



## **St Francis' Catholic Primary**

### **Special Educational Needs and Disabilities SEND Information Report**

Welcome to St Francis' Catholic Primary School's SEND Information Report. This document aims to provide parents with all the information they need to understand how their child's needs will be met by the school, and also by the local authority.

St Francis' Primary School is a small, mainstream, Catholic primary school with 7 single age classes. Pupils are admitted pupils from 4-11. The proportion of disabled pupils and those with Special Educational Needs or Disabilities (SEND) is below the national average.

At St Francis' Primary School, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children. Children learn in a warm, nurturing environment, based on relationships of care and trust and rooted in the values of living life through Christ. Within this report, you will find information about the provision that we are proud to offer at St Francis' Primary School to support children with Special Educational Needs or Disabilities (SEND).

In collaboration with parents of SEND children at St Francis' and outside agencies, we have compiled a list of questions and answers to provide information for parents and carers to enable them to make decisions about how to best support their child's needs.

At the end of the document is a glossary to explain some of the terms used, as well as the main people responsible for the provision of special educational needs and disabilities (SEND) within the school and externally.

#### **How does St Francis' school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following:-

- Identification by the class teacher of children who are not making adequate progress
- Responding to concerns raised by parents / carers
- Noting changes in a pupil's behaviour or progress
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable.

**What should a parent do if they think their child may have special educational needs?**

*We pride ourselves on building positive relationships with parents, who are important partners in supporting the progress of their children and are fully involved in the identification and decision-making process in school*

- Talk to us – in the first instance contact your child's class teacher.

**Who will explain my child's needs and progress to me?**

- Class teachers who meet with parents on a termly basis to discuss their child's needs, support and progress
- The SENDCo, Headteacher and professional agencies may also provide further information and support.

**How will St Francis' school support my child?**

- The class teacher plans for each child with special educational needs or disabilities to ensure progress is made
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting or numeracy skills, they may benefit from a small focus group, led by the teacher or a teaching assistant
- If necessary, a child may be supported through an Individual Education Plan ( IEP) planned by the class teacher and overseen by the SENDCo
- Some teaching assistants in school specialise in a specific area, and work with the class teacher to plan a specific intervention to meet a child's needs. Specialist staff include those who specifically support pupils with motor skills and social skill difficulties.
- A provision map sets out the support each child receives and the Individual Education Plan ( IEP) evaluates the success of any intervention
- The Senior Leadership team and SENDCo oversee the support and progress of any child requiring additional help across the school.
- A small number of pupils may require an Education, Health and Care (EHC) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes

### **How do teachers match the curriculum to an individual child's needs?**

- Class teachers are responsible for planning and assessing the learning and progress of each child
- Class work is planned and differentiated appropriately so that all children are able to access it according to their specific needs
- Lessons are planned to accommodate the varying learning styles of all children and can be practical and multi-sensory
- Where necessary, learning is supported with specialist equipment, e.g. writing slopes, sensory cushions, and the use of IT
- Teaching assistants may well support children on a 1:1 basis.

### **How are the school's resources allocated and matched to children's special educational needs?**

All children with special educational needs are provided for to the best of the school's ability with the funds available.

Provision maps are reviewed each term to ascertain the demand needs for each class and learning support is distributed accordingly.

ICT is provided for children who benefit from laptops, Dictaphones and filming devices as an alternative method of recording.

### **How does the school judge whether the support has had an impact?**

- Class teachers regularly track a pupil's progress by reviewing and discussing targets and analysing data
- Parents and children are involved in meetings to review the Individual Education Plan (IEP) and set new targets if necessary
- Verbal or written feedback from the teacher, parent and pupil provides evidence of impact
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

### **What opportunities will there be for me to discuss my child's progress?**

*We believe that your child's education is a partnership between parents and teachers and therefore we aim to communicate with you regularly:*

- Parents are encouraged to maintain informal contact with their child's class teacher
- Children's progress is discussed at parent's evenings and Individual Education Plan (IEP) reviews
- An appointment can be made at any time to meet with either the class teacher or SENDCo to discuss how your child is getting on.

### **How will my child be able to contribute their views?**

*We value and celebrate each child's views on all aspects of school life and ensure:-*

- Children who have an Individual Education Plan (IEP) discuss their targets with their class teacher and are included in the review meetings
- The views of children with a Health Care Plan (HCP) are sought at the review stage.

### **How will you help me to support my child's learning?**

- The class teacher or the SENDCo can offer advice and practical ways in which you can help your child at home
- A home / school communication book can be provided for your child to bring home daily so that comments from parents and teacher can be shared
- Some children with special educational needs will have an Individual Education Plan ( IEP) which will be reviewed and discussed with parents on a termly basis. Targets on this plan are SMART (specific, measurable, achievable, realistic, time scaled) so that the child can achieve them by the time they are reviewed
- A child with complex special educational needs or disability they may have an Education, Health Care Plan (EHCP) or a medical review which, as well as regular reviews, includes an annual formal meeting to review progress
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with parents so that strategies can be implemented at home and school
- When needed sessions to provide support and information for parents is organised by the SENDCo
- Parents are invited to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum .

### **What is the pastoral, and social support available in the school to ensure my child's overall well-being?**

*The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, and this therefore should be the first point of contact for parents. If further support is required the class teacher liaises with the SENDCo for further advice and support. Additional support may include working alongside outside agencies*

The school offers a wide range of pastoral support for pupils who are experiencing emotional difficulties including:

- whole class, small group work and 1:1 sessions that address social skills
- Playground Pals - Year Six pupils offer help, advice and friendly mediation
- Play Leaders – trained adults lead structured playground games at lunchtime to help children manage their lunchtime
- Teachers and Lunchtime Supervisors overseeing playtimes are ready to support play and model mediation techniques in order to avoid confrontation
- Lunchtime Supervisors support children in the lunch hall, encouraging them to try different types of food and to have a positive eating experience
- Transition programmes to support transition through school and to Secondary school.

### **My child had medical needs, how will St Francis School make provision for them?**

- If a child has medical needs, then a detailed health care plan will be written in collaboration with the school nurse and parents
- Pupils' health care plans are reviewed annually and updated as necessary
- Staff are trained to meet specific pupils' needs as required

- Medicine is administered in school when the medicine consent form is in place
- All support staff have full regularly updated First Aid Training

### **How will my child access activities outside the classroom, including school trips?**

*We believe in inclusion for all areas of school life: in the classroom, within the curriculum, collective worship, plays/productions, extra- curricular activities*

- For trips, a risk assessment is carried out and procedures are put in place to ensure all children participate. Parents may be asked to accompany the child if specific 1:1 supervision is required. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful
- Should specialised equipment be required for a child, equipment and training will be sourced.

### **How accessible is the school environment?**

*The school provides an inclusive curriculum with the expectation that all learners can access it and make good progress. The school is a communication friendly environment. The school is on ground level, with gated security entrances for vehicles and pedestrians*

- The school has wheel chair access
- All classrooms have access to the outside
- Classrooms, ICT suite, the library and support areas are self-contained
- Outside areas such as the pond, field and courtyard garden, with raised beds, are accessible to wheelchair users.

### **How are parents involved in school life?**

- Parent-Pupil-Teacher consultation meetings, take place during the year where parents are invited to meet their child's teacher
- Curriculum information sessions are organised for parents to gain knowledge and understanding of the curriculum
- Classes invite parents in for activities related to their learning
- Parents are also welcome to help out as volunteers, for example, listening to readers
- For children with special needs or a disability, parents are often invited to help support their child on a school trip
- Parents are also invited to regular class assemblies, Mass, concerts, performances and trips.

### **How will my child be supported in transition?**

*Strategies are in place to enable the pupil's transition to a new class, phase or school to be as smooth as possible. Pre Schools and Secondary schools work closely with us, providing enriched extra visits to our school and inviting the pupil to their new school.*

These include:

- Discussion between St Francis and the receiving school, or discussion between the previous school and St Francis prior to the pupil leaving or joining
- Pupils attend a transition session to visit their new classroom and meet their new teacher
- A planned transition programme that could include extra visits to the new school and arranged communications between the pupil and key staff
- Secondary staff and SENDCo visits the child in our school setting
- A meeting between the school SENDCo and the Secondary SENDCo to discuss the pupil's history and next steps and handover relevant documentation

### **What training have the staff supporting children with special educational needs, had or are currently having?**

*Members of staff receive a range of training in line with the priorities of the School Development Plan and to support their professional development. Training also reflects the specific needs of the children within our care*

- The SENDCo is experienced and skilled in a range of autism-specific strategies, such as TEACCH (Treatment and Education of Autistic and related Communication-impaired Children)
- A number of teaching assistants have been trained to deliver specialist programmes to support pupils on the autistic spectrum or those with specific learning difficulties such as dyslexia and memory and processing difficulties
- A number of teaching assistants are trained to deliver SMART MOVES sessions, an intervention to help develop gross motor skills.

### **What specialist services and expertise are available at or accessed by the school?**

- The SENDCo has a degree in Psychology and has achieved SEND Award status. The school also works closely with the Local Authority's Vulnerable Learners Service to access support from a number of external agencies including:
  - The Speech & Language Team
  - GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, and Supporting Skills for Learning team (SS4L)
- For information on the county's offer please see the 'North Somerset's Local Offer' available at <http://www.somersetcsd.org.uk/kb5/northsomerset/fsd/family.page?familychannel=5000>

**Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns
- You could also arrange to meet with the SENDCo
- Look at our Special Educational Needs policy on our website

**Supportive Parents**

- North Somerset Supportive Parents is an organisation that provides independent advice and support for families – <http://www.supportiveparents.org.uk/services-in-n-somerset/>

**Who should I contact if I am considering whether my child should join the school?**

- Contact the school office to arrange a meeting with the Headteacher, Caroline Hostein, and a tour of the school

**A big thank you to all the parents who helped us to co-produce this document.**

**Glossary** - notes taken directly from the 'Draft special need and disability code of practice; 0-25 years – April 2014' by the Department for Education and Department for Health

**SEND** - Special Educational Needs/Disability - A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him to her. A disability as defined under the Equality Act 2010 is a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

**EHC** - Educational, Health and Care plans – The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood. A request for an EHC can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHC assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.

**Parent Carer Forum** - These are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan commission, deliver and monitor meet the needs of children and families.

**The Local Offer** - Local Authorities must publish a Local Offer, setting out in one place information about provisions they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans

### **Roles within the school with responsibilities for SEND children**

#### **Class/subject teacher**

Your pupil's class teacher is your first point of contact and will have day to day responsibility to ensure that lessons are planned to address potential areas of difficulty and to remove barriers to your child's achievement. Your children will therefore be able to access the same curriculum as their class mates.

#### **SENDCo**

Your school's SENDCo is a qualified school teacher with relevant qualifications in SEND. Their role within the school is to work with the Headteacher and Governors to determine the development of the SEND policy and provision in the school. They also have day to day responsibility for the operation of the SEND policy and coordination of specific provision made to your pupils learning. The SENDCo also works closely with outside support providers such as the Educational Psychologist.

#### **Headteacher**

The Headteacher has the overall view of the school and how to support your child's SEND provision. They look at the budget available to the SENDCo and help to review that, they also work to ensure the correct support from Teaching Assistants to optimise your child's support and learning environment. They discuss the overall SEND issues within the school with the Governors and also ensure that the training need of SENDCo and support staff are met. They will also work to source the very best package of external support for all pupils with SEND.

#### **Governors**

Governors have a strategic oversight for provision within the school. Governors annually review the budget and the effectiveness of the SEND Policy. A governor with responsibility for SEND meets regularly with the SENDCo and reports back to the Governing Body on SEND provision within the school. An annual SEND report is made to the Governing Body.

#### **SEND Governor**

Governors, and specifically the SEND Governor work closely with the Headteacher and SENDCo to review the budget and review the effectiveness of the SEND Policy annually.