

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



St Francis Catholic Primary School

Name of Headteacher:	Mrs Rhona Miccoli
Name of SEN Co-ordinator (SENCO):	Mr Christopher Whatley
Name of SEN Governor:	Mrs Steffi Bradley
School address:	Coronation Road, Ascot
Contact telephone number:	01344 622840
School email address:	office@stfrancisprimary.org
School website:	http://www.stfrancisprimary.org/
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 fully aware of our responsibility to ensure that every child achieves progress academically as well as in their social and personal development. 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 (e.g. dyslexia) and social and emotional difficulties (e.g. Attachment Disorder, ADHD, Autism) 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 assess and evaluate pupil progress through Assertive Mentoring as well as school tracking system. They also observe children's social interactions. Any concerns arising from this monitoring or raised by staff, parents or children themselves, will be taken up with the class teacher, phase leader and/or Special Educational Needs Coordinator (SENCo). Further observations of the child in class will be carried out by the class teacher/SENCo and age appropriate diagnostic tests may be carried out (Salford Reading, Helen Arkell Spelling, NFER non-verbal reasoning and Boxall profile). The child's progress is monitored in relation to individual targets.

If further intervention is needed, the SENCo will contact the parents, in order to discuss the involvement of external support services. The school, with parents, will work with any identified services to provide further support and monitor progress.

For those children who transfer into school with SEND needs already identified, the SENCo will liaise with the previous setting to clarify needs and to ensure support is already in place.

c. What should I do if I think my child or young person may have special educational needs or 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. A range of strategies are used to support pupils with special educational needs and disabilities and tailored to the needs of the individual child. Teachers plan inclusive lessons taking into account the differing needs of all pupils in their class and work is differentiated as appropriate. A range of practical, visual, auditory and written activities will be used, as the school recognises that not all pupils learn in the same way.

Children receive verbal feedback during their lessons and, where appropriate, written feedback at the end of a lesson. This feedback celebrates their achievements as well as helping them to progress further. For some children, adaptations to the classroom environment are made including the use of individual visual timetables and specialist equipment.

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?

- Staff, working with specific children, receive appropriate training and guidance to support their individual needs.
- Once specific needs have been identified we are able to run a range of targeted small group interventions to address these needs.
- We use RBWM Specialist Advisory Team for assessment and guidance for those pupils falling significantly behind academically. Where appropriate, we seek support from Educational Psychology services.
- Children with speech and language needs are supported by their class TAs who follow plans devised by professional NHS therapists.
- We also support the programmes of those children receiving physiotherapy or occupational therapy.
- Recognising the importance of pupils' emotional literacy and social skills in underpinning their wellbeing and academic attainment, one member of staff is deployed as a trained ELSA. If a child needs further support, external professionals e.g. Create Hope or Early Help therapeutic interventions are sought.
- Dependent on the needs of the individual, children may be provided with additional technology (e.g. iPad) or other resources (e.g. special seating).
- When appropriate, we call on support from specialist agencies e.g. Shine (ASC) 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 or 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 associated actions will be documented in an Individual Education Plan (IEP). The type of support your child receives will depend on the extent of their needs and the targets that have been agreed. We use Graduated Approach (CoP 2015) to determine whether any further support, including the involvement of

external professionals, is appropriate. Details of Graduated Approach and its 'assess, plan, do, review' cycle can be found on our website under our SEND Policy. Where there is clear and sustained evidence from multiple professionals that a child needs one-to-one support in order to achieve their potential, adult support will be provided. Provision for a pupil with an Education Health Care Plan is determined by their EHCP outcomes.

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

If we have any concerns about your child, your child's class teacher 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 regularly. 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. For those pupils with an EHCP an annual review will take place with all the professionals who support your child. At this meeting provision and outcomes will be reviewed and any amendments made.

e. How will my child be involved in their own learning and decisions made about their learning?

Depending on their developmental age, 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 or 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 or 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 always attend the review, but we do 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?

We monitor children's progress each term. We look for children making typical progress or better from their starting points. Additionally, all children are assessed prior to an intervention starting and at the end of the intervention programme. These assessments may be a formal/informal, e.g. asking questions about their emotional well-being or through a piece of unaided work, or gap analysis of the area of the curriculum. If a child is not making the progress expected or the support is not helping them achieve their targets, then we will consider other approaches or interventions.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

All class teachers respond to issues, as they arise, through circle time sessions. Our Emotional Literacy Support Assistant (ELSA) is able to offer individual or small group sessions for children who need support with emotional and social development (for example improving self-esteem, managing strong emotions, self-organisational skills, building and maintaining friendships). School Headteacher is the named Mental Health Lead for St. Francis and is part of RBWM SEMH network. Where necessary, we also call upon the services of outside agencies for more specialist skills e.g. Daisy's Dream (bereavement counselling) or therapeutic interventions through Early Help. Bullying and online safety are further addressed in separate annual 'theme' weeks when we discuss what these issues are and age-appropriate strategies for dealing with them. Emotional and behavioural development, for identified children, is assessed, tracked and supported through Boxall Profiles (Nurture UK).

5. Preparation for new and next steps

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

For all families new to the school in Early Years, we hold transition and home visits. For in year arrivals, staff prepare a plan to ensure smooth transition and will listen to parental ideas that support a successful transition. For a child joining St. Francis with SEN, we encourage the parents and, if appropriate, the child to meet with the SENCo to discuss their specific needs and identify appropriate support needed. If your child has an Education, Health and Care Plan, where possible our SENCo would attend a transition review meeting held at your child's current school. A visit (or more if needed) can be arranged for your child to spend time in their new class and, if appropriate, staff from our school may visit your child in their current setting. Additionally, visual support material or a Social Story could be provided to support a child approaching any change. For all pupils arriving in-year or outside of the admission into Reception, they will be assigned a 'buddy' to help them find their way round the school building and help them become used to rules and routines.

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

Transitions are individual to each child and are planned in consultation with the child, parent and new school. Once you have chosen which Secondary school your child will be attending we will liaise with the school in question and share all relevant information with them. For children with an EHCP, the choice of secondary school will be discussed during the Year 5 review meeting and any support needed will be put in place. Staff from the new school will be invited to a transition review to ensure all information is passed over. If needed, additional visits can be arranged with the secondary school. All paperwork (review records, progress information, school and professional reports) will be handed over to your child's new school when they leave St. Francis.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

Do you have an accessibility plan?

- **Is your school wheelchair accessible?**

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. There are wheelchair access ramps in the school's main reception and staffroom entrance.

- **Have adaptations been made to the auditory and visual environment?**

No.

- **What changing & toilet facilities does the school have for children and young people with SEND?**

The school has two accessible toilets.

- **Do you have disabled car parking for parents?**

There are three accessible car parking spaces in the school car park which is a short walk from the school entrance.

b. What if my child needs specialist equipment or facilities?

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.

c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?

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.

7. Training for staff, specialist services and further support**a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?**

We raise staff awareness and expertise through SEND staff meetings and additional SEND INSETs with outside agencies.

Our recent and upcoming training includes:

- Occupational therapy
- Supporting children with anxiety
- Supporting pupils with autism
- Supporting sensory and physical impairments
- Supporting pupils with ADHD
- Attachment disorders and mental health
- Speech, language and communication needs
- Dyslexia, dyscalculia and accessing the curriculum
- Mental Health Leadership

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

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, Occupational Therapy, 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.

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

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 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: https://rbwm.afcinfo.org.uk/local_offer

8. Policies**a. Are you aware or 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:

<https://www.stfrancisprimary.org/>

- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Managing Medical Needs Policy
- Accessibility Policy

9. Additional Information

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

- As outlined above

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 or 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 head of school. A copy of our complaints policy is available on request via the school office.

office@stfrancisprimary.org

11. Glossary

Terms used in this document	Description/explanation of term
Autism Spectrum Condition (ASC)	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Condition, or an ASC. The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are: • difficulty with social communication • difficulty with social interaction • difficulty with social imagination.
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. It is also referred to as making 'reasonable adjustments'
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 school staff 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

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