



ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY 2025 - 2026

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At St. Francis of Assisi School:

We love and grow in Christ

We live and learn in partnership

We build and share together

Section 1

INTRODUCTION

At St Francis of Assisi, we are committed to offering an inclusive curriculum to ensure the best progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

We believe that every teacher in our school is a teacher of every child or young person including those with SEND. At St Francis of Assisi all of our teachers work with children with Special Educational Needs & Disabilities. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even with quality first teaching which involves strategies targeted at a pupil's area of identified weakness, then the pupil may be identified as having special educational needs. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (January 2015) Working to meet the needs of these children is therefore regarded as a whole school responsibility.

This policy was written in consultation with governors, the SLT and parents. The policy was drafted in line with the requirements of:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DFE Feb 3013
- SEND Code of Practice 0 - 25 Years (Jan 2015)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Safeguarding policy
- Health and Social Care Act 2012
- Accessibility Plan
- Teacher Standards 2012

In order to operate this policy effectively, the following additional school policies will need to be referred to.

Inclusion
Behaviour
Attendance
Anti-Bullying
Able and Talented
Medical
CLA

A child has special educational needs if he/she has a learning difficulty for which special educational provision needs to be made. A child will have significantly greater difficulty in learning than the majority of children of the same age, or a disability which either prevents or hinders him/her from making use of the educational facilities provided at St Francis of Assisi.

Many children encounter difficulties with learning at some time during their school career. These may be slight and of short duration, or more severe and prolonged. The cause for concern may be of an academic medical, physical, social, behavioural or emotional nature; exceptionally able children may also require special educational provision to be made for them.

Special Educational Needs are unique to each child and must therefore be assessed on an individual basis. However, individual or whole class screening tests will play their part in highlighting when a pupil is falling significantly behind his/her peers. Teacher observation and parental concern will also serve as triggers for individual assessment.

All our pupils are entitled to receive an education appropriate to their needs and this is delivered normally within the classroom environment. The teacher's classroom management skills ensure a positive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs. Pupils with Special Educational Needs are helped to access the National Curriculum within the classroom by means of differentiated work, a range of teaching styles, information technology and appropriate groupings. Teachers follow the approach of assess, plan, do, review.

It is part of our school philosophy that any child perceived as having Special Educational Needs should be identified as early as possible and assessed; so that they may receive the support and guidance necessary to their development. This policy applies to children at all stages of education provided at this school, including the Foundation Stage (Nursery and Reception) as well as at Key Stages One and Two. Provision is made in partnership and with the support of parents and carers.

Section 2

AIMS

Our intention is to be fully inclusive; we value all the pupils in our school equally. We want to identify and break down possible barriers to learning to enable our children to reach their full potential.

- To provide a system for the early identification and continuing development of children with Special Educational Needs.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To identify pupils requiring SEND provision as early as possible
- To ensure that pupils with special educational needs or disability take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment and are welcomed as active partners in their child's education.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their provision.
- To raise the aspirations of and expectations for all pupils with SEN.
- To provide a focus on outcomes for our SEND children and not just hours of provision and support.
- To provide all staff with the knowledge, understanding and confidence to enable children with Special Educational Need & Disabilities to achieve their full potential.

OBJECTIVES

- To identify and provide for pupils who have Special Educational Needs and Additional Needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a 'Whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs & Disabilities Co-ordinator (SENDCo) who will work with the SEND inclusion policy.
- To provide support and advice for all staff working with Special Educational Needs pupils.
- Help every child with special educational needs find their place in the life of the school and foster a positive self-image
- Give children with special educational needs access to the National Curriculum at an appropriate and challenging level for each individual
- Work effectively with parents and carers and with relevant outside agencies to fully meet the needs of children with SEND.
- To plan an effective and differentiated curriculum to meet the needs of children with special educational needs, to help them overcome their barriers to learning.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Section 3

IDENTIFICATION AND ASSESSMENT

At St Francis of Assisi we recognise that many pupils will require extra or different provision at some time during their school life in order to overcome or minimize their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to alleviate them by parents, teachers and pupils working together we will identify the needs of pupils by considering the needs of the whole child which will include other factors beyond their special educational needs.

National Curriculum September 2014

'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior

attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.’

EARLY IDENTIFICATION

We recognise that if a child has an identified special need then the earlier action is taken, the more effective it is likely to be.

Early identification of SEND is essential. Children in the Foundation stage will be screened using the WellComm Toolkit and all children not meeting age related expectations will receive intervention to raise their attainment.

The first response to low/poor progress in a child should be high quality teaching targeted at their area of weakness. Parents / Carers will be informed fully at every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information with the school.

Where progress continues to be less than expected the teacher will talk to the Inclusion Manager/ SENDCo and the teacher will complete a ‘pupil passport’. At this point the Inclusion Manager will assess/observe the child to determine whether the child has SEND.

If a child does not have SEN but is struggling the SENDCo will provide advice and strategies to use in the classroom. Most children’s needs will be met through Wave 1 & 2 interventions. For individual and groups of children who are not making expected progress a provision map will be written by the class teacher. Short term targeted interventions will be put in place. Progress will be reviewed at termly pupil progress meetings.

Where it is determined that a pupil does have SEND parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning. Pupils identified with SEND will have a Targeted Learning Plan (TLP). If the child’s need require the involvement of other agencies further discussion with parents and the child will take place.

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, different from or additional to that normally available to pupils of the same age’ (2015 SEND Code of Practice)

Four Broad Categories of Need

1. Communication and interaction Including Speech, language and communication difficulties and ASC)
2. Cognition and learning (MLD, SLD, SpLD and PMLD)
3. Social, emotional and mental health difficulties
4. Sensory and or physical needs

Other factors which may impact on progress and attainment that are NOT SEND may include;

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

Section 4

A Graduated Approach to SEND Support

In compliance with the new SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support for all students deemed to require special educational provision to be made for them. All students identified as needing additional provision will be placed on the SEND Register under one single SEND category (this replaces the categories of School Action and School Action Plus). Their provision will be identified, and progress monitored via Provision Mapping. This Policy will set out our commitment to raising the aspirations and expectations for all students with SEND, including those identified as Gifted or Talented and/or who would benefit from aspiration-raising programmes. The Code of Practice says that every teacher is a teacher of SEND (Code of practice, 2015)

- All teachers are responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated 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 good quality teaching.

At St Francis of Assisi we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and,

where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Termly pupil progress meetings take place where the progress of all children is monitored.

In deciding whether to make special educational provision, the teacher and the Inclusion Manager should be involved. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress will be considered. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, Inclusion Manager will make arrangements to draw on more specialised assessments from external agencies and professionals. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning.

The support provided consists of a four-part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of the parents. The pupil's views and, where relevant, advice from external support agencies, will also be considered. The analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are being overcome. The Inclusion Manager uses a variety of assessments to support class teacher assessments in order to identify pupil's needs.

Plan

Planning will involve the Inclusion Manager, teacher and parents as appropriate to agree the support and interventions that are required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. Targeted Learning Plans are put in place for children on SEND support and children and parents are informed and targets shared. Parents are invited to regular meetings with the teacher and the Inclusion Manager to discuss the progress of their child.

Do

The class teacher remains responsible for working with the child on a day- to-day basis, even where interventions may involve group work or one to one teaching away from the class teacher. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching. Support with further assessment of the child's strength and weaknesses, problem solving and advising of implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support. It will also take into account the views of the pupil and where necessary their parents. The Inclusion Manager and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and pupils.

Section 5

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Once a child has been identified as having additional needs then the class teacher has a number of responsibilities which they need to implement. The SENCo and the headteacher will be on hand to offer support as needed.

- The class teacher is responsible for creating Targeted Learning Plans (TLPs) for the child and these will be shared with the teaching assistant, the child and the child's parents. These TLPs will be reviewed termly. The teaching assistant records on a weekly basis the learning that has taken place in regard to these

targets and they also record why any intervention hasn't taken place e.g. if a child is absent.

- The class teacher is responsible for recording any additional intervention on the class provision map. They will record what intervention is taking place, how often and who will be delivering it. They will record the child's attainment at the start and end date of the plan so the impact of the support can be assessed accurately.
- If a child still remains a concern and is not making expected progress, outside agencies and specialist teachers may need to become involved. Statutory assessment (referral for an Education and Health Care Plan) may need to be considered and the involvement of the School Educational Psychologist.
- Summative and confidential reports detailing intervention and previous provision including from outside agencies.
- Parent/carer views and those of the child.
- Action Plan.

The school is able to request support from the Educational Psychology Service, the Inclusion Service. The school Nurse and Doctor, Speech and Language Therapy Service, Education Welfare Service, Pupil Referral Service, WISH, Child and Adolescent Mental Health Services (CAMHS) and Social Services. Children and Families Wellbeing Service. The School Nurse and Doctor also give access to outreach services for the Visually and Hearing Impaired and to the Physiotherapy and Occupational Therapy services.

Referral for Education, Health and Care plan (EHCP)

If a child has lifelong or significant difficulties then they may undergo a statutory assessment process which is usually requested by the school but can be requested by the parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi-agency approach to assessing that need to planning provision and identifying resources is required.

The application for an EHCP will combine information from a variety of sources.

Parents
Teachers
SENDCo
Social care
Health professionals
Educational psychologist

Information will be gathered relating to the current provision provided. The decision will be made by a panel of professionals from education, health and social care about

whether a child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

Further information about EHC's can be found via the SEND local offer on the school website or follow this link.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

CRITERIA FOR EXITING THE SEN REGISTER

Where specific planned provision has been successful and significant progress has been made the child should then be removed from the SEND register and progress monitored in class to ensure progress continues.

Section 6

SUPPORTING PUPILS AND FAMILIES

Agencies within the local area have collated information about the services they provide within the Local Offer. The Local Offer can be accessed online at

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

Parents of SEND pupils can also access support and information from SENDIAS, the SEND Information and Advice Support Service

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers.aspx>

It is a statutory responsibility for local authorities to provide this information. Schools also have a duty to provide a SEND Information report and schools SEND Offer to provide information about the schools provision for children with special educational needs and disabilities. The school information report can be accessed via the school website online at:

<http://www.sfoa.lancs.sch.uk/send-local-offer/>

At St Francis of Assisi we work closely with a variety of local agencies and with health care professionals in order to support children and their families. At times parents may be directed towards these agencies as an initial response to their needs.

Skelmersdale Family Hub and Zone host The One Stop Shop a monthly drop in where families can access support from different services under one roof. It is held on the first Thursday of the month, between 9am - 12 noon.

ADMISSIONS

Pupils with special educational needs will be admitted to St Francis of Assisi in line with the school's admissions' policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Tests/Exams

Children with SEND may qualify for support during tests and exams in line with the access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of "adverse circumstances beyond their control") .

Transition

St Francis of Assisi has good links with local secondary schools and Key stage 2/3 transition packages are organised on an individual needs basis.

Section 7

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

St Francis of Assisi 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 a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Children with a medical condition will be placed on a school medical register. In some circumstances a child will need a care plan, written in conjunction with the school nurse, parents and Inclusion Manager.

Parents will complete a medical form if they require medicine to be administered to their child during school hours.

Medication will be kept in the locked cabinet in the school office or the fridge in the practical room if required.

Please see St Francis of Assisi 'Supporting Pupils with Medical conditions' policy in the school office.

Section 8

MONITORING AND EVALUATION OF SEND

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, and pupils throughout the year .

St Francis of Assisi evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEND code of Practice.

To ensure quality of our SEND provision the school will conduct regular audits this involves: lesson observation, book scrutiny, data analysis of intervention programmes, pupil progress meetings, seeking of parent/pupil views monitoring staff CPD, Termly SENCo network meetings.

SEND provision is recorded and monitored on a SEND provision map. This is updated termly by the Inclusion Manager. The interventions are monitored and evaluated termly by the Inclusion Manager and information is reported to parents, staff and governors. Children are assessed either termly or at the end of a programme of intervention. This helps to see whether the intervention is effective. Parents are invited to see the Inclusion Manager about their child's progress.

Section 9

TRAINING AND RESOURCES

SEND provisions are funded through higher needs block funding and pupil premium funding.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training

and development. These needs are identified through staff performance management/appraisals.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school is committed to an ongoing programme of INSET training for all members of staff. Members of staff also attend courses run by the Skelmersdale SHARES Cluster and Medical Services. The school governors are also informed of courses on disability and SEN issues.

The SENDCo regularly attends courses on SEND issues run by the LEA, the SHARES SENCo Forum (network meetings) and the Lancashire Primary Cluster groups in order to keep up to date with local and national updates in SEND. She is a member of National Association of SEN and attends the annual conferences they provide. She also attends school and Shares INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEN.

The TAs employed by the school also attend courses run by the Skelmersdale SHARES Cluster, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENDCo leads INSET sessions for the school staff/governors on specific SEN issues. The SENDCo is available to support staff with all matters relating to the provision for SEND within school. Staff are supported with the School Support Plans and with target setting for individual pupils on the SEN register.

Section 10

ROLES AND RESPONSIBILITIES

SENDCo

The school's Inclusion Manager has the role of Special Educational Needs and Disabilities Co-ordinator (SENDCo) at St Francis of Assisi. The SENDCo is a qualified teacher who has completed the National Award for Special Educational Needs Coordination. The SENDCo plays an important role in determining the strategic development of SEND policy and provision as part of the leadership team. The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of provision to support those with SEND, including those with EHC plans. The SENDCo provides professional guidance to colleagues and will work closely with

staff, parents, carers and other agencies. The SENDCo is aware of the provision in the Local Offer and is able to work with parents and professionals providing a support role to the family ensuring that children with SEND receive appropriate support and high-quality teaching.

The role of the SENDCo is:

- To oversee the operation of the SEND Policy and co-ordination of provision for children with special educational needs.
- To liaise with and advise teachers and learning support assistants.
- To line manage Teaching Assistants, oversee annual professional reviews.
- To maintain the school's special needs register and oversee individual children's needs.
- To liaise with external agencies including the LEA's support and educational psychology services, health and social services.
- To seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs.
- To work alongside teachers and parents to develop a school support plan for children having SEN support.
- To help class teachers maintain records in the form of Provision maps and Inclusion plans with reviews of outcomes resulting from working on specific targets.
- To be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use.
- To build confidence and understanding through keeping staff informed about changes to the SEND Code of Practice, to arrangements and to provision.
- To manage the medical needs of pupils.

The Roles of the Head Teacher and Governing Body

The Governing Body has identified a governor (Alan Horridge) to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. (For roles of governing body CoP Section 1:16 – 22, 1:39.)

The Headteacher and Inclusion Manager will identify areas for development in special educational needs and this will be included in the school's development plan.

Reports on SEND provision are presented to the Governing Body yearly.

The Governing Body produces an annual report on the school's provision for special educational needs, providing information on:

- Access arrangement
- The identification and assessment of pupils perceived as having special educational needs
- Teaching and staffing related to meeting the needs of such pupils
- How the school works in partnership with agencies outside school.

The role of teaching staff and assistants

All teaching staff and assistants are responsible for differentiating the curriculum for pupils with special educational needs and for monitoring their day-to-day progress in order to plan for their needs.

The Inclusion Manager, together with SLT will review and monitor the progress made by SEND children through tracking results of summative assessments. (See Assessment Policy) The Inclusion Manager will attend pupil progress meetings.

The Inclusion Manager, together with curriculum co-ordinators, will review and monitor the effectiveness of resources and other curriculum material.

All staff will work closely with the Inclusion Manager to keep her fully informed of pupil need.

The Inclusion Manager is the Designated Teacher with specific Safeguarding responsibility and responsible for managing Pupil Premium Grant (PPG) and Local Authority Care (CLA) funding and managing the school's responsibility for meeting the medical needs of pupils.

Section 11

STORING AND MANAGING INFORMATION

The school and the LEA will endeavour to provide information in alternative formats for any pupils and parents who are not always fully able to access written information. The SEND policy and SEND information report is available on the school website and is available in hard copy on request from the school office.

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils parents, the Headteacher or the Inclusion Manager, unless the school has

safeguarding concerns. Certain information is also stored on the school's electronic information management system (SIMS). Curriculum related information and assessment data is stored on Target Tracker which is a cloud-based tracking system. Confidential information regarding a pupil's SEND is kept in the pupil's SEND file. This is kept in the inclusion room. Child Protection information is electronically stored on CPOMS, paper files are kept in a locked filing cabinet

Section 12

REVIEWING THE POLICY

The SEND policy is reviewed annually. Review of the policy ensures that provision covers needs, and that the policy meets statutory requirements. The headteacher and governing body approve the new policy.

Section 13

ACCESSIBILITY

ACCESS FOR DISABLED

The school is committed to a policy of Inclusion in line with the Code of Practice and the SEN and Disability Act. Daily support is available in all classes from teachers and learning support assistants. Some children may be withdrawn for short periods so that they may be taught individually or in small groups, to have physio or speech therapy sessions or to receive other treatment as necessary. Access to the curriculum is maintained through careful planning.

At St Francis all pupils are encouraged to participate in cross- curricular activities which run at lunchtimes or outside school hours. Additional support is provided to ensure all pupils have equal access. All pupils attend school trips and activities, and careful provision is made to ensure their inclusion and safety.

To ensure access for pupils or parents with disabilities the school has disabled access as described in the school's Accessibility Plan. Please also see Local offer on the school website for SEN information.

Section 14

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the Inclusion Manager and class teacher will arrange a further meeting with the parent/carer.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parent's concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Section 15

Bullying

As part of our school anti-bullying policy, we aim to educate all our children on the definitions of bullying and its effects on the well-being of others. The school ethos promotes acceptance of 'difference'. For those children with SEND it is important that their needs are accepted, and they are valued for their uniqueness, to avoid making them feel vulnerable or feel like a target for bullying.

Although we cannot monitor or control the use of social media outside of school, we do educate the children on issues surrounding internet safety and cyber bullying as part of our computing curriculum. The school has a bullying policy which can be obtained from school.

Section 16

APPENDICES

SEND Local Offer can be found using the following link
<https://www.sfoa.lancs.sch.uk/key-information>

