



## Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

### St Francis Catholic Primary School

Name of Head of School:	Mrs Caroline Johnson
Name of SEN Co-ordinator (SENCO):	Mrs Christine Duerden
Name of SEN Governor:	Mrs Sarah Chidede
School address:	Coronation Road, Ascot
Contact telephone number:	01344 622840
School email address:	<a href="mailto:office@stfrancisprimary.org">office@stfrancisprimary.org</a>
School website:	<a href="http://www.stfrancisprimary.org">www.stfrancisprimary.org</a>
Type of school:	Academy Primary Mainstream School

#### 1. Identifying special educational needs and disabilities (SEND)

##### a. What kinds of special educational needs and disabilities does the school provide for?

At St. Francis, we value and respect every person as an individual, always remembering our school mission to “Recognise Christ in Everyone.” Recognising that every person is unique and special, we offer all our pupils a stimulating curriculum which is broad, balanced and firmly rooted in Gospel values. We believe that every child deserves to achieve to their full potential. We are committed to ensuring that children with special educational needs or disabilities have the help and support they need to participate fully in school life and to succeed in whatever they want to achieve.

Children with a wide range of needs including speech and language delay, specific learning difficulties, dyspraxia and social and emotional difficulties (e.g. Attachment Disorder) have been supported by our school.

##### b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

Teachers continuously set individual targets and monitor children’s work to check on their progress and development. They also observe their social interactions. Any concerns raised by staff, parents or the children themselves, will be taken up with the teacher, head of school and Special Needs Co-ordinator (SENCo) and a strategy will be agreed for clarifying any areas of concern and identifying appropriate interventions. Sometimes, advice and support will be sought from external professionals who will undertake observations and diagnostic assessments to support the school in identifying a child’s support needs.

Some children who join the school will already have been identified as having a Special Educational Need or Disability in pre-school. In such instances, we will work closely with their pre-school to ensure that their needs continue to be met as they transition to primary school.

We strongly believe that children and their parents should have a big say in any decisions affecting them.

We aim to explain clearly and fully all choices and to make sure that decisions are made jointly.

**c. What should I do if I think my child/young person may have special educational needs/disabilities?**

If you think your child may have special needs or you have any worries about their learning, playtimes, health or well-being, talk to your child's teacher, the head of school or the SENCo about your concerns.

**2. Support the school provides for children and young people with SEND**

**a. What teaching strategies do you use to support children with special educational needs and disabilities?**

We primarily aim to meet the needs of all children within the school through Quality First teaching. Teachers plan differentiated lessons with objectives that meet the differing needs of the children in the class, recognising that not all children learn in the same way. Sometimes it may be appropriate to adapt the classroom to support a child in their learning, e.g. use of visual timetables.

When additional needs are identified, suitable interventions will be put in place e.g. additional small group work or adult support. Advice will also be sought from other professionals, e.g. Educational Psychologists, and their recommendations implemented in consultation with parents. All children receive regular feedback to help them progress further.

**b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?**

We use a specialist advisory teacher to supplement our in-house staff by undertaking assessments with those children who need additional assistance with reading and writing. Her recommendations are addressed through short, regular sessions delivered by teaching staff. Children with speech and language needs are supported by the school's allocated Speech and Language Therapist who works in consultation with the class teaching assistants to deliver appropriate programmes to identified children.

We also support the programmes of those children receiving physiotherapy or occupational therapy.

The school has a trained Emotional Literacy Support Assistant (ELSA) who works with individuals or small groups of children who may have social and emotional difficulties.

Dependent on the needs of the individual, children may be provided with additional technology (e.g. iPad) or other resources (e.g. special seating). They may also access other services e.g. equine therapy. When appropriate, we call on support from specialist agencies e.g. Shine (ASD) and Behaviour Support.

In addition to this, every class has at least one teaching assistant and sometimes more, depending on the needs of the children in the class. Our Reception class also benefits from having a qualified full-time nursery nurse.

**c. How is the decision made about what type and how much support my child/young person will receive?**

When a child is identified as having special educational needs, we will agree targets we would like the child to meet. These targets, and the actions which will be put in place to achieve them, will be documented in an Individual Education Plan (IEP) and/ or an Education Health and Care Plan (EHCP). The type of support your child receives will depend on the extent of their needs and the targets that have been agreed. Where there is clear and sustained evidence from multiple professionals that a child needs one-to-one support in order to achieve to their potential, adult support will be provided. Provision maps are used to keep track of how resources are being used.

**d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?**

If we have any concerns about your child, your child's class teacher, the SENCo or the head of school will contact you. You will be involved in identifying needs, prioritising targets and reviewing the progress made towards these targets. The agreed targets and actions will be documented as previously outlined and reviewed termly. The school operates an open door policy so parents can speak to any member of staff who is involved with their child's learning in order to get advice or discuss concerns. Sometimes, children may be given a daily home to school communication book in order to make informal communication between home and school easier.

**e. How will my child be involved in his/her own learning and decisions made about his/her learning?**

A child's views on his/ her learning, progress and targets will be sought whenever their IEP or EHCP is reviewed. This is usually done through pupil conferencing with the class teacher and sometimes, the SENCo. In addition, pupils are regularly involved in assessing their progress in lessons. Children are encouraged to help set their own targets and assess their progress towards these.

**3. Children and young people's progress**

**a. How do you check and review my child/young person's progress?**

As for all children, the needs of children with SEN will be identified at the beginning of the school year or when they enter the school. Teaching will then be planned to meet their needs and progress reviewed. This review process will identify new needs to be addressed in the next phase of planning and teaching. Pupil progress meetings are regularly held within school to discuss how your child is progressing. Children with an Education, Health and Care Plan (EHCP) will have a formal annual review in addition to this, and depending on the needs of the child, may have interim reviews throughout the year. Individual Education Plans are reviewed at least twice per year. In addition to the formal review process, we may arrange informal multi-agency meeting of all professionals involved with a child to ease communication and share ideas about the best way to support that child. Parents are always invited to these meetings.

**b. How do you involve my child/young person and parents in those reviews?**

Parents are invited to attend their child's review and may bring along a friend or other professional for support if they wish. Parents are always given an opportunity to offer their views prior to the review meeting. Children do not usually attend the review, but we always seek their views before the meeting and make sure these are given due consideration in any decisions made. At the end of the review, the parents receive a written record of what has been discussed and the outcomes agreed.

**c. How do you know if the provision for children and young people with SEND at your school is working?**

All children are assessed prior to an intervention and again, at the end of the intervention to identify progress against the targets set. If an intervention is not helping a child achieve their targets, a different strategy will be adopted.

**4. Support for overall well-being**

**a. What support is available to promote my child/young person’s emotional and social development?**

All class teachers ensure that they take the time to address social and emotional issues with pupils as they arise. In addition, our two Emotional Literacy Support Assistants (ELSA) are able to offer other support and interventions to children who need support e.g. with anxiety or friendship skills.

Where necessary, we also call upon the services of outside agencies for more specialist skills e.g. Daisy’s Dream (bereavement counselling) or equine therapy.

Bullying and online safety are both addressed in separate annual ‘theme’ weeks when we discuss what these issues are and age-appropriate strategies for dealing with them.

**5. Preparation for new and next steps**

**a. How will you help and prepare my child to join your school?**

We liaise closely with the previous schools/ settings of all new pupils and we will ensure we receive all relevant paperwork. If a child has special needs we will attend a transition review held at their current school and to which the parents and any other professionals are invited. At that meeting we will discuss any arrangements above and beyond those all children receive. An induction programme will be agreed in consultation with the parents and other professionals. This induction programme will be tailored to meet the needs of the individual child. All new entrants into Reception class are given ‘buddies’ from Class 6 who support them in the first few weeks.

**b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?**

All transitions for children with SEND are planned in consultation with the parents and other professionals and are tailored to meet the needs of the individual child.

When transitioning between year groups within our school, one-page pupil profiles are used to inform the pupil’s new teacher and support staff of his/ her strengths and needs.

All SEND documentation including copies of IEPs and reports from professionals working with the child are also passed on. A range of strategies may be used to support the child as appropriate, e.g. photobooks with labelled pictures of the new school setting and multiple pre-visits.

For children with an EHCP, the choice of secondary school will be discussed during the Year 5 review meeting. Once you have chosen which secondary school your child will attend, we liaise with the school in question to ensure that all SEND information is transferred to the next school. Staff are invited to a transition review and also have a chance to meet your child. We are a feeder school for Charters which delivers weekly sessions in our school, over a period of several weeks to support vulnerable pupils to transition. If appropriate, SEND pupils will also attend multiple pre-visits to Charters.

All paperwork (review records, progress levels, school and professional reports) are handed over to the new school when a child leaves us.

**6. Accessibility and specialist equipment**

<b>a. How accessible is the school environment?</b>
<ul style="list-style-type: none"> <li>• <b>Is your school wheelchair accessible?</b> The school is partially accessible to wheelchair users. There are no automatic doors, but corridors and doorways are accessible. All of the school is on one level.</li> <li>• <b>Have adaptations been made to the auditory and visual environment?</b> No.</li> <li>• <b>What changing &amp; toilet facilities does the school have for children and young people with SEND?</b> The school has one disabled toilet and one disabled toilet/ shower room.</li> <li>• <b>Do you have disabled car parking for parents?</b> There are three disabled car parking spaces in the school car park which is a short walk from the school entrance.</li> </ul>
<b>b. What if my child needs specialist equipment or facilities?</b>
We will use additional funds provided by your child's EHCP to provide any specialist equipment and resources your child needs e.g. a saddle seat. We will liaise with appropriate professionals and services (e.g. Berkshire Sensory Consortium Service) to identify the appropriate specialist equipment and facilities to meet your child's needs.
<b>c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?</b>
As an inclusive school which values all individuals equally, we encourage all children to take part in our breakfast and after school clubs as well as curriculum activities outside of the classroom. We make every effort to ensure that all activities are accessible for SEND pupils. When planning school trips we consider the needs of the pupils and will talk to parents when planning activities to make sure all children are able to participate and be safe.

<b>7. Training for staff, specialist services and further support</b>
<b>a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?</b>
Our SENCo has completed the SENCo qualification through Reading University. We have two ELSAs. Continuing professional development for all staff in SEN is delivered through INSET. Recent training sessions have covered the identification of speech and language difficulties and adapting teaching and classroom to support pupils with such difficulties.
<b>b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?</b>
When appropriate, we will involve other professionals to help us meet your child's needs. We will always seek your permission before doing so. Agencies we use include the Education Psychology Service, the School Nurse, the Speech and Language Therapist, Shine (autism support) and the Berkshire Sensory Consortium. When requested, we are sometimes able to obtain additional support for families by putting them in touch with the Early Help Hub.
<b>c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?</b>
You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide

impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families  
 Tel: 01628 683182  
 Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk)  
 Website: <http://ias-rbwm.co.uk/>  
 Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: [www.rbwm.gov.uk/localoffer](http://www.rbwm.gov.uk/localoffer)

## 8. Policies

**a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?**

Yes

**b. Where can I find other school policies relating to SEND?**

The following SEND policies are available on the school website at the following link:

<http://www.stfrancisprimary.org/PoliciesPage>

- SEN Policy (Jan 2015).
- Safeguarding Policy (May 2016).
- Behaviour Policy (November 2016).
- Policy for Supporting Pupils with Medical Conditions (2011)
- Anti bullying policy (Jan 2010)

## 9. Additional Information

**a. Do you provide any other resources for children and young people with SEND?**

## 10. Feedback and complaints

**a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?**

We operate an Open Door Policy which means that most concerns can usually be dealt with quickly and efficiently. If however, you feel that your issues have not been adequately addressed, you should raise your concerns with the headteacher. A copy of our complaints policy is available via the following link:

<http://www.stfrancisprimary.org/PoliciesPage>

## 11. Glossary

Terms used in this document	Description/explanation of term
Autism Spectrum Disorder (ASD)	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or an ASD. The three main areas of difficulty which all people with Autism

	share are sometimes known as the 'triad of impairments'. They are: <ul style="list-style-type: none"> <li>• difficulty with social communication</li> <li>• difficulty with social interaction</li> <li>• difficulty with social imagination.</li> </ul>
Behaviour Support and Well Being Service	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Continuing Professional Development (CPD)	Refers to training by school staff to keep their skills and knowledge up to date
Differentiation	The process of adapting the curriculum to suit the needs of learners of a range of abilities.
Education, Health and Care (EHC) Plans	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Individual Education Plan (IEP)	A document drawn up in school which outlines targets for individual children with additional needs and how they will be supported to meet those targets
In-Service Training (INSET)	In-Service Training refers to sessions of training for school staff to support their continued professional development (CPD)
Learning Support Assistant (LSA)	See Teaching Assistant (TA)
Quality First Teaching (QFT)	Highly effective teaching through carefully planned and engaging lessons which meet the needs of all learners
SALT/ S&L	Speech and language therapy to support children's communication skills
SEN Support	Support that is provided to children and young people with Special Educational Needs within a school or setting's own resources. This used to be called School Action or School Action Plus.
SEND	Special Educational Needs and/or Disabilities
Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
Shine	An outreach service who support children on the Autism spectrum in mainstream schools
Special Educational Needs Co-ordinator (SENCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.
Teaching Assistant (TA)	Teaching Assistants (also known as Learning Support Assistants) work alongside school teachers, to help pupils to get the most out of their learning

Date of last update of this document: 06 February 2018

Date of next review: February 2018