology
- reasonable adjustments
- adapted resources
- therapeutic or pastoral support
- specialist advice from external professionals

Provision is carefully monitored to ensure that it has a measurable impact on pupils' learning, wellbeing and participation.

Working with External Agencies

Where additional expertise is required, the school works collaboratively with a range of external professionals.

This may include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Advisory Teachers
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help Services
- Social Care
- Health professionals

External agencies provide advice and recommendations that support teachers to deliver effective provision within the classroom.

Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot be met through ordinarily available provision and the graduated approach, the school may work with parents and the local authority to request an Education, Health and Care Needs Assessment.

For pupils with an EHCP, the school will:

- implement the provision specified within the plan
- monitor progress towards agreed outcomes
- work collaboratively with parents and external professionals
- complete annual reviews in accordance with statutory requirements
- ensure provision remains appropriate as needs develop

The class teacher remains responsible for the progress and attainment of pupils with an EHCP, supported by the SENCO and wider professional team.

Transition

Successful transition is essential to ensuring continuity of support and positive outcomes for pupils with SEND.

Transition arrangements are carefully planned when pupils:

- join Franciscan Primary School
- move between year groups
- transfer to secondary school
- experience significant changes in provision

Transition planning may include additional visits, transition meetings, social stories, enhanced communication with families and the sharing of assessment and provision information with receiving settings.

By working collaboratively with pupils, families and partner schools, we aim to ensure every transition is positive, well-planned and responsive to individual needs.

Leadership, Monitoring and Continuous Improvement

At Franciscan Primary School, inclusive practice is everyone's responsibility. Through strong leadership, collaborative working and continual professional development, we ensure that our provision for pupils with SEND remains responsive, evidence-informed and centred on achieving the best possible outcomes for every child.

Monitoring and evaluation are developmental processes that support high-quality teaching, strengthen professional practice and ensure that provision continues to meet pupils' changing needs.

Leadership and Responsibilities

The Governing Body will:

- ensure the school fulfils its statutory duties under the Children and Families Act 2014 and the Equality Act 2010
- monitor the effectiveness of the school's inclusive practice and SEND provision
- ensure appropriate resources are allocated to meet pupils' needs
- appoint a governor with responsibility for SEND
- receive regular reports regarding the attainment, progress and wellbeing of pupils with SEND

The Headteacher will:

- provide strategic leadership for inclusion across the school
- promote an inclusive culture where every pupil is valued and supported
- ensure this policy is implemented consistently
- deploy staffing and resources effectively
- monitor the quality of teaching and provision for pupils with SEND
- ensure statutory responsibilities are fulfilled
- work closely with the SENCO, governors and external agencies

The SENCO will:

The Special Educational Needs Coordinator (SENCO) has strategic responsibility for coordinating SEND provision across the school.

The SENCO will:

- oversee the day-to-day implementation of the school's SEND policy
- support teachers in identifying and meeting pupils' additional needs
- coordinate the graduated approach and provision for pupils with SEND
- monitor the impact of interventions and provision
- maintain accurate SEND records
- coordinate Education, Health and Care Plan (EHCP) processes and annual reviews
- work collaboratively with pupils, parents, external agencies and the local authority
- provide professional development and guidance for staff
- contribute to whole-school improvement through monitoring and evaluation

Teachers will:

Every teacher is a teacher of pupils with SEND.

Teachers are responsible for:

- delivering high-quality adaptive teaching
- identifying barriers to learning at the earliest opportunity
- implementing agreed strategies and provision
- monitoring pupils' progress
- working collaboratively with the SENCO
- communicating effectively with parents and carers
- contributing to the Assess–Plan–Do–Review cycle
- promoting independence, participation and belonging

Teachers remain accountable for the progress and attainment of every pupil in their class, including those receiving additional support.

Teaching Assistants will:

Teaching assistants play an important role in supporting high-quality teaching and inclusive practice.

They will:

- support pupils' access to learning
- promote independence rather than dependence
- implement agreed strategies and interventions
- contribute observations that inform assessment and planning
- work under the direction of the class teacher
- support pupils' wellbeing and participation

Monitoring and Evaluation

The effectiveness of SEND provision is monitored throughout the academic year to ensure that support remains responsive and has a positive impact on pupil outcomes.

Monitoring activities include:

-
- learning walks
 - lesson visits
 - book scrutiny
 - pupil voice
 - parent feedback
 - provision reviews
 - intervention evaluations
 - pupil progress meetings
 - assessment analysis
 - SEND register reviews
 - annual reviews of Education, Health and Care Plans

Monitoring informs school improvement planning and supports continual development of inclusive practice.

Professional Development

Developing staff expertise is fundamental to delivering high-quality inclusive education.

Professional development may include:

- instructional coaching
- whole-school training
- Trust professional development
- specialist SEND training
- safeguarding and wellbeing training
- collaborative planning
- professional reading and research
- advice from external professionals

Staff are supported to develop the knowledge, skills and confidence required to meet the needs of all learners effectively.

Partnership with Parents and External Agencies

Positive partnerships are central to successful inclusion.

Franciscan Primary School values open, honest and collaborative relationships with families and external professionals.

We are committed to:

- listening to the views of pupils and parents
- involving families in decision-making
- maintaining regular communication
- working collaboratively with external agencies
- ensuring support is coordinated and centred around the child
- celebrating progress together

Accessibility and Equality

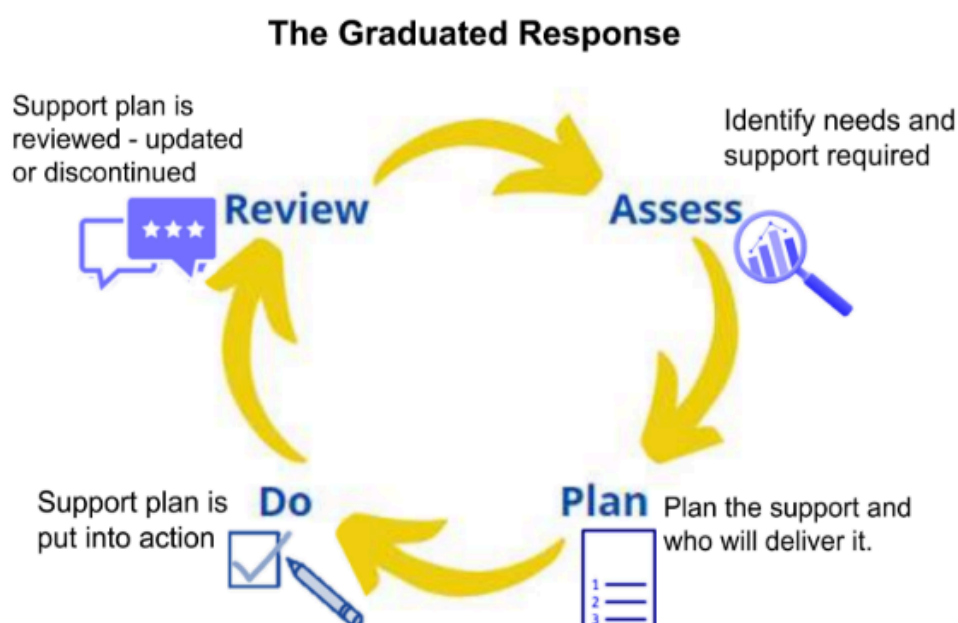
Franciscan Primary School is committed to ensuring that pupils with disabilities are not placed at a disadvantage.

Reasonable adjustments are made, where appropriate, to enable pupils to participate fully in all aspects of school life.

The school fulfils its responsibilities under the Equality Act 2010 and the Accessibility Plan, promoting equality of opportunity and eliminating discrimination.

Appendix 1: The Franciscan Graduated Response

At Franciscan Primary School, all pupils receive high-quality, inclusive teaching as their first entitlement. Where a pupil requires additional support, we follow the graduated approach described in the SEND Code of Practice (2015). This is a continuous cycle of Assess, Plan, Do and Review, ensuring provision is responsive to individual needs and regularly evaluated.



Waves of Intervention Model



The Franciscan Graduated Response

Stage	Purpose	What this looks like at Franciscan
Assess	Identify strengths, needs and barriers to learning.	Teacher assessment, classroom observation, discussions with pupils and parents, assessment information, professional advice and previous attainment.
Plan	Agree outcomes, strategies and provision.	Collaborative planning between teachers, the SENCO, parents and, where appropriate, the pupil. Outcomes are specific, measurable and reviewed regularly.
Do	Deliver agreed provision and adaptive teaching.	High-quality teaching remains the responsibility of the class teacher. Agreed strategies, interventions and reasonable adjustments are implemented consistently.
Review	Evaluate the effectiveness of provision and determine next steps.	Progress is reviewed through assessment, pupil voice, parent feedback and professional discussion. Provision is adapted where necessary, continuing the graduated cycle.

The graduated response is a continuous process that enables provision to evolve alongside pupils' changing strengths and needs.

Appendix 2: Ordinarily Available Inclusive Provision

Inclusive Provision at Franciscan

Every pupil is entitled to high-quality, inclusive classroom practice. Before additional or specialist provision is considered, teachers implement ordinarily available provision through adaptive teaching.

Adaptive Teaching

Teachers may:

- break learning into small, carefully sequenced steps
- provide worked examples and teacher modelling
- use scaffolds that are gradually removed
- pre-teach and revisit key vocabulary
- provide visual prompts and concrete resources
- adapt questioning and provide additional processing time
- use flexible grouping where appropriate
- utilise assistive technology to remove barriers to learning

Classroom Environment

Teachers create classrooms that:

- promote calm, predictable routines
- minimise unnecessary cognitive load
- support independence
- celebrate diversity and belonging
- provide visual support where appropriate
- enable pupils to participate fully

Communication and Interaction

Teachers will:

- model clear language
- explicitly teach subject vocabulary
- provide opportunities for structured discussion
- use sentence stems where appropriate
- check understanding frequently

Assessment for Learning

Teachers continually assess learning through:

- purposeful questioning
- retrieval practice
- observation
- discussion
- live verbal feedback
- self and peer assessment
- responsive adaptation of teaching

Ordinarily available provision should be evident in every classroom and forms the foundation of inclusive practice.

Appendix 3: Adaptive Teaching at Franciscan

Adaptive Teaching

Adaptive teaching enables every pupil to access an ambitious curriculum whilst maintaining high expectations. At Franciscan, adaptive teaching is proactive rather than reactive and is embedded throughout every lesson.

Adaptive Strategy	Examples
Scaffolding	Visual prompts, sentence stems, writing frames, knowledge organisers, partially completed examples.
Explicit Instruction	Teacher modelling, worked examples, think-aloud strategies and carefully sequenced learning.
Flexible Grouping	Temporary groupings that respond to learning needs and promote collaboration.
Vocabulary Instruction	Explicit teaching and revisiting of ambitious vocabulary before, during and after learning.
Responsive Questioning	Targeted questioning that identifies misconceptions and deepens understanding.
Assistive Technology	Visualisers, Chromebooks, speech-to-text software and other appropriate technologies.
Challenge	Appropriate stretch through questioning, reasoning and independent application.

Appendix 4: SEND Identification Pathway

The identification of SEND is a collaborative process involving teachers, parents, pupils and the SENCO.

SEND Identification Process

Step 1

Regular assessment and tracking shows that pupil is making less than expected progress despite QFT (Quality First Teaching).

Parent / carer / outside professional raises a concern

Step 2

Class teacher discusses concern with pupil and parent/carer. Record is kept of agreed actions and notes from meeting. Consideration will be given to contextual information, e.g. attendance, health, home life.

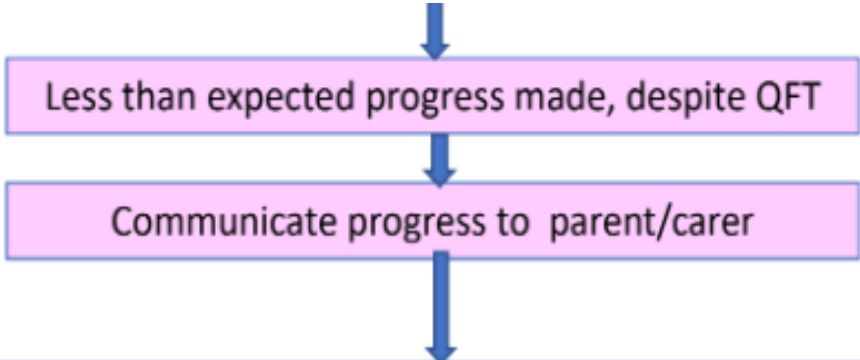
Class teacher makes personalised adaptations in the classroom and sets outcomes. If appropriate, the teacher may create an IEP (individual Education Plan) at this stage. Targeted interventions may be put in place.

Step 3

Good progress – return to regular tracking

Review progress made

Some progress made – repeat cycle



Less than expected progress made, despite QFT

Communicate progress to parent/carers

Step 4

Class Teacher and SENCO arrange TAC (Team Around the Child) meeting with family to further assess needs and determine next steps.

If not already in place, pupil will be assigned an IEP and be placed on the SEND Register.

Referral to external professionals may be considered appropriate (e.g. Speech and Language Therapy; Educational Psychologist).

Appendix 5: Annual SEND Cycle

The annual cycle ensures that provision is reviewed regularly and remains responsive to pupils' changing needs.

Term	Key Activity
Autumn 1	Transition information reviewed. Baseline assessment. SEND register updated. Individual provision reviewed.
Autumn 2	Assess–Plan–Do–Review meetings. Intervention evaluation. Parent consultations.
Spring 1	Pupil Progress Meetings. Provision reviewed. External agency referrals where appropriate.
Spring 2	Assess–Plan–Do–Review meetings. Intervention evaluation. Parent consultations.
Summer 1	Annual Reviews for EHCPs where scheduled. Transition planning begins.
Summer 2	Final provision reviews. Transition meetings. SEND register updated. Handover to new teachers.

Policy Review

This policy will be reviewed every two years, or sooner in response to changes in legislation, statutory guidance or school priorities.

The Headteacher and SENCO are responsible for ensuring that this policy is implemented consistently across the school and remains aligned with current legislation, evidence-informed practice and the school's vision of **Achieving Excellence Together**.

Version	Date Reviewed	Reviewed By	Summary of Changes	Next Review Date
1.0	September 2024	Headteacher	Initial policy created	September 2026
2.0	June 2026	Headteacher	Review Policy & Layout	July 2028