



## **Isle of Wight SEND (Special Educational Needs & Disability) LOCAL OFFER**

### **SEND Information Report 2025-2026**



<p>St Francis Catholic and Church of England Primary Academy Newport Road Ventnor Isle of Wight PO38 1BQ 01983 857449</p>	<p>Website Address: <a href="http://www.stfrancisventnoracademy.org">www.stfrancisventnoracademy.org</a> E-mail Address: <a href="mailto:office@stfrancisventnor.org">office@stfrancisventnor.org</a></p>
<p>St Francis Catholic and Church of England Primary Academy is a mainstream provision with an inclusive ethos for pupils from 4 to 11 years.</p>	

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Academies are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in Academy. All Academies are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

## **Admissions**

Children and young people, with SEND are allocated places in two separate & distinct ways:

- Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
- Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal Academy admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight Academy both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links: <http://www.iwight.com/localoffer>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS ACADEMY:**

Academy Based Information	Staff	Summary of Responsibilities
<p>1. Who are the best people to talk to in the Academy about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Your child's class teacher</p>	<p><b>He / She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Planning teaching and learning for all pupils in the class.</li> <li>• Using Quality First Teaching to provide personalised, differentiated activities and resources.</li> <li>• Assessing and monitoring pupil progress; identifying barriers to learning.</li> <li>• Liaising with SENCO and parents to consider possible Special Educational Needs.</li> <li>• Raising initial concerns about potential SEN.</li> <li>• Writing and implementing Pupil Passports for pupils with identified SEN.</li> <li>• Writing and implementing Individual Behaviour Plans where behaviour impacts learning.</li> <li>• Maintaining day-to-day informal communication with parents.</li> <li>• Conducting termly parent/teacher consultation meetings.</li> <li>• Preparing and delivering annual reports to parents.</li> </ul>
	<p>Inclusion Lead / SENCO Designated Teacher for Looked After Children</p>	<p><b>The SENCO (Special Educational Needs Co-ordinator) is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring compliance with the SEND Code of Practice (0–25).</li> <li>• Working with the Principal and Governing Body to meet Equalities Act (2010) duties, including reasonable adjustments and access arrangements.</li> <li>• Maintaining accurate SEN records and an up-to-date SEN register.</li> <li>• Managing transition arrangements for pupils joining or leaving the Academy.</li> <li>• Commissioning support and making referrals to external agencies (e.g., LA services, educational psychologists, SaLT, health and social care).</li> <li>• Liaising with parents and collaborating with class teachers regarding SEN provision.</li> <li>• Advising on the graduated approach and identification of SEN.</li> <li>• Providing consultation and advice on strategies and interventions.</li> <li>• Coordinating SEN provision and maintaining the Academy's provision map.</li> <li>• Deploying Teaching Assistants for intervention programmes.</li> <li>• Using assessment data to track progress and analyse the impact of interventions.</li> <li>• Liaising with the SEN governor and reporting to Governors.</li> <li>• Reviewing and updating the SEND policy regularly.</li> </ul>
	<p>Family Liaison Officer (FLO)</p>	<p><b>The FLO is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Family liaison</li> </ul>

		<ul style="list-style-type: none"> <li>• SEMH support</li> <li>• Nurture support</li> </ul>
	Principal	<b>The Principal is responsible for:</b> <ul style="list-style-type: none"> <li>• Ensuring the appropriate support for pupils with SEND is in place and effective.</li> <li>• Delegating responsibility to the SENCO to ensure that pupils with SEND have their needs appropriately met within the Academy.</li> </ul>
	Inclusion Governor	<b>The Inclusion Governor is responsible for:</b> <ul style="list-style-type: none"> <li>• Meeting regularly with the SENCO.</li> <li>• Developing and maintaining an awareness of the special educational needs provision in the Academy on behalf of the Governing Body.</li> <li>• Developing an awareness of current practice with regard to the SEND Code of Practice 0-25 and the Equalities Act (2010)</li> <li>• Supporting the implementation of the Academy's SEND Policy.</li> <li>• Provide support for staff with SEN responsibilities</li> <li>• Report to the full Governing Body on issues related to SEND.</li> </ul>

#### HOW COULD MY CHILD GET HELP IN THE ACADEMY?

Children and young people in St Francis Primary Academy will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the Academy
- Staff who will visit the Academy from the Local Authority central services such as the Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, NHS, CAL Team, Occupational Therapy

	<b>Types of support provided also showing the stage of the SEN Code of Practice</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
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	children will be at when receiving this input		
2.What are the different types of support available for children and young people with SEND in this Academy?	Quality First Teaching (QFT) for all pupils.  <b>No identified SEN</b>	<ul style="list-style-type: none"> <li>Teachers will plan differentiated or varied learning activities and personalised learning to meet the needs of individual pupils; taking into account their unique learning styles.</li> <li>Lessons will be resourced to provide the support necessary for each pupil.</li> <li>Your child will be included in all aspects of learning within the class and Academy.</li> <li>Curriculum enrichment – trips, visitors, experiences</li> </ul>	All pupils
	Intervention Programmes / Evidenced Based Intervention Programmes  <b>No identified SEN or pupils identified as requiring SEN Support.</b>	<ul style="list-style-type: none"> <li>If a pupil is highlighted for not meeting age related expectation or not achieving expected rates of progress during Pupil Progress Meetings, then he/she may be incorporated into an Intervention Programme. Inclusion in an Intervention programme is a collaborative decision between the SENCO, Senior Leaders and the class teacher.</li> <li>Interventions are ‘catch up’ provision for groups of pupils to close the gap in learning.</li> <li>Some pupils require one-to-one intervention offering more personalised, targeted support in their learning.</li> <li>Intervention Programmes may be planned by the class teacher or may be evidenced based Intervention Programmes.</li> </ul>	Any pupil not meeting age related expectation or pupils not achieving expected rates of progress.
	<b>There are four SEND areas of need; St Francis offers the following support for each area of need.</b>		
	<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>Talk Boost to develop language &amp; communication (KS1)</li> <li>Attention Activities based on the research by Gina Davies</li> <li>Bucket Group</li> <li>Language and Communication groups (KS2)</li> <li>Narrative Groups and Word Aware (SaLT)</li> <li>Speech and Language Therapy for children under the care of Speech, Language and Communication Therapists (Referral required to Speech, Language and Communication Therapy Service)</li> </ul>	Any pupils experiencing difficulties with language and communication that is impacting on their ability to learn.
	<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>Question level analysis to identify gaps in knowledge and implement interventions</li> </ul>	Any pupil not meeting age related

		<ul style="list-style-type: none"> <li>• Read Write Inc. to support phonics</li> <li>• Doodles (Doodle Maths, Doodle Tables, Doodle Spell, Doodle English)</li> <li>• Lexia (Core 5) to support language and reading skills</li> <li>• Toe by Toe for pupils experiencing specific difficulties in Literacy</li> <li>• Maths for Life for pupils requiring a more bespoke curriculum for mathematical knowledge and skill development</li> <li>• Times Table Rockstars – to develop fluency and recall of multiplication and division facts</li> <li>• Dyslexia screening</li> <li>• Dyscalculia screening</li> </ul>	expectation or pupils not achieving expected rates of progress.
	<b>Social, Mental and Emotional Health</b>	<ul style="list-style-type: none"> <li>• We recognise that a pupil's well-being impacts on their ability to learn effectively. We can support pupil's emotional well-being and mental health through interventions in Academy or with the support of external agencies. Identification of pupils will be in consultation with parents.</li> <li>• Academy based interventions include: <ul style="list-style-type: none"> <li>➤ Self – Esteem groups</li> <li>➤ Friendship groups</li> <li>➤ Social skills groups</li> <li>➤ Self-regulation</li> <li>➤ Mental Health First Aid</li> <li>➤ Mental Health Support Team workshops for all year groups</li> <li>➤ ACES (Adverse Childhood Experiences)</li> <li>➤ NURTURE</li> <li>➤ Zones of Regulation (pilot 2020)</li> <li>➤ Referrals: REST (Regulation and Engagement Support Team), ND Team (Neurodiversity), Thrive Assessment, School Nursing and we also refer to YMCA Counselling, Barnardos and CAMHS for external support; however, referrals must meet agency criteria.</li> <li>➤ SWAY Project for year 6 and transitions to secondary</li> <li>➤ Wave project referral</li> <li>➤ Nettlecombe Farm</li> <li>➤ SEMH – Mulberry Emotional and Social Curriculum</li> </ul> </li> </ul>	Any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

	<b>Sensory and / Physical</b>	<ul style="list-style-type: none"> <li>Academy based inventions include: <ul style="list-style-type: none"> <li>➤ Sensory Circuit</li> <li>➤ OT referrals and support</li> <li>➤ Fine Motor interventions (pencil grips, Dough Disco, Funky Fingers)</li> <li>➤ Reasonable adaptations for clothing, meal times, toileting needs</li> <li>➤ School Nurse support</li> <li>➤ Classroom tools – fidgets, ear defenders, headsets</li> </ul> </li> </ul>	Any pupils experiencing difficulties with gross and fine motor skills or pupils with sensory or physical needs
	<b>Personal Resource Pack/ Passport</b> Any Child on the SEN Register receiving SEN support will be provided with a personal resource pack. This contains a variety of resources tailored to their individual needs that support each student during lessons and enable them to access the curriculum as independently as possible.		Any child on the SEN register in receipt of a personal passport
3.How can I let the Academy know I am concerned about the progress of my child/young person in Academy?	<ul style="list-style-type: none"> <li>St. Francis recognises parents and carers as partners in a child's education. We are happy to discuss any concerns you have about your child's progress at any time. However, it is important to follow the correct procedure to ensure you speak to the correct member of our team.</li> <li>The first point of contact should always be your child's class teacher. All class teachers are happy to speak to parents at the end of the Academy day, either informally or by prior arrangement. There are also termly opportunities to meet with your child's class teacher to discuss progress and raise concerns.</li> <li>If you feel that you would like to speak to a senior member of staff, contact the Academy office to arrange an appointment with the Academy SENCO.</li> </ul>		
4.How will the Academy let me know if they have any concerns about my child/young person?	Class teachers will keep parents informed. If the class teacher feels that your child needs additional support they will inform you and seek your views, so that Academy and home can work together in partnership. If your child needs to access support that is additional and different to the universal support offered then we will invite you to meet with the class teacher and SENCO to discuss whether your child requires 'SEN Support'.		
5.How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> <li>Pupils requiring additional support are identified during half termly pupil progress meetings and Inclusion Team meetings. Groups of pupils will be identified according to the type of needs and additional support required. Teaching Assistants will be allocated to support groups of pupils.</li> <li>Parents will be notified in writing if their child will be accessing additional support. Not all pupils accessing support will be identified as requiring 'SEN Support'.</li> <li>If your child accesses additional support and does not achieve expected levels of progress, then they will be referred to the SENCO for further investigation. The SENCO may observe your child in the Academy or undertake additional assessments to identify your child's areas of strength and difficulty.</li> <li>Your child may be identified as requiring 'SEN Support' and will be placed on the Academy's SEN Register.</li> <li>If your child is placed on the SEN Register, at 'SEN Support' level, you will receive a Pupil Passport specifying the additional support that your child will receive and the frequency of the support.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Pupil Passports are reviewed termly. It may be that your child will only need temporary SEN Support to address specific needs and ensure they achieve the expected levels of progress. At this point your child would be removed from the SEN Register and you would be informed that your child no longer requires SEN Support.</li> <li>• If your child is receiving SEN Support and does not achieve expected levels of progress then it may be necessary to refer your child to an outside agency to seek further assessment, advice and support.</li> <li>• For a minority of pupils with severe and complex SEN; the Academy or parents may request a Statutory Assessment from the Local Authority. This may result in the pupil receiving an Education, Healthcare Plan (EHCP).</li> <li>• It can often be challenging for parents/carers if pupils require significant SEN Support at home as well as at Academy; in some cases, parents/carers express the need for support. We can offer support through our Family Liaison Officer. The outcome may be that there is a need for a Common Assessment Framework (CAF) to access the support required to meet the needs of your family. Please refer to the information on our web-site related to the support on offer via the CAF process and through our Family Liaison Officer.</li> </ul>						
	<p><b>The Assess, Plan, Do, Review Cycle or Graduated Response:</b></p> <p>For children/young people on our SEN Register, an Assess, Plan, Do, Review cycle/ Graduated Response was established by the SENCO in partnership with the child/young person, their parents and the class teacher. The provision is monitored every half term and targets are reviewed and formulated accordingly.</p> <p>For details of the provision made for children/young people on our SEN Register under the four categories below, please refer to our School Offer.</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical Needs</li> </ul> <p>At the start of the 2023/24 academic year, we had 53 children receiving SEN Support and 3 children with Educational, Health and Care Plans.</p> <p>We monitored the quality and impact of this provision by regularly reviewing targets every half term on provision map and liaising closely with all external professionals implementing all recommendations accordingly.</p>						
6.What specialist services are available at or accessed by the Academy?	<table> <tr> <td data-bbox="451 1084 1056 1239">A. Directly funded by the Academy</td><td data-bbox="1056 1084 2005 1239">Family Liaison Officer Andrew Lloyd Webber specific SEND provision REST (Regulation and Engagement Support Team)</td></tr> <tr> <td data-bbox="451 1239 1056 1393">B. Paid for centrally by the Local Authority but delivered in Academy</td><td data-bbox="1056 1239 2005 1393">Statutory Educational Psychology Service Speech and Language Therapist</td></tr> <tr> <td data-bbox="451 1393 1056 1500">C. Provided and paid for by the Health Service but delivered in Academy</td><td data-bbox="1056 1393 2005 1500">School Nurse NHS Diabetes Team</td></tr> </table>	A. Directly funded by the Academy	Family Liaison Officer Andrew Lloyd Webber specific SEND provision REST (Regulation and Engagement Support Team)	B. Paid for centrally by the Local Authority but delivered in Academy	Statutory Educational Psychology Service Speech and Language Therapist	C. Provided and paid for by the Health Service but delivered in Academy	School Nurse NHS Diabetes Team
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<p>7.How are staff in the Academy supported to work with children &amp; young people with an SEND?</p> <p>What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> <li>• St Francis employs SENCO whose responsibility is co-ordinating provision for children with SEND, supporting class teachers, teaching assistants and parents as well as liaising with outside agencies.</li> <li>• The SENCO meets with key outside agencies on a termly basis to discuss children under their care and to plan how children with SEND can best be supported. The SENCO may also facilitate meetings between outside agencies and class teachers to discuss the needs of children in their class. Parents may also be invited to these meetings.</li> <li>• The Academy provides Continuing Professional Development (CPD) for all staff to improve the teaching and learning for all children; including aspects of SEND.</li> <li>• The Academy subscribes to the Local Authority's Training and Development Service who offer training on all aspects of SEND which our staff can access.</li> <li>• The SENCO attends termly SENCO briefings and SENCO Cluster Meetings where up to date information and good practice is shared regarding SEND.</li> <li>• DCAT provide SEN CPD and networking opportunities to support the Academy SENCO and FLO with developing practice</li> <li>• Teaching Assistants have been trained in the evidenced based Intervention Programmes. Examples of training include: <ul style="list-style-type: none"> <li>➤ Meta-cognition</li> <li>➤ Working Memory</li> <li>➤ Precision Teaching</li> <li>➤ TalkBoost / Language and Communication</li> <li>➤ Elklan – Speech and Language</li> <li>➤ Toe by Toe</li> <li>➤ Vocabulary Development</li> <li>➤ Pivotal Behaviour training</li> <li>➤ MAYBO</li> <li>➤ Attention Autism</li> <li>➤ PECS</li> <li>➤ Autism awareness</li> <li>➤ SALT &amp; EP targeted support and induction for new members of staff working with SEND children</li> </ul> </li> </ul>
<p>8.How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> <li>• Teaching will be differentiated, where required, by your child's class teacher as part of High Quality Inclusive Teaching. Your child's learning needs will be met inclusively through personalised teaching.</li> <li>• Through High Quality Inclusive Teaching your child may experience differentiated activities; access additional learning resources or require specific equipment as recommended by professionals working with your child.</li> <li>• The class teacher will plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.</li> </ul>

How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?	<ul style="list-style-type: none"> <li>• There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.</li> <li>• The class teacher will continually assess pupil's progress and plan learning activities according to individual needs.</li> <li>• The SENCO and Principal will monitor progress of all pupils, including pupils with SEND.</li> <li>• There will be three formal opportunities during the year to discuss pupil progress; however, class teachers will be happy to speak to parents at the end of the day, either informally or by prior arrangement.</li> <li>• Class teachers will be able to offer support and recommendations on strategies to support your child's learning.</li> <li>• If your child is receiving SEN Support, you will receive a termly Pupil Passport; this will include suggestions on how to support your child.</li> <li>• Teachers will review the Pupil Passport termly and share with you the outcomes of the provision, the progress that your child has made and set future learning targets.</li> <li>• If your child is receiving SEN Support, you will either be invited to attend any meetings where outside agencies meet with Academy staff to discuss your child's needs, or you will receive verbal or written feedback on the outcome of the meeting.</li> <li>• If your child is assessed by an outside agency you will receive verbal or written feedback on the outcome and recommendations of the assessment as per the outside agencies procedures and timescales.</li> </ul>
9.How will the Academy measure the progress of my child/young person?	<ul style="list-style-type: none"> <li>• Progress will be measured using statutory assessments, informal testing (for example, Reading Age and Spelling Age) and on-going teacher assessment.</li> <li>• Progress of all pupils will be monitored by the class teacher and Senior Leaders half termly. If Senior Leaders feel that pupils are not making expected levels of progress, interventions will be initiated to increase the rate of progress.</li> <li>• Senior Leaders will monitor the progress of pupils with SEND.</li> <li>• For pupils with a Statement of SEN or an EHCP, Reviews will be held annually to set targets for the forthcoming year.</li> <li>• Children working significantly below ARE will require different methods of assessment i.e., Engagement Profile, Pre-Key Stage, B-Squared and/ or Routes for Learning</li> </ul>
10.What is the pastoral, medical and social support available in the Academy?  What support will there be for my child/young person's overall wellbeing?	<ul style="list-style-type: none"> <li>• The class teacher has responsibility for the pastoral, medical and social care of every child in their class. If a class teacher feels that a child requires additional support in any of these areas they can, with parental consent, refer to our Family Liaison Officer for additional support.</li> <li>• We have six members of staff trained in the administration and care for diabetic children</li> <li>• St Francis has its own full time Family Liaison Officer who is based at the Academy but can equally offer home visits. She works collaboratively with the SENCO.</li> <li>• Our Family Liaison Officer is able to offer support to families, either informally to promote positive parenting or through the CAF process to seek support from external agencies.</li> </ul>
What support is there for behaviour, avoiding	<ul style="list-style-type: none"> <li>• We liaise with medical professionals regularly to support pupils with specific medical needs, such as Physiotherapists, Occupational Therapists, Speech and Language Therapists, NHS diabetes team and the Academy Nurse.</li> </ul>

<p>exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> <li>• St Francis has a clearly defined Behaviour Policy which sets out the procedures and steps to be taken when behaviour falls short of that expected at St. Francis. Please refer to our Behaviour Policy on the Academy web-site.</li> <li>• St Francis has its own behaviour blueprint, linked to its Behaviour Policy, which is followed by all staff members to provide consistent expectations and routines for all pupils.</li> <li>• The St Francis Code sets out the values for the Academy. Restorative conversations are a key feature of the process of reconciliation.</li> <li>• In some instances, children will have an Individual Behaviour Plan and/or risk assessment in place to support them to manage and improve their behaviour and avoid exclusion. They may also be offered, with parental consent, Academy based interventions to support their Social, Mental and Emotional Health.</li> <li>• St Francis works closely with the Education Welfare and Inclusion Service to promote good attendance; we recognise the close link between good levels of attendance and your child making good progress. Where concerns with attendance develop, we will work with you as parents/carers to address the difficulties through Student Attendance Meetings (SAMs) with Education Welfare and Inclusion Officer.</li> </ul>
<p>11.What support does the Academy have for me as a parent of child/young person with a SEND?</p>	<ul style="list-style-type: none"> <li>• Parents are able to speak to class teachers or the SENCO, either informally at the end of the day or by prior arrangement.</li> <li>• The Family Liaison Officer is able Mon – Fri during term time and is happy to meet with parents informally or by prior arrangement. Home visits can also be arranged.</li> <li>• The Academy is pro-active in using the Common Assessment Framework (CAF) process which can offer external support to families and pupils. Speak to the Family Liaison Officer for further information.</li> <li>• We work with Parent Partnership to support parents of children with SEND and can put parents in touch with a representative from Parent Partnerships.</li> <li>• We can help you to access further information and support through SENDIASS, Short Breaks and the Local Authority's Local Offer.</li> <li>• Children receiving SEN Support will be invited to contribute to their Pupil Passport.</li> </ul>
<p>How are young people with SEND currently involved in their education at your setting</p>	<p>Pupils with an EHCP are invited to contribute to their Annual Review; this can happen in two ways; pupils can share their views prior to the Annual Review and be represented at the Annual Review or they may attend the Annual Review. If possible, we encourage pupils in KS2 to attend the review.</p>
<p>12.How does the Academy manage the administration of medicines?</p>	<p>We are happy to administer medication to pupils; however, we request parental consent. Consent forms are available at the Academy office. Please see the Academy's policy on administering medication for further information.</p>

<p>13.How accessible is the Academy environment? (including after Academy clubs and Academy trips)</p>	<p>As required by the Equality Act 2010, St Francis Catholic and Church of England Primary Academy has an Accessibility Plan. We are committed to working together to provide a learning environment where all children have every opportunity to achieve the highest of standards. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils and strive to be inclusive.</p> <p>We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• disability</li> <li>• gender reassignment</li> <li>• marriage and civil partnership</li> <li>• pregnancy and maternity</li> <li>• race</li> <li>• religion or belief</li> <li>• sexual orientation</li> </ul> <p>According to the Equality Act 2010 a person has a disability if:</p> <p>a) He or she has a physical or mental impairment, and</p> <p>b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.</p> <ul style="list-style-type: none"> <li>• St Francis Academy was built in 2012. The building is fully accessible and fully inclusive. There are two lifts for wheelchair access and there are three accessible toilets, one on each floor.</li> <li>• All children are welcome to attend extra-curricular activities, regardless of their ability or SEND.</li> <li>• All children are invited on visits and residential visits. We will provide the necessary support to ensure that this is successful and may discuss reasonable adjustments in advance with parents. It might be appropriate for a parent/carer to accompany a child on a visit, depending upon the child's individual needs</li> <li>• A risk assessment is carried out prior to any off-site activity to ensure everyone's health &amp; safety will not be compromised.</li> </ul>
<p>14.How will the Academy support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> <li>• We encourage all new children to visit the Academy prior to starting</li> <li>• We can create 'social stories' or 'transition books' with the children if they require additional support with transition. These would include photographs of the new teacher and classroom environment and key areas of the Academy, such as the hall, library, playground etc. Children can take the social stories / transition booklets home to share with parents to alleviate any worries.</li> <li>• For children starting in Reception, there will be series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other. We have good links with our feeder pre-schools.</li> <li>• We liaise closely with the colleagues when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood</li> </ul>

	<ul style="list-style-type: none"> <li>• Transition between year groups and key stages within the Academy will be dealt with as part of our annual programme of transition and handover to the next class teacher. Social Stories and Transition books can be used.</li> <li>• At any point where a child with SEND is preparing to leave our Academy, we would seek to arrange additional visits for the child to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.</li> <li>• We work closely with secondary school partners at local authority handover sessions to discuss the specific needs of children with SEN as they transition to secondary school</li> </ul>
15. How are funds for SEND distributed?	<p>SEND funding is allocated in the following ways:</p> <ul style="list-style-type: none"> <li>• Support staff</li> <li>• Educational psychologists</li> <li>• External services</li> <li>• Teaching and learning resources</li> <li>• Well-being provision</li> <li>• Staff training</li> </ul>
16. Where can I get further information about services for my child/young person?	<p>Further information about services for my child is available from:</p> <ul style="list-style-type: none"> <li>• <b>SENDIASS (formerly Parent Partnerships)</b> <a href="http://iowsendiass.co.uk">http://iowsendiass.co.uk</a> 11 Orchard Street, Newport, PO30 1JZ Tel: 01983 825548 Email: <a href="mailto:sendiass@iow.gov.uk">sendiass@iow.gov.uk</a></li> <li>• <b>Family Information Zone (FIZ) / Short Breaks</b> Tel: 01983 823349</li> <li>• <b>Isle of Wight Local Authority Local Offer</b> <a href="http://www.iow.gov.uk/localoffer">http://www.iow.gov.uk/localoffer</a></li> <li>• SEN Assessment &amp; Review Team SEN Service, County Hall, High Street, Newport, Isle of Wight, PO30 IUD Email: <a href="mailto:sen@iow.gov.uk">sen@iow.gov.uk</a></li> </ul>
<b>Further development for this year</b>	<p>Our strategic plans for developing and enhancing SEND provision in our school include:</p> <ul style="list-style-type: none"> <li>• Developing monitoring strategies to ensure provisions and interventions are met via QFT</li> <li>• Monitor the adaptations to the curriculum</li> <li>• Developing parental engagement</li> <li>• Embedding Voice 21 oracy principles to support and improve outcomes for all</li> <li>• Becoming a Centre of Excellence Flagship school (1 year to go)</li> <li>• Ensure SEND pupils make measurable progress</li> </ul>

**Abbreviations:**

1. **ADHD - Attention Deficit Hyperactivity Disorder.** Attention deficit hyperactivity disorder (ADHD) is a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.
2. **ELSA - Emotional Literacy Support Assistant.** An educational psychology led intervention for promoting the emotional wellbeing of children and young people.
3. **HLTA - Higher Level Teaching Assistant.** Higher level teaching assistants (HLTAs) do all the things that regular teaching assistants do but they have an increased level of responsibility. For example: HLTAs teach classes on their own, cover planned absences and allow teachers time to plan and mark.
4. **Key Stage 1 (The two years of learning from year 1 to year 2).**
5. **Key Stage 2 (the four years of learning from year 3 to year 6).**
6. **LSA - Learning Support Assistant.** An LSA supports the needs of students in and out of the classroom on the direction of the teacher as required.
7. **SENCO - Special Educational Needs Co-ordinator.** A Special Educational Needs Coordinator (SENCO for short) is a teacher who is responsible for special educational needs in school. Every school in the UK is obliged to employ a SENCO as they ensure all students with learning disabilities are well equipped to obtain the right help and support they need at school.
8. **FLO- family liaison officer**