



St Francis

Catholic Primary School

Special Educational Needs Information Report September 2020

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SEN Governor:	Mrs. Helen Webb
Head Teacher:	Mrs. Gosia Brown
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School Facebook:	https://www.facebook.com/stfrancismelton/
Age range:	4-11
School Specialism:	Primary - Mainstream
Date of last inspection:	May 2017
Outcome of last inspection:	Good
School DfE Number:	8553342

Welcome to our SEND information report which is part of the Leicestershire Local offer for learners with Special Educational Needs and Disabilities (SEND). The Local Offer lists services available to support disabled children and children with SEN and their families in their local area.

The local offer for Leicestershire can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN updated annually.

The required information is set out in the SEN regulations (Special Educational Needs & Disability Code of practice 0-25, 2015).

Our school provision takes regard to legislation and regulations in: The Children and Families Act 2014, The Special Educational Needs and Disability Code of Practice: 0-25 years, The Equality act 2010 and United Nations Convention on the Rights of the Child.

At Saint Francis Primary School our Catholic ethos values and celebrates each child as an individual with different strengths and needs. We have the highest aspirations and expectations for all children, including those with special educational needs. We strive to support all children to achieve their life goals through a balanced curriculum and lifelong learning journey. Quality first teaching is the first step on the journey but for some children, further help and targeted support may be needed.

1. What are Special Educational needs or disability?

We use the definition for SEN and disability from the SEND Code of Practice (2015) “ A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special Educational Provision means educational provision that is additional to, or different from that made generally for others of the same age in a mainstream school in England.

Disability: “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. This includes sensory impairment such as those affecting sight or hearing and also long term health conditions such as epilepsy, asthma and diabetes. “

2. What kinds of special educational needs do we make provision for?

At Saint Francis Catholic School we are committed to maximum inclusion that meets the needs of all children. With the efficient use of resources, we aim to provide the highest quality of education for all pupils. All the teachers in Saint Francis Catholic Primary School are teachers of children with Special Educational Needs. Where a pupil is identified as having SEND, we work to remove barriers to learning and put effective special educational provision in place. Listed below are the four broad areas of need, as listed in the SEND Code of Practice, that our school makes provision for:

- 1. Communication and interaction** – a child will receive support for this area of need if they have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- 2. Cognition and learning** - a child will receive support if they learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
- 3. Social, emotional and mental health difficulties** – a child will receive support if they have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing.
- 4. Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

3. What policies and procedures are in place for identifying those pupils with SEND ?

Early identification of children with SEN is vital. Teachers meet with parents to discuss concerns regarding a child’s progress at the earliest opportunity, raised either by the class teacher or the parents themselves. Identifying a child’s educational needs and adapting teaching to meet those needs, is a process that is in place for all children in our school. The school has a rigorous and

regular system, through termly data input, pupil progress meetings and class teacher monitoring to identify where a child is not making expected progress or working below national expectations.

Where a child's needs are persistent, the class teacher will complete an initial concerns record and arrange to meet with the SENCO. At this meeting, the need for additional assessments will be discussed.

Class teachers will provide quality first teaching and appropriate differentiation aimed at closing the gap or raising attainment and where necessary, relevant and timely interventions. This will be delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a child may be receiving support from a teaching assistant. This SEN support will take the form of a four part cycle (ASSESS PLAN DO REVIEW) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the Graduated Approach.

A decision will then be made about whether different and additional provision is required to meet the child's needs. Appropriate staff along with the SENCO will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEN record at SEN Support. Working together, the SENCO, class teacher, parents and child will discuss and ensure that there is a shared understanding of the child's needs, gain parental perspective on any areas of strength and emerging barriers to learning and discuss the SEN Support (i.e. the support available in school for children and young people who have special educational needs but do not have Education, Health and Care plans) needed to meet the outcomes identified for the child. A one page profile and individual learning targets will be used to give all parties a shared understanding of the child's strengths, needs and targets. These will be frequently and amendments made where necessary (at least half termly).

The SENCO has a number of SEND specific assessment tools to assess areas and level of need. Occasionally it will be necessary to liaise with external agencies for assessment, diagnosis or support such as Speech and Language Therapists, Educational Psychologists, Specialist teachers and partners from the Health Service. We will always consult with parents before doing this.

Policies relating to SEND – available on the School's website

SEN Policy (including systems and structures for inclusion and support)

Special Educational Needs Information Report / Local Offer

Positive Handling Policy

Admissions Policy

Child Protection and Safeguarding Policy

Equality Policy

Behaviour Policy

Complaints Policy

The school has a nominated Governor who is responsible for SEN/ inclusion. Their responsibility is to:

- have specific oversight of the school's arrangements for SEN,
- to liaise with the SENCO and discuss the SEND children.

- support the school in evaluating and developing the quality and impact for pupils with SEN across the school and
- to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.
- To review the effective use of SEND resources with SLT and SENCO

4. How we would support a parent / carer with a concern or a young person who was worried about their learning

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable full participation in those decisions.

At Saint Francis School we will always make parents feel welcome and actively listen to their concerns, wishes and aspirations for their child. In the first instance all concerns should be raised with the pupil's class teacher.

If the class teacher identifies a pupil's Special Educational Needs he / she completes an Initial Concerns Form and after consulting our SENCO, gathers information and takes initial action to address those needs. This will be discussed with parents at the earliest opportunity to alert them to our concerns and to consider their views about their child's needs. Support and guidance would be given to parents about ways in which they can help their child's learning and development at home. Parents would be signposted to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.

After consultation the school may request specialist involvement for advice regarding early identification and effective support for any child. The school will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the child's teacher and their child, where appropriate cases.

5. What are the arrangements for assessing and reviewing the progress of pupils with SEND, and progress towards their outcomes.

Teachers routinely monitor progress of children through formative and summative assessments. In addition to this, children who have a SEND need will have specific targets on their Learning Plan which are reviewed regularly, at least six times a year.

Children with SEND support plans will be working towards specific outcomes agreed with school, parents and the Local Authority and progress towards these will be continually assessed by teachers and the SENCO. Progress towards children's outcomes is reviewed half termly.

Children who have an Education Health Care Plan (EHCP) will also have their progress towards outcomes reviewed half termly but will also have their EHCP reviewed annually. This is called an annual review. Other agencies, parents and children are invited to take part in the annual review. At Saint Francis we take person centred approach to Annual Reviews which means we put young people and families at the centre and advocate that everyone has the right to exercise choice and control in directing their lives. The meeting is in a format that is pupil-friendly, where they can be effectively included in the meeting and be listened to about what is working and not working for them in relation to school.

Interventions will have specific intended outcomes and entry and exit data is taken to assess progress of children in these interventions.

The AET schools autism progression framework is used to assess and track progress of children with autism and those with SEMH needs. We also use the Boxall profile and strength and difficulty questionnaires for reviewing the progress of pupils with SEMH needs.

6. How will I know how St Francis Catholic Primary School supports my child?

Each pupil's education programme will be planned by the class teacher and shared with parents and children. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistant in class.

If a pupil's needs are significant and related to more specific areas of their education, such as spelling, handwriting, maths and English skills etc. then the pupil will be placed in a small focused intervention group. This will be run by the teacher or learning support assistant. The length of time of the intervention will vary according to need. The interventions are tracked and monitored and will be regularly reviewed and evaluated by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the school provision map (this is a record of the interventions and their impact). If you have any queries related to the interventions please do not hesitate to contact the class teacher.

In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

The named governor for SEND is Mrs Helen Webb

7. How will the curriculum be matched to my child's needs?

Teachers plan lessons that take account of the individual needs of children at the outset. Our curriculum is designed to be engaging and challenging for all and subject leaders will address how it meets the needs of all pupils in their curriculum intent statement for each subject. We will endeavour to address any gaps in learning or specific area of need without any unnecessary narrowing the curriculum for children with SEND.

Children with SEND may require a combination of resources and strategies to help them have equal access to the curriculum. This could include the use of ICT, additional adult support, specialist equipment or the planning of the curriculum to be delivered in a slightly different way, for example splitting lessons into smaller sessions with sensory breaks in between.

If a child has been identified as having a special need, they will be given an Individual Learning Plan with targets set according to their area of need. For some children these targets could have a social and emotional focus whereas others could focus on other areas of the curriculum.

The targets will be monitored by the class teacher regularly and by the SENCO three times per year. Individual Learning plans will be discussed with parents at Parents' Evenings. After jointly reviewing the progress the next set of targets will be discussed. The class teacher will produce a learning plan which will be sent to the parent within 2 weeks.

8. How will I know how my child is doing and how will I be involved in planning for my child's education.

Teacher's work in partnership with parents and children, ensuring that they are involved in setting and evaluating children's targets. We keep parents informed of their child's progress in a number of ways such as: maintaining regular contact between parents and teacher through class dojo messaging; end of day discussions and telephone contact when needed; discussing your child's progress at parents' evenings.

Additional to parents' evenings are SEND review meetings, which are held termly. These will involve the SENCO (Hannah Griffiths) the class teacher, parent and where possible the child. During this meeting we will review learning targets and discuss next steps. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office or by emailing the SENCO directly. Parents views are sought in the initial stages of identifying need through the parental consultation form or through face to face conversations. When other professionals come in to work with your child you will be invited to meet with them discuss their observations and give your perspectives and wishes. You will be asked to help complete the one page profile for your child which tells all people working with your child what is important to and for your child.

9.How will my child's views and wishes be reflected?

Your child's voice will be included on your child's Learning Plan and their thoughts and wishes will always be considered. Children will help to complete their one page profile so all staff are aware of their interests and these can be incorporated into their learning. They will discuss with staff their preferred ways of learning and these will be incorporated into teacher's plans and their one page profile and learning plan. Children's targets will take into account children's personal aspirations and hopes for the future.

10.How will you help me to support my child's learning?

The class teacher will suggest ways you can support your child at home. Depending on the support needed, the SENCO or teacher will signpost you to agencies that can help support you at home. We work with other schools to put on workshops/ support groups for parents. The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

At Saint Francis we invest as much time into the emotional development of our children as we do the academic development. We understand that for children to thrive and develop their emotional needs and well-being must be considered in all that we do. Saint Francis offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The school has recently completed the Routes to Resilience programme which is aimed at supporting children's mental health and resilience. We run an emotional literacy intervention. Children with additional needs are given opportunities to try new sporting activities as part of the 'secret sports club'. Members of staff such as the class teacher, learning support assistant and SENCO are readily available for pupils who wish to discuss issues and concerns. Alternative play areas are available for those who find lunchtimes a challenge. Staff have completed the 'happy lunchtimes' training which develops play skills and emotional resilience. We have a member of staff who has completed Lego Therapy training, which is an intervention to support social skills and communication. Staff members will complete a number of courses

in the autumn term run by the inclusion service about managing anxiety, making friends and social skills. We also have a member of staff who is training as an ELSA (emotional literacy support assistant) this year.

We use the Boxall profile to help assess and plan for specific emotional or social needs.

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents. These are discussed with all staff who are involved with the pupil.

Where necessary, and in agreement with parents, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

All staff have had some first training.

12. What specialist services and expertise are available at or accessed by the school?

At times, we will need to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

Autism Outreach Team

Educational Psychology Service

Oakfield School outreach team to support with behaviour

Birchwood School outreach

CAMHS (Child & Adolescent Mental Health Service)

Hearing Support Team

Vision Support Team

Social Care – Early help

Children's Therapy Team (Speech & Language/Occupational Therapy)

School Nurse

Paediatrician

13. What training are the staff supporting children and young people with SEND had or are having?

All staff have received Tier 1 autism training – Making sense of autism

Different members of staff have received training related to SEND. These have included:

- Social communication and emotional awareness
- Coping with anxiety
- Friendship programme
- How to support children with dyslexia
- TEAM teach behaviour management, de-escalation, emotional regulation and safe restraint techniques.
- How to support pupils with speech and language difficulties and training specifically on selective mutism and vocabulary development.
- Makaton signs and symbols
- Supporting early literacy development.
- Emotional Literacy
- Physical literacy

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

At St Francis we want all children to benefit from enrichment activities additional to those offered inside the classroom or school day.

We monitor the number of children with SEND attending clubs and actively encourage children to take part by providing extra staff or paying for some clubs if the child is entitled to Pupil Premium Funding.

Activities and school trips are available to all and reasonable adjustments will always be made so that all children can participate.

Risk assessments are carried out and procedures are put in place to enable all children to participate safely.

Parents are able to come on trips where this will help the child take part.

15. How accessible is the school environment?

As a school, we are happy to discuss individual access requirements.

Our school is on two storeys and there are stairs on the school site, however most of the school is accessible.

Two toilets are adapted for disabled users.

The school has an accessibility plan which is reviewed annually to ensure reasonable adjustments are anticipated and planned for. This plan is available on the school website.

16. How will the school prepare and support my child when joining St Francis Catholic Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

Discussions between the previous or receiving schools prior to the pupil joining/leaving.

Additional transition visits.

The SENCO will meet with parents and staff from the child's previous setting prior to their child joining the school.

Secondary school staff visit pupils prior to them joining their new school.

The Y6 teacher and SENCO liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.

Where a pupil may have more specialised needs, a separate meeting may be arranged with The SENCO, the secondary school SENCO, the parents and where appropriate the pupil.

Where a child has an EHCP, transition will be discussed in their annual review. If this is a transfer to secondary school a formal review, similar to the annual review will be held in year 5.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Resources may include additional equipment, extra -curricular activities or deployment of staff depending on individual circumstances.

If the school feels your child's need can't be met out of the school's SEN budget a request for 'top-up' funding may be made to the Local Authority.

18. How is the decision made about how much support my child will receive?

The support offered to children can take many forms, such as: adjustments made to the environment, specialist equipment or technology provided, specialist intervention from outside agencies (such as Autism Outreach), additional adult support and occasionally an alternative provision.

These decisions are made in consultation with parents, the SENCO, class teacher, Senior Leadership Team and other professionals when needed.

Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

19. What if I am unhappy about something?

We recognise that from time to time concerns or complaints may arise and it is our aim to work with all parties involved towards a satisfactory resolution. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible. In the first instance, informal complaints could be addressed to your child's teacher, the SENCO or a member of the Senior Leadership Team (SLT) at school.

Where parents don't feel that school can resolve an issue satisfactorily they can seek help from a number of other parties, such as the Governing body, The St Thomas Aquinas Multi Academy Trust (MAT) which the school is part of or you could speak to the SEND team at the local authority (SENA).

If you feel you need to make a formal complaint, the school publishes its formal Complaints Policy on the school website.

COVID 19 addendum

Following the school closures last year and their full reopening in September, schools are now required to plan how they can deliver their curriculum through a 'Blended learning approach'.

Blended Learning refers to the process of how schools aim to continue to provide access to a quality education for those children unable to come into school due to being ill or being forced to self-isolate as a result of the pandemic. This evolution of home learning will be consistent with the provision offered for those pupils who remain in school. Our approach, wherever possible, will be to ensure what is planned to be completed in the classroom can be conducted to a matching level at home with pupils achieving the matching or as near as possible objectives.

For children with SEND, teachers will need to make necessary adjustments to online learning materials, as they would in school, to ensure they meet the needs of the child and are fully accessible.

Teachers, support staff and the SENCO will use their best endeavours to ensure that Children can continue to work on specific targets even when they are at home. This could involve some activities being delivered through online conferencing services such as zoom and teams or it may involve materials being delivered to the child's home.

Where a child with SEND doesn't have access to technology to support their learning, school have used COVID catch up funding to loan technology such as laptops or tablets to children.

In the event of a full school closure, vulnerable children and those with an EHCP will be risk assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

These risk assessments will consider a number of different risks to each individual, including:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parents or home to ensure their health and care needs can be met safely
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- the availability of appropriately trained staff (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it).

Where reasonably possible, school will continue to provide the SEND provision detailed in this information report. Meetings with parents and professionals may need to be conducted by phone or online. Targets and progress will continue to be monitored by teachers and the SENCO.

The Coronavirus Act 2020 allows the Secretary of State, where appropriate, to temporarily lift the statutory duty on local authorities to maintain the precise provision in EHC plans, with local authorities needing instead to apply 'reasonable endeavours' to support these children and their families. As of September 25th 2020, the statutory duty has been re-instated, however this could change depending on the situation.