Special Educational Needs Information Report

At

St Francis' Catholic Primary School

We are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

The Covid Pandemic may prevent us from offering all of the provision we would like to, this will be constantly reviewed in line with Government Advice.

	Questions	**School Response**
1	**How does St Francis' School know if children need extra help and what should I do if I think my child may have special educational needs?**	• We have rigorous monitoring in place that tracks the progress our children make in all areas of the curriculum. Teachers meet with the Inclusion Manager termly to monitor and identify further support their children may need • Our staff are vigilant at supporting and raising any concerns. All concerns are taken to the Inclusion Manager who investigates further and plans additional support as necessary. • We use data and other forms of assessment to identify the need for additional support and to celebrate achievement. • Parents/carers are encouraged to speak to the class teacher about any concerns they have, alternatively they can speak to our Inclusion Manager who has gained the Masters-level National Award for Special Educational Needs Co-ordination. • Assessments are also provided by our Multi Agency Team of Educational Psychologists and other education and health experts who work with the teachers to identify children's specific needs.
2	**How will St Francis' School support my child?**	• When concerns are raised about a pupil's ability to make expected progress a meeting will be arranged to discuss the child's needs. • The pupil, parents, Class Teacher and Inclusion Manager will work together to create a plan of support for the Special Educational Needs identified. This will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. • Our school Provision Map shows the range of interventions in place in our school which will be used where we identify children who will benefit from them. • All interventions put in place are monitored to assess their impact against expected rate of progress. If an intervention is not effective, we are quick to respond and find alternatives while engaging in dialogue with the learner and their family. All our additional support programmes are overseen by the Inclusion Manager. • We offer support for children whose needs may not be academic, but social and emotional (see number 5 below). • All teachers engage in inclusive teaching methods and are competent at supporting pupils with special educational needs. • Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Head Teacher and the Senior Leadership Team.
3	**How will the curriculum be matched to my child's needs?**	• Differentiation is embedded in all areas of our school's curriculum and practice. • We have regular moderation meetings to help monitor this and enable staff to reflect on the next best steps. • All teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the Leadership Team. • All teachers are provided with information on the needs of individual pupils so they can plan learning to ensure all pupils are able to make progress.

4	**How will I know how my child is doing? How will you help me to support my child's learning?**	• Regular progress meetings are held with children and their families. In addition, there are a number of opportunities where parents/carers can meet with staff to discuss children's progress both formally and informally. We hold parent's evenings twice a year where parents are invited to view their children's work. These meetings enable us to share what can be done at home to support the learning in school. Staff can be available at the end of the day for brief conversations and appointments can be arranged if required. A full report is written on each child at the end of the school year. • All children have a home/school contact book which should be used to pass messages to the class teacher. This is also reinforced by generic updates on the curriculum which we share though our newsletter and the School Website. Should more regular contact be required, staff will make suitable arrangements to ensure this is put in place.
5	**What support will there be for my child's overall well-being?**	• A senior leader takes responsibility for Ethos and Wellbeing • Our highly experienced Emotional Literacy Support Assistant (ELSA) available to work with the children. • A Primary Mental Health Worker is available each week if more specialist advice and support is needed. • All staff are trained to support medical needs and in some cases all staff receive training. • We have facilities for wheelchair access including parking, toilets and ramps. • We have Medical, Health and Safety and Education for Personal Relationships policies in place. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and used by all staff. • Rainbows interventions for children who have suffered a loss. • Pet Therapy • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • Lectio Divina - scripture reading, meditation and prayer • Lunch Club for children who are invited due to emotional difficulties
6	**What specialist services and expertise are available at or accessed by St Francis' School**	• Our staff receives regular training and our teachers all hold Qualified Teacher Status. • Our Teaching Assistants are all trained well in the interventions they provide. They attend regular meetings with our Inclusion Manager to monitor the impact of the support groups on the children's progress. • Our Inclusion Manager holds the Masters-level National Award for Special Educational Needs Co-ordination. • We have a good relationship with our Local Authority Services, Health Services and Social Care. We regularly work with an Educational Psychologist, a Speech and Language Therapist as well as specialists from behaviour support, learning and language and the Race Equality and Minority Achievement team. Any recommendations are implemented by the class teacher and Inclusion Manager. • We meet regularly with the School Liaison Officer from CAMHs and Children's Services who, with permission from parents/carers works alongside staff to support the children's individual needs. • All external partners we work with are vetted in terms of safe guarding.

7	**What training are the staff supporting children and young people with SEND are having or have they had?**	• Our Inclusion Manager holds the Masters-level National Award for Special Educational Needs Co-ordination and is a qualified teacher. • It is the role of Inclusion manager to support the teachers in planning for children with SEND. • Regular staff training is provided by our Inclusion Manager, Educational Psychologist, behaviour support team and Speech Therapists. • The SEND Governor is a qualified, practicing Speech and Language Therapist. • The school employs 2 speech and language (ELKLAN) trained Teaching Assistants and 1 Emotional Literacy Support Assistant (ELSA)to deliver specialist support for children with speech, language and communication needs and children with emotional and social development needs respectively. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc • Individual teachers and support staff attend training courses run by outside agencies and special schools that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Team. • During staff meetings our staff are updated on matters pertaining to Special Educational Needs and Disability. • We regularly liaise with focus groups, including charities with specialist areas of expertise, e.g. the Downs Syndrome Association and the Race Equality and Minority Achievement team. • We receive regular training from Linden Bridge to strengthen our understanding of supporting children with ASD • Woodfield School provide training in areas of behaviour, ASD, and ADHD • The majority of our staff are trained in basic First Aid and we have three Paediatric First Aiders on our staff • We receive training in specific areas of health for children with particular medical needs • Dyslexia training • Mental Health Training • Speech and Language Training • Hearing Impairment Training • Positive Touch Training • Downs Syndrome Training • Emotion Coaching • Attachment Training • Autism Spectrum Disorder training • Precision Teaching Training • Compassionate Schools Training • Trauma Awareness Training

		• Growth Mindset Training • Hearing Impairment Training • Behaviour Management Training • Emotional Literacy Support Training • ELKLAN Speech and Language Development Training
8	**How will my child be included in activities outside the classroom including school trips?**	• Our Single Equality Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where applicable parents are consulted and involved in planning. • School trips are arranged with consideration to suitability for the group of children concerned. Where difficulties occur, families are encouraged to work with the school to find a solution.
9	**How accessible is the school environment?**	• 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. • Some staff have training in the use of hearing equipment. • We have a variety of languages spoken by the children and families at our school. Where language is a barrier to communication support is provided as appropriate through the generosity of our network of bilingual parents. Surrey provides a translation service for written communication and we work with the Race Equality and Minority Achievement team if further need is identified.
10	**How will the school prepare and support my child to join the school or transfer to a new school?**	• We have a robust Induction Programme in place for welcoming new learners to our setting. If a need is identified, Reception children are visited in their nursery setting or home to discuss provision in place and any special requirements the children may have. All children are invited to attend visits to their new setting in the term before they begin. Special arrangements can be provided for children who are unable to cope with full days in school. • Transition Day is held in the Summer term for all children to meet their next teacher. • Deanery Transition Day is held for year 6 children to meet other children in the Deanary who will also be attending their next school. • We work closely with families whose children suffer from anxiety to facilitate a happy transition. • Transition meetings are held at the end of each academic year with the previous and new class teacher. Where children are joining us in Reception there are settling sessions and a graduated start into the school community. • Children leaving us at the end of their primary journey attend transition meetings with their secondary school staff to ensure they receive all necessary information. • Provision Management systems record support required for the child to learn and this information is passed on in transition. • During transition from our school to the next, children with special educational needs can be supported by a member of our staff to visit their new school's special educational needs department. • We have very good relationships with our feeder settings as well as settings our children move onto.

11	**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. • As a Voluntary Aided school that is funded by the Local Authority we are monitored by both the Local Authority, the Governors and the Denary. • We seek to ensure value for money by evaluating and costing our interventions. • All funding provided for special educational needs is aimed at raising achievement.
12	**How is the decision made about what type and how much support my child will receive?**	• Quality First Inclusive Teaching is provided by all class teachers and support staff • In the event of an additional support being required we work with the learner, their families and other staff to consider a variety of options for suitable provision before deciding on a course of action. • Professional advice is sought from the Local Authority and other agencies as needed. • Support is overseen by the Inclusion Manager who provides regular updates to the Headteacher and Governors.
13	**How are parents involved in the school? How can I be involved?**	• We whole-heartedly believe in partnering parents in a two-way dialogue to support the child's learning, needs and aspirations. • We operate an open door policy. We take every opportunity to strengthen this dialogue. • Regular review meetings with parents are arranged to assess progress made and set new targets via video messenger. • Our Governing Body includes Parent Governors. • We have an active Parents Association who arrange regular social events and fundraise for the school. • Parents are encouraged to volunteer at the school to listen to readers, help with sport and a number of other activities throughout the year. • Parents are invited to attend events throughout the year (assemblies, masses, plays, sporting events) • SEND Coffee Mornings
14	**Who can I contact for further information?**	• Should you have any concerns about your child please contact your child's class teacher, they can all be contacted through the school office or by phone. • If there are further concerns that have not been alleviated by speaking with the class teacher then please contact the Inclusion Manager or any other member of the leadership team. • The Inclusion Manager is Mrs Lorna Dommett.