



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 from the ages 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 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.

My child has SEND needs; will St Francis' School be the right school for my child?

St Francis' School is an inclusive community that will endeavour to meet the needs of every child in our mainstream setting wherever possible. The broad areas of SEND need are:

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

If your child has an Educational Health Plan and or profound special needs, we urge you to make a visit to the school and meet the Headteacher and SENDCo so that you can make an informed decision about the best provision for your child. If your child has a EHC plan, the school named in it must offer your child a place.

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.

Where it is determined that a pupil does have SEND, parents will be informed, support discussed and the pupil will be added onto the SEND register.

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; this is carried out under an *assess, plan, do* review cycle
- If a pupil has needs related to more specific areas, such as spelling, handwriting or numeracy skills, s/he 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 (on a termly basis)

- 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
- Teachers will support your child on a 1:1 basis at times and this may well be in a lunchbreak.

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, iPads, dictaphones and filming devices as an alternative method of recording.

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

- The Senior Leadership Team (SLT) track progress over time and can judge if support is effective
- IEP targets and Provision map targets are measurable, reviewed regularly and feed into the next plan
- 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 (Three times per year) and Individual Education Plan (IEP) reviews (Three times per year)
- 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 his / her 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. This is an additional meeting to the Parent's evening.

- 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 and/ 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 the 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
- Staff training programme includes pastoral care, social support, specific learning difficulties, mental health

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 staff have full regularly updated First Aid Training and Safeguard Training.

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

We believe in inclusion in all areas of school life: in the classroom, within the curriculum, during collective worship, in plays/productions and 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 direct 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
- There is a designated medical room and disabled toilet.

How are parents involved in school life?

- Meet the teacher meetings at the beginning of the academic year
- Formal Parent-Pupil-Teacher consultation meetings
- 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
- Class Dojo is an online community forum for the class. Parents and teachers can message each other, although this tool will be agreed at the meet the teacher meeting.

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 and information exchange between the previous / receiving school

- Transition sessions to visit their new classroom and meet their new teacher
- A planned transition programme that could include extra visits to the new school / class and arranged communications between the pupil and key staff
- Key members of staff visit receiving / previous setting (e.g. key worker, reception teacher, SENDCo)

What SEND training do staff receive?

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 regularly attends training and disseminates this information to the staff
- CPD is given to staff by the SENDCo who has a degree in Psychology and has achieved SEND Award status
- 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 the SEND Award. The school also works closely with the Local Authority's Support Services for Education 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
 - 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?

- New families are encouraged to meet with the head teacher and tour the school – please contact the school office to arrange a visit

For parents of children already in school, 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 and look at relevant policies on our website

How do I make a complaint or compliment?

The education of all pupils that attend St Francis' Primary School is very important to us and as the school is part of the community, the action of the individuals who work in it will and should be open to comments, compliments, question and sometimes criticism.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents, or in a letter to the Head Teacher.

Any complaints will be dealt with as quickly and efficiently as possible. These concerns are either sorted out informally, often as a result of discussions, or become formal complaints. The period of consideration will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled.

Further information can be found in our School Complaints Policy which can be found in our school policies section.

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".

EHCP - 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 classmates.

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 overall responsibility to support your child's SEND provision. S/he reviews the budget available to the SENDCo and works to ensure the correct support from Teaching Assistants to optimise your child's support and learning environment. S/he discusses the overall SEND issues within the school with the Governors and also ensures that the training need of SENDCo and support staff are met. S/he 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.