



St Francis’ Catholic Primary School’s

Special Educational Need and Disabilities Information Report

This document will have due regard to legislation, including but not limited to:

- Children and Families Act 2014
- Health and Social care Act 2014
- Equality Act 2010
- Mental Capacity Act 2005 Children’s Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2014)
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working together to Safeguard Children.

For the purposes of this report the terms “Disability”, “Special Educational Needs” and “EYFS Statutory framework” are as defined in the Acts

	St Francis’ Catholic Primary School	St Francis’ Catholic Primary School is a Mainstream Co-educational School. St Francis’ Catholic Primary School educates children within the mainstream whilst meeting their Special Educational Needs and disabilities as outlined below.
	Questions	School Response

1	How does St Francis’ Catholic Primary School know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?	<p>The progress of all students is monitored regularly through half termly assessment by Tutors, Subject Teachers, Subject Leaders and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the Form Tutor/class teacher to discuss their concerns or alternatively they can speak to our Special Needs and Disability Coordinator (SENDCo) Mrs Stansbury.</p>
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2	How will St Francis' Catholic Primary School staff support my child?	<p>When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to a meeting at the school with the SENDCo to discuss a plan of support.</p> <p>This plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. The Child is expected to also take part in their planning and their view is central to the discussion.</p> <p>Our School Provision Map shows the range of interventions in place in our school which will be used where we identify students who will benefit from these interventions.</p> <p>All the intervention programmes we use are evidence based and known to support students to make increased progress.</p> <p>We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting through half termly assessment and reporting and at the end of each intervention if appropriate.</p> <p>Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENDCo on the progress of students with SEND.</p> <p>The child is involved through 1:1 discussion with their teacher.</p>
3	How will the curriculum be matched to my child's needs?	<p>All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all students are able to make progress. If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.</p>
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<p>Parents/carers will be invited to a review meeting along with their child (if appropriate) in October and March during the parents evening meeting slots to discuss with the student the support that the school are providing, evaluate impact and success and support the parents/carers in knowing how they can help their child at home.</p> <p>At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better.</p> <p>Specialists are available at meetings to share ideas and think strategically moving forward for the child should this be necessary.</p>
5	What support will there be for my child's overall well-being?	<p>All students are supported with their social and emotional development through the curriculum.</p>

		<p>Students with identified SEND are mentored regularly by members of the SEN team.</p> <p>Students with SEND are invited to come to a Lunch Club at lunchtimes.</p> <p>Small groups are offered activities to develop self-esteem and social confidence.</p> <p>Attendance is closely monitored on a daily basis and monitored through regular meetings with class teachers and SEND team.</p> <p>St Francis' Catholic Primary School operates a robust Behaviour for Learning Policy.</p> <p>Support is offered through support plans to minimise exclusion.</p> <p>Children are supported in asking for help should they need it.</p> <p>We operate a zero-tolerance policy for bullying.</p> <p>Our highly experienced Emotional Literacy Support Assistants (ELSA) are available to work with the children.</p> <p>Staff are trained to support specific medical needs and in some cases all staff receive training.</p> <p>We have facilities for wheelchair access including parking, toilets and ramps.</p> <p>Rainbows interventions for children who have suffered a loss.</p>
6	<p>What specialist services and expertise are available at or accessed by St Francis' Catholic Primary School?</p>	<p>St Francis' Catholic Primary School has a number of internal staff who work alongside the SEND team to offer expertise and support these include;</p> <ul style="list-style-type: none"> • Trained ELSA's <p>The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include;</p> <ul style="list-style-type: none"> • Educational Psychologist • SEND Lead Advisor • Safeguarding Lead Advisor • Xavier Inclusion Forum <p>External advisors may also come into School to work alongside the SEND team from Surrey LEA these currently include;</p> <ul style="list-style-type: none"> • STIPs Teachers from Surrey LEA

		<ul style="list-style-type: none"> • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher • REMA support teachers • Educational Psychologist <p>School also sources external support from;</p> <ul style="list-style-type: none"> • ASD Outreach Service • Referrals to CAMHS (Child and Adolescent Mental Health Service) • ADHD Nurse Advisor • School Nurse • Mind Works (Mental Health Support Team) • Jigsaw
7	What training have the staff supporting children and young people with SEND had or are having?	<p>The School SENDCo is a trained teacher and is on the Leadership Team of the school.</p> <p>The SENDCo holds the Masters-level National Award for Special Educational Needs Co-ordination or NPQSENCO.</p> <p>The SENDCo and LSAs regularly receive training both in the school and through the Xavier CET.</p> <p>The LSAs are fully trained in the MITA principles to best support children learning in the classroom.</p>
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>All students are invited on all activities and school trips; this can involve support from an LSA, or additional member of staff.</p> <p>Parents with additional concerns may be invited in to discuss this with staff and other professionals.</p> <p>Action plans for the trip and an individual Risk Assessment may also be written with the parent's support.</p>
9	How Accessible is the school environment?	<p>St Francis' Catholic Primary School has seven accessible classroom that directly face out to the playgrounds.</p> <p>We value and respect diversity in our setting and do our very best to meet the needs of all children. The building is accessible to wheelchairs and disabled toilet facilities are provided.</p> <p>All correspondence is conducted in English; however, every effort is made to use staff or others to translate when necessary for letters or meetings.</p> <p>Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress.</p> <p>Students with SEND are always part of the conversation around meeting their needs and making the learning environment.</p>

		Additional information can be found in the Schools Accessibility Plan.
10	How will St Francis' Catholic Primary school prepare and support my child to join the school, transfer to a college or the next stage of education and life?	<p>SENDCo is available at Open Evening or during School Tours for any immediate questions.</p> <p>A robust transition programme is in place including individual additional primary school visits for students with SEND.</p> <p>Students with SEND are fully supported throughout the transition afternoon in July.</p> <p>Students with SEND are offered additional opportunities to visit the school after transition days.</p> <p>Year 6 children prepare for transition during additional sessions with our ELSA and through the EIKON programme.</p> <p>The SENDCo from both provisions meet early to discuss needs and smooth transitions.</p>
11	How are the school's resources allocated and matched to children's special educational needs or disabilities?	<p>Children are offered TA support package at a level reflective of their needs based on their progress.</p> <p>A tailored package of support is carefully matched to each student's needs as they evolve. This can include social support, TA support in lessons, small group withdrawal, one-to-one withdrawal and IT support.</p> <p>Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.</p>
12	How is the decision made about what type and how much support my child will receive?	<p>Where a child is not making sufficient progress the Teacher, TAs and SENDCo may feedback, make assessments and make amendments to the provision as appropriate.</p> <p>Assessment is made regularly through monitoring tests to assess impact of interventions.</p>
13	How are parents involved in the school? How can I be involved?	<p>Parents are invited in regularly to information evenings to discuss curriculum and learning.</p> <p>Individual parent meetings to discuss individual progress throughout the year.</p> <p>Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.</p> <p>Parents with SEND are fully supported to engage with the school, and make use of the school buildings.</p>
14	Who can I contact for further information.	<p>The School SEND Policy is available on the school website.</p> <p>SENDCo: Mrs Stansbury Email: senco@stfrancis.surrey.sch.uk</p>

		<p>School Admissions: Mrs Soares Email: office@stfrancis.surrey.sch.uk</p> <p>If you are unhappy with the level of SEND support provided, please raise with the Headteacher in the first instance.</p> <p>The Xavier complaints procedure can be found on the website.</p> <p>The Local offer for Surrey SEND can be found at: www.surreylocaloffer.org.uk</p>
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Provision Map

WAVE 1	Core Provision Level 1 Funding
<p>Curriculum;</p> <ul style="list-style-type: none"> • Children to study broad balanced curriculum • Children to study Literacy and Maths in mornings • Topics are taught within their classes in afternoons • PE is taught both inside and outside in a fully accessible playground and field area • Music is taught in the hall and Music Room • Children broadly follow the same curriculum • Work is adapted to enable all children to access the work at their level 	<p>Pastoral;</p> <ul style="list-style-type: none"> • Children are assigned to a classroom with a class teacher • The Class Teacher and Staff in each year group are present for collective worship and to deal with any arising concerns that children have • All children follow Zones of Regulation in their PHSE provision • Each Key Stage has assemblies and services regularly • Class teachers review progress and refer to others if needed • Friendship benches are on all playgrounds and children are taught how to use them • All children are supported in social play in the playground • The Children's emotional wellbeing is given a high priority and discussed at progress meetings • Class teachers review progress and refer to others if needed • Staff including TAs are aware of children's friendship needs • Visual timetables are displayed in every class • Zones of Regulation are used with every class
<p>Staffing;</p> <ul style="list-style-type: none"> • Children have access to a Class Teacher • Children have access to Teaching Assistants at various times in their classroom and on the playground • The Leadership Team is visible, and all children are able to speak with the Leadership Team should they need too • Teachers are available to meet with parents or children after school should the need arise 	<p>Environment/ Facilities;</p> <ul style="list-style-type: none"> • Children have access to the school site allocated to their key stage • Doors are open and all classrooms have playground access • Children have access to the Hall, Library, ICT Suite and Music Room • All stairs have handrails and contrast edging

WAVE 2	Enhanced Provision Level 2 Funding
<p>Curriculum;</p> <ul style="list-style-type: none"> • Children might benefit from additional reading with a Teaching Assistant or being part of a group • Access to an IPAD/Laptop to support handwriting/hypermobility needs • Precision teaching • Pre-teaching • Writing intervention • Comprehension intervention • Phonics intervention 	<p>Pastoral;</p> <ul style="list-style-type: none"> • Social skills groups take place throughout the year • Rainbows Groups for Change and Bereavement are run as required • ELSAs run sessions with children to support short term emotional literacy needs • Lego therapy • Social Stories

<ul style="list-style-type: none"> • Fresh Start • Maths Intervention e.g. Max's marvellous maths 	
<p>Staffing;</p> <ul style="list-style-type: none"> • The SENCo and LSA team are utilised to run some provisions to reduce gaps in learning • Short term interventions such as Lego Therapy are run by LSAs • Some classes have class LSAs to support when needed with the main body of the class or in intervention groups 	<p>Environment/ Facilities;</p> <ul style="list-style-type: none"> • The main school is a single-story building • Two of our classrooms are on the second floor • All classes have access to the outside area • 10 classroom have direct access to the outside area

WAVE 3	Individual Personalised Provision Level 3 Funding
<p>Curriculum;</p> <ul style="list-style-type: none"> • Paired reading • Phonological awareness • Precision Teaching for Reading and Maths • Occupational Therapy Pack provided by the NHS • Speech and Language Therapy • Phonics <p>Are all delivered either 1:1 or in small groups.</p>	<p>Pastoral;</p> <ul style="list-style-type: none"> • Lego Therapy • Emotional Literacy Support Assistant (ELSA) • Social Stories • Safe SEND space • Supported unstructured times • Zones of Regulation 1:1 • Speech and Language Therapy sessions
<p>Staffing;</p> <ul style="list-style-type: none"> • ELSAs are available 5 days per week used for varying periods of time • Specialist teacher consultants • A Home School Link Worker is available to work with children and families • Specialist consultant teachers 	<p>Environment/ Facilities;</p> <ul style="list-style-type: none"> • The SEND office and rooms are located centrally to the main office and school • The low sensory room is available for children to breakout or timetabled use • Disabled toilets are by the main entrance and in the two story building