

# Annual Special Educational Needs and Disabilities (SEND) Information Report 2017-2018

School Name: St Francis Church of England Primary School  
Head Teacher: Joy Farrell  
Special Educational Needs and Disabilities Coordinators:  
Hester Millsop – Nursery and Reception  
Karen Mace – KS1 and 2  
SEND Governor: Beth Read

Report agreed by Governors:

## **School Context:**

St Francis is a mainstream Primary school with maintained Nursery provision. It caters for children from aged 3 (Nursery) to aged 11 (Year 6). Although the school does not have specialist resource provision, it caters for pupils with a range of additional educational needs. Currently there are pupils with Autism, a range of sensory needs, specific learning difficulties and speech, language and communication difficulties in our community.

## **Admissions:**

The admissions policy has been created to reflect the Christian foundations and the community focus of the school. The oversubscription criteria reflects the governors wish to offer Christian service in education, and offer places to children who regularly attend worship and who live in the parish, also to children living close to the school according to the order of criteria below and within current government legislation or National guidelines. St Francis CE Primary School will be following Swindon LA jointly co-ordinated admission arrangements for admission to primary school in September 2017.

## **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

At St Francis, we monitor the children's progress carefully and put in interventions to support any child that concerns us. Progress Meetings are held every term between class teachers and SLT to monitor the progress of all children. The class teacher will discuss specific children with the SENDCo and the decision may then be taken to gather further evidence by looking at work, making observations or carrying out assessments to help identify any special educational need the child may have. Parents and carers are kept fully informed about this process and their views are sought. The school holds parents and carers meetings in the Autumn and Spring terms. More regular meetings are instigated by both parents and staff if the need arises.

## **2. How will the school support my child?**

Children who have been identified as having special educational needs will receive additional support. The amount, type and frequency of support will depend on the needs of the child. Sometimes this will be done in class, either by the class teacher or the Teaching assistant. Sometimes the child might be withdrawn from class to work on a specific programme either 1:1 or in a small group. Teachers are responsible for the organisation of the additional support. The SENDCos work to support, monitor the impact of and advise with this work. SENDCos work with the assigned Governor for SEND to monitor the impact of the additional support in place.

Your child may be given an IEP (Individual Education Plan), this will ensure they are working on targets that will help them move their learning forward. If this is the case this will be discussed with you at parents evening. You may be asked to complete (with the SENDCo) an E H R (Early Help Record) which captures a full picture of your child's needs. Following the completion of this, the school may hold TAC (Team Around the Child) meetings where other professionals will also be invited to ensure we are supporting your child in the best possible way.

Children with more complex needs may be given an Education, Health and Care Plan which captures the full range of their needs and how to support them. This is reviewed on an annual basis, to which you will be invited to contribute.

### **3. How will the curriculum be matched to my child's needs?**

Work within class is differentiated to the needs of the child. Sometimes this may mean the outcome expected is different; on other occasions the support or resources given may be different; at other times the work itself may be completely different.

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

There are many different ways of keeping in touch with your child's progress in school:

- Parent and Carer's evenings – 2 times a year
- Class assemblies/ invitation to visit your child's class – 3 times a year
- Annual report to parents
- Meet the Teacher evening – September
- Teachers are available at the beginning and end of days for communication although for more in-depth conversations they will ask you to make an appointment so that issues can be explored more fully.
- In some circumstances teachers will set up daily or weekly communication through meetings or contact books

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

We have designated staff with up to date first aid training on site at all times. All staff are trained annually with the use of epipens and asthma pumps. For some children with more complex needs, a health care plan is drawn up by the school nurse in consultation with parents and any necessary training is given to staff. All staff are made aware of the Health care plan and a copy is displayed in the First Aid Room.

St Francis holds a Friendship Fortnight each year with the aim of promoting better understanding of what is and is not bullying. Pupil's views on how they are getting on are regularly sought as part of the Annual Review process and pupils are always encouraged to share any worries or concerns with known adults on a day by day basis.

Attendance is monitored by the School Office who will attempt to establish contact to find out why the child is not in school if no message is received by 9.30am. Pupil's attendance which falls behind will be investigated by the School Office and Head teacher. If attendance becomes an issue, parents and carers will be invited to come to discuss the issue so that a satisfactory solution can be found. This might involve an action plan being drawn up or additional support put in place to help such as working with the EWO (Educational Welfare Officer).

We also have a PSA (Parent Support Advisor) and TaMHS (Targeted Mental Health ) worker who can support children and their families with different aspects of home life and emotional and social needs.

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

The school has a range of services which it can access to support children.

- Speech and Language therapy
- Social, Communication and Interaction Difficulties
- Autistic Outreach services
- Advisory teacher for Physical Disability
- Advisory teacher for Visual impairment
- Advisory teacher for Hearing Impairment
- Behaviour Support Team
- Occupational Therapy
- Paediatrician
- Assisted Technology Service
- School Nurse
- Health Visitor ( Nursery only)
- Specific Learning Difficulties Advisory Service
- Educational Psychology
- Parent Support Advisor
- Targeted Mental health Service ( TaMHS)
- Social Care

All services require a referral form to be signed by parents or carers so that these staff are allowed to work with children in school. They also require some detail about the nature of a child's needs and what parents and school hope to achieve as a result of their service's input.

Further information can be found at [www.mycaremysupport.co.uk](http://www.mycaremysupport.co.uk) – this is Swindon Borough's site for information for children and young people and their support in Swindon.

#### **7. What training have the staff supporting children and young people with SEND had or are having?**

All staff receive regular in house training on supporting children with SEND. Ms Mace has a Post Graduate Certificate in Specific Learning Difficulties. She also holds the SENCO Award. All SENCOs receive regular updates about general SEND provision as well as attending appropriate training offered by the Borough. Teaching Assistants and Teachers also access specialist training such as attending the Dyslexia Conference, learning how to write social stories, playtime games and ASC basic awareness courses. Staff work alongside advisory staff who visit children in school which develops knowledge and understanding of how to best meet children's needs.

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

St Francis is an inclusive school. We try to ensure that all activities, including after-school clubs can be adapted to the needs of our pupils. When planning trips, including residential trips, we liaise with parents and carers to ensure that appropriate adaptations made are for the individual.

We encourage all children to apply for roles of responsibility such as being a member of the school council, monitoring jobs, play leaders and house captains.

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

The school is fully accessible, with a lift, to access the upstairs classrooms. There are three disabled changing and toilet facilities within the school. There is also disabled parking facilities available. The school is supported by the Assistive technology advisory teacher and Physical disabilities teacher, when necessary, to advice with modifying the environment and accessibility to curriculum.

If you would like any information in a different language, we will do our best to accommodate this.

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

We place great value on finding out about the needs of our children before they join us. Before joining Nursery, all children are visited at home so that parents can discuss any issues they may have and share information. This is also done for all children who will join Reception but have not been part of the school's Nursery setting. Information evenings are held for Induction to Nursery and Reception. Mrs Millsop attends and speaks to parents too about what to do if they are concerned. As part of the induction pack, all families receive the school's SEND Handbook for parents which explains the process.

Children who join at other points in the school are quickly assessed and needs, should they present, are also raised with teachers and parents and SENDCos. All parents receive the schools' SEND handbook for parents as part of their prospectus/induction pack.

Where SEND has been identified by a previous school, SENDCos work to gain as much information about the previous setting and the package previously in place. Equally, files and information from our school are sent on promptly to a receiving school to ensure that the receiving school has all the information needed.

For some children moving between year groups or Key stages can cause challenge and so extra work is put in place, such as writing social stories or creating transition books as well as extra class visits to make sure that the transition is as smooth as possible.

Staff and SENDCos work closely with Secondary staff to ensure that they have a good understanding about a child's needs. For all children, there will be a focus on addressing their concerns about next steps. For those for whom the concern is greater, extra visits and work will be put in place.

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

The SENDCos, in consultation with the Head teacher, allocate the resources according to the needs of the children. Some children require more support than others.

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

We seek to provide the best support for each individual. It will vary according to the requirements of each child. We aim to promote independence for our children so for the greater majority of children, support will be in small groups.

### **13. Who can I contact for further information?**

The first point of contact is always your child's class teacher

The SENDCos (Mrs Millsop for Foundation stage and Ms Mace for KS1 and KS2) are available to discuss more specific concerns. Both SENDCos work Monday - Thursday.

Other documents to read:

SEND Handbook for Parents and Carers

SEN and Disabilities and Accessibility Policy

<http://www.stfrancis.swindon.sch.uk/Policies.aspx?ID=15635>

If you have any further concerns, or wish to complain, please refer to the complaints policy on the school website: <http://www.stfrancis.swindon.sch.uk/Policies.aspx?ID=15635>