

## St. Francis Catholic Primary School

### SEN Information Report

2017

The Children and Families Bill (2014) requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The document below sets out the provision, support and resources available for children with disabilities and SEN at St. Francis Catholic Primary School.

At St. Francis Catholic Primary School we believe that each individual is a reflection of Christ, and can be enabled to reach his or her full potential.

As a fully inclusive school, we welcome all children, with their individual strengths and needs and strive to help them to make maximum progress in their spiritual, moral, emotional and academic development.

#### **1. What kinds of special educational needs are provided for at St. Francis?**

- At St. Francis school, children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in mainstream schools (SEND Code of Practice, 2015).
- Support is offered for a wide variety of different needs. Children's special educational needs generally follow four broad areas of need:  
*communication and interaction;*  
*cognition and learning;*  
*social, emotional and mental health;*  
*sensory and/or physical needs.*

Individual children may have needs that cross across all these areas and their needs may change over time.

#### **2. How does the school identify my child's needs and what should I do if I think my child may have special educational needs?**

- The progress of all pupils is monitored regularly by class teachers and discussed during termly Pupil Progress Meetings with a member of the Senior Leadership Team so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will be discussed with parents and the pupil concerned.
- Staff are vigilant at supporting and raising concerns if they think a child has special educational needs.
- As part of the school's commitment to identifying and addressing the needs of each individual child, whole class screening assessments are carried out in school:

- Language Screening Assessment – This assesses a child's ability to understand language and enables school to identify and support children with possible language and communication difficulties.
- Individual children with progress concerns are also screened where it is deemed appropriate and relevant support strategies are put into place.

If parents have concerns about the progress or attainment of their child they are encouraged in the first instance to speak to their child's class teacher to discuss their concerns, who will then liaise with our Special Educational Needs Coordinator (SENCO) as appropriate. The SEND leader (SENCo) at St. Francis Catholic Primary School is Miss T. Hussey. For any enquiries relating to SEND matters, please make an appointment through the school office.

### ***3. How will the school staff support my child?***

- Quality First Teaching (Wave 1) is the first step in response to children who are not making expected progress. Teachers will have the highest possible expectation for your child, use a variety of teaching strategies and will put in place specific strategies to enable your child to access the curriculum. Children will have their progress closely reviewed by the teacher and Assessments Co-Ordinator.
- If necessary further additional support is put in place (Wave 2) i.e. specific small group work. Small groups may be taught inside or outside the classroom. They may be taught by a teacher or a teaching assistant who has had training to lead these groups. The SENCO liaises with the class teacher to decide upon appropriate provision which is carefully matched to the child's needs.
- Where appropriate, a provision plan will be put in place identifying specific strategies used to support the learning of a pupil. Parents will be informed of the planned support.
- Where a pupil is identified as having SEN, discussions are held with parents and the child. Information is gathered about a child's strengths and difficulties. Specific targets are then set which set out desired outcomes.

- Support will take the form of a four part cycle - Assess, Plan, Do, Review, known as the graduated approach.

**Assess** – Data about a pupil will be used to carry out a clear analysis of the pupil’s needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.

**Plan** – The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place. This will be outlined in the provision plan.

**Do** – interventions are carried out with continual evaluation and links with classroom teaching.

**Review** – regular review of a child’s progress will take place. Review will evaluate the impact and quality of support and take into account the views of children and parents.

#### ***4. How will the curriculum be matched to my child’s needs?***

- Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum so that the needs of all learners are met.
- All our teachers are clear on the expectations of Wave 1 provision (First quality teaching which is inclusive of all learners) and this is monitored by the Senior Leadership team.
- All teachers are provided with information on the needs of individual pupils so that they ensure the child is able to access the learning and make progress in the classroom e.g. children who find it difficult to record written work will have access to other ways of recording e.g. access to the computer, mind mapping, etc.
- The SENCO meets with class teachers and Teaching Assistants when appropriate to discuss personalised approaches.
- The SENCO/external specialists provide training to teachers and support assistants to equip them with a range of strategies to support a variety of learners.

#### ***5. How will I know how my child is doing and how will you help me to support my child’s learning?***

- Parents are informed about their child’s progress during twice yearly parent’s evenings and through an Annual Report.
- Additional parent review meetings are arranged each term for parents of children with special educational needs. Targets are reviewed with parents at these meetings. The next steps in learning are discussed, and advice about strategies on how to support at home is given.
- When necessary, further review meetings will be arranged to review the effectiveness of support and the impact on a child’s progress. Parents will be involved in planning future provision.

- Parents can make an appointment to see a teacher or the SENCO at any time should they have any concerns or have information they would like to share that could impact on their child's success.

**6. *What support will there be for my child's overall well-being?***

- All pupils are supported with their social and emotional development throughout the school day, through curriculum activities. Personal, Social and Health Education (PSHE) and are integral to our curriculum.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupils' views are sought through the school council and other forums.
- Lunchtime nurture groups and social groups are available for pupils across the school. There is an emphasis on working together and children are often invited in order to develop their social skills.
- Key staff are trained in first aid.

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

- We have support from School Health, Behaviour Support, Early Help and Speech and Language. We also buy into (PSS) Pupil and School Support, (CAT) Communication and Autism Team and the Educational Psychologist Team, which is a traded service.

### **8. What training are the staff supporting children with SEND had or are having?**

- Our School Improvement Plan includes our objectives, success criteria and action plan in the area of SEND (Special Educational Needs and Disabilities).
- We have clear maps which detail Wave 1 (inclusive first quality teaching for all), Wave 2 (additional interventions to enable children to work at or closer to age related expectations or above) and Wave 3 (additional highly personalised interventions) provision.
- Staff meet with the SENCO to carefully match provision for children with additional needs and SEND.
- Outside agencies and the SENCO runs staff training to enhance skills and knowledge in the delivery of Wave 2 and Wave 3 interventions.
- Specialist teachers and advisors come in to school to support and work with staff to enhance skills in Wave 2 and Wave 3 interventions.

### **9. How do school involve children and young people with SEN, in their learning?**

- We hold a meeting every term that allows the SENCo, school staff, parents/carers and other professionals (if appropriate) to share information, celebrate progress and achievement and plan next steps. The pupil will have these next steps shared with them in a child friendly format, so they are aware of their personal targets.
- The SENCo will complete a 'pupil passport' with the child, ensuring that the school has a pupil perspective on how the child feels they learn best while taking into account any barriers to learning they feel they have.

### **10. How will my child be included in activities outside the classroom including school trips?**

- We arrange extra provision for children who need additional support on school residential trips.
- Pupil's with a special educational need are encouraged to take part in extra-curricular clubs such as dance and athletics.
- Where there are concerns for safety and access, we complete a risk assessment in to ensure the child's needs are fully met. If appropriate parents are consulted and involved in planning.

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

- Our Accessibility plan states that a child with SEND can participate fully in the classroom, in the school curriculum and at all times in all parts of the building.

- We ensure that disabled pupils are supported to achieve through the provision of appropriate support.
- We ensure all extra-curricular activities are accessible to children with SEND.
- When necessary, we adapt trips/activities through the completion of a detailed risk assessment.

**12. How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?**

- We work very closely with parents during the induction period, have regular meetings and plan a suitable transition package centred on the needs of the child.
- The SENCo is in close contact with staff of other schools where transition is taking place from or to.
- The SENCo and Year 6 staff meet with, and work closely with feeder schools throughout the year to provide a seamless transition from Year 6 to Year 7.

- The SENCO meets with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be addressed prior to entry.
- Reception class teachers and teaching assistants carry out home visits in the Summer term before children begin school.
- We plan opportunities for staff to liaise with parents to ensure any transition is successful.
- A member of staff has key responsibility for the induction of new pupils to school.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- We work closely with our feeder schools during the Year 6 transition period. We share information to support pupil's learning and well-being at transition. Parents are invited to attend a transition meeting with the school's SENCO and the SENCO from the child's new school.
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
- The SENCO is available to arrange and attend meetings with potential placements for children with SEND.

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

- Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- Where a need is identified, we allocate additional resources to that area to ensure that a child's needs are met.
- We invest in research based interventions which are evaluated for their effectiveness.

**13. What are the school's arrangements for supporting children and young people who are looked after by the local authority and have special educational needs?**

**14. How is the decision made about what type and how much support my child will receive?**

- Quality First Inclusive Practise (wave 1) is clearly defined in our setting and we expect all staff to deliver this.
- The SENCo decides in consultation with staff about what additional appropriate provision to put in place.

- All interventions are monitored for impact and outcomes are defined at the start of any intervention.
- The SENCO oversees all additional support throughout the school.



- The SENCO meets with the SEN Governors to update them on the impact of intervention throughout the school.

#### **14. How are parents involved in the school? How can I be involved?**

- We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.
- Our open door policy means that parents are welcome to make an appointment and meet with the class teacher and/or SENCO at any time.
- Parents are invited to contribute to school-life through a number of means e.g. Masses, Volunteer helping and ongoing invitations to school events throughout the year.
- Our Governing Body include Parent Governors/representatives.

#### **15. Who can I contact for further information or if I have any concerns?**

- Parents who are unhappy about any issues regarding the school's response to meeting the needs of their child are asked to follow the schools complaint procedures. A copy of St. Francis Catholic Primary School Complaints Policy is available from the school office or from the website.

#### **16. Where can I find the Local Authority's Local Offer?**

- Walsall's Local Offer can be found via the link below: