**ST. FRANCIS’ CATHOLIC PRIMARY SCHOOL**

**SEND INFORMATION REPORT**

**2016-2017**

**This information forms the School’s Offer. For information on The Lancashire Local Offer see**

[**www.lancashire.gov.uk/send**](http://www.lancashire.gov.uk/send)

**The Special Educational Needs and Disability Co-ordinator is Miss S Deakin (Headteacher)**

**The Governor with responsibility for Special Educational Needs and Disability is Mrs A Huddleston**

**Whole School Approach:**

At St.Francis’ high quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:

**Assess:** Children’s needs are identified by their class teacher in consultation with Teaching Assistants, SENDCo and parents. Furthermore, pupils themselves may indicate that they are experiencing severe difficulties with some aspects of their work or behaviour.

**Plan:** An individual learning plan is made which assesses the child’s most important needs. In addition, an individual provision map may outline additional regular and routine interventions which form part of your child’s package of support.

**Do:** Support is provided by the class teacher, Teaching Assistant or additional professionals.

**Review:** The effectiveness of the intervention is assessed by the SENDCo, the Assessment Co-ordinator, class teacher, parent/carer and the child themselves wherever possible.

**All teachers** are responsible for every child in their care, including those with special educational needs.

**Who are the best people to talk to in this school about my child’s difficulties with learning/special educational needs or disability (SEND)?**

**The class teacher**

Responsible for:

 Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs Co-ordinator SENDCo) know as necessary.

 Writing Pupil progress targets/ Individual Education Plans (IEP’s), based on the smaller steps outlined in PIVATS (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term.

 Personalised teaching and learning for your child as identified on the school’s provision map.

 Ensuring that the school’s SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

**The SENDCo and Head Teacher: Miss S.Deakin**

Responsible for:

 Developing and reviewing the school’s SEND policy.

 Co-ordinating all the support for the children with special educational needs or disabilities (SEND)

 Ensuring that you are

i) Involved in supporting your child’s learning

ii) Kept informed about the support your child is getting

iii) Involved in reviewing how they are doing.

 Liaising with all the other people who may be coming in to school to help support your child’s learning, e.g. Speech and Language Therapy, Educational Psychology.

 Updating the school’s SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept.

 Providing specialist support for teachers and support staff in school, so that they can help children with SEND in the school to achieve the best progress possible.

 The day-to-day management of all aspects of the school; this includes the support for children with SEND.

 The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEND Governor: Mrs A Huddleston**

Responsible for

 Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01772 865369

**What are the different types of support available for children with SEND in our school?**

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| **Accessibility and Inclusion** |
| * How accessible is the school environment?   Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?   * How accessible is your information? - including displays, policies and procedures etc.   Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?   * How accessible is the provision?   How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?   * Do you have specialised equipment (eg; ancillary aids or assistive technology?) |
| **What the school provides**   * St Francis is a very inclusive school. * The school is mainly wheelchair accessible. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise. * We have a medical room, with a height adjustable treatment bed. Hoisting facilities are accessible in the medical room. * Information is available on the school website and a community noticeboard in addition to regular newsletters. * Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. * There is an open door policy for parents with children with additional needs and the SEND team are in regular contact with parents and families with additional needs. * We have use of the Cottage, a home-like nurturing environment. This can be used for one to one and small group work. * The school has a range of ICT programmes for pupils with SEND (Special Educational Needs and Disabilities) in addition to IPADs, headphones, netbooks, computers and interactive whiteboards installed in every classroom. |
| **Teaching and Learning** |
| * **What arrangements do you have to identify and assess children with SEN?** * **What additional support can be provided in the classroom?** * **What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)** * **What SEN and disability and awareness training is available to all staff?** * **What staff specialisms/expertise in SEN and disability do you have?** * **What ongoing support and development is in place for staff supporting children and young people with SEN?** * **What arrangements are made for reasonable adjustments and support to the child during tests and SATs?** * **How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?** |
| |  | | --- | | **What the school provides**   * + The school provides a graduated response to children with SEND and additional needs.   + School makes provision for children with every kind of SEND. The four categories are: physical and/or sensory; social, emotional and mental health; cognition and learning; and communication and interaction.   + Early identification is vital and outside agencies can help advise on the provision of intervention strategies.   + The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. All pupils are visited in nursery, and we have robust transition strategies to advise and support pupils with SEND. The Class Teacher and SENDCO or Assistant SENDCO visit pupils with identified needs in nursery. Environmental audits are carried out as necessary.   + Additional staff resources are made available to support children with SEND and additional needs.   + The class teacher and the SENDCO assess and monitor the children’s progress in line with existing school practices.   + The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.   + The assessment of children reflects as far as possible their participation in the whole curriculum of the school.   + The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators (PIVATs data) this is then used to help decide the learning needs of those children who are unable to access the optional SATS tests.   + Children can be screened and assessed by outside agencies such as IDSS, our Specialist teachers and Hillside Special School. Each class has the benefit of at least one Teaching Assistant trained to Level 3 NVQ.   + The Lancashire E-Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEND   + In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse, School Nurse and Hospital training). Hearing aids are regularly tested in school, and staff know how to support these pupils.   + Most staff have received First Aid training and all are Epipen trained.   + There are TAs who have been trained to support pupils with ASD.   + When sitting examinations in Year 6 school can apply for children with SEND to be granted additional time, they can be supported 1 to 1, have timed breaks and sit exams in a quiet setting in a small group to aid concentration. * Children have Teaching Assistant support during SATS testing as appropriate. * The school has access to a play therapist and counsellor. * There are three levels of Provision Mapping. The first shows the type and range of intervention provided throughout the school in the areas of teaching and learning, sensory and behaviour (social, emotional and mental health). The second shows the children in each year group with SEND and additional needs. It shows the current intervention groups; the subjects they cover, the children in the group and the adults responsible for the group. The third Provision Map shows the provision made for individual children during their time in the school.   + Resources for the IEP (individual learning plans) and intervention groups are decided by the Class Teacher and/or SENDCO. They are recorded on the intervention group paperwork and on the IEP. | |
| **Reviewing and Evaluating Outcomes** |
| * What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? * What arrangements are in place for children with other SEN support needs? * How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability? |
| **What the school provides**   * The school provides Annual Reviews for children with Statements or Education, Health and Care (EHC) Plans * Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. A review can be requested by a parent or by the school at any time. * IEPs (learning plans) for children are reviewed termly or half termly depending on the circumstance and pupil; however the progress of the children is reviewed on a weekly basis by the Teaching Assistants and the Class Teacher. The school operates an Open Door policy with regards to any concerns a parent may have. * Parents are invited into school to review their child’s provision at least three times a year. * The provision for children with other SEND support needs is evaluated following an Episode of Care. This may relate to children with Speech and Language needs, Occupational Therapy and Physiotherapy involvement and children with challenging behaviour. * Teachers and the SENDCO are available to see parents on an ‘ad hoc’ basis at the start and the end of the day. * Many pupils have a home school dialogue book, which is added to by support staff, teachers, SENDCO and parents. * Pupils’ progress is monitored throughout the school and Pupils with SEND are monitored on the Provision Map. |

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| **Keeping Children Safe** |
| * How and when will risk assessments be done? Who will carry out risk assessments? * What handover arrangements will be made at the start and end of the school day? * Do you have parking areas for pick up and drop offs? * What arrangements will be made to supervise a child during breaks and lunchtimes? * How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips) * Where can parents find details of policies on anti-bullying? |
| **What the school provides**   * + Risk assessments are done for all Educational Visits. They are done by the leader of the visit.   + Staffing ratios for Educational Visits are allocated according to need and with the safety of the children in mind.   + Should the school ever have a child who presents with extremely challenging behaviour the Head Teacher will carry out the Risk Assessment in consultation with the staff who work with the child.   + If required a handover is carried out by the SSA, a TA or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points. .   + Support is available in every class but some classes have additional adult support if required e.g. some statemented children have individual TA support as well as the class having a general TA support.   + Parents can access the Anti-Bullying Policy on the school website.   + Children are supported on a 1:1 basis during PE as appropriate to their needs. |
| **Health (including Emotional Health and Wellbeing)** |
| * **How do you manage safe keeping and administration of medication?** * **How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?** * **What would the school do in the case of a medical emergency?** * **How do you ensure that staff are trained/qualified to deal with a child’s particular needs?** * **Which health or therapy services can children access on school premises?** |
| **What the school provides**   * + The school does not routinely administer medication to children unless they have a medical care plan that calls for this.   + Medical care plans are drawn up in consultation with the family and the School Nursing Service or by specialist medical practitioners as required. Medical care plans are kept available to staff in the medical room.   + In case of medical emergency the school would call 999 and inform the parents as soon as possible. A qualified first aider would tend to the child until an ambulance arrived.   + The school employs a high level of staff qualified to administer first aid. The staff remain vigilant to the needs of the children at all times.   + The staff working with children with a specific medical need receive appropriate training e.g. diabetes.   + Children can access the following health and therapy services on school premises; Speech and Language, Occupational Therapy, Physiotherapy, Counselling, Optician, School Nurse as required.   + Nurture groups are run as needed to give extra support. One TA is highly trained in this area. Bereavement counselling and play therapy are in place.   + University of the First Age promotes life skills, communication skills and community cohesion. |
| **Communication with Parents** |
| * **How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?** * **How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?** * **How do you keep parents updated with their child/young person’s progress?** * **Do you offer Open Days?** * **How can parents give feedback to the school?** |
| **What the school provides**   * The website contains details of all staff currently employed by the school and the School Prospectus also provides this information. * The School operates an Open Door policy and has a parents’ evenings each year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions. * The school has ‘Open Afternoons’ where parents of current pupils and new parents are free to look round school and engage in discussions with teaching staff. * Some pupils have a home school diary. * We have close links with local children’s centres, and parents are signposted to services, e.g. positive parenting. School has access to a Pastoral Liaison Manager from the local High Schools. * Parental Questionnaires relating to SEND are also provided to assist staff in improving the SEND provision we can offer and giving parents an opportunity to have some involvement with the decision making of the school. * Staff are available for consultation at specified times of the school day. There is also an appointment system if parents want a longer session with a class teacher. * The IEP (learning plans) of children with SEND are sent home termly and parents are invited in to discuss their progress and new targets with the class teacher and SENDCO if required. |

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| **Working Together** |
| * **What opportunities do you offer for children to have their say? e.g. school council** * **What opportunities are there for parents to have their say about their child’s education?** * **What opportunities are there for parents to get involved in the life of the school or become school governors?** * **How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)**   **How do home/school contracts/agreements support children with SEND and their families?** |
| **What the school provides**   * There is a School Council and a School Eco-Team for pupils to contribute their own views. * Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so). * Children on the SEND Register and in intervention groups are asked for feedback on the support they have received. Children discuss their targets every session with the Teaching Assistant. * Parent Questionnaires and consultations are used for parents to have their say. * Elections to the Governing Body are held in the event a vacancy arises. * We are pro-active in helping parents access the Special Educational Needs Advice and Support Service SENDASS (Formerly Parent Partnership). * After Nurture groups, parents are invited to get together for tea, cake and informal discussion if they so wish. * Home/school diaries are a useful way of communicating for some families with children on the SEND Register. * Parents are invited to join school assemblies weekly and are notified in advance if their child is due to receive an award. |
| **What help and support is available for the family?** |
| * **Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?** * **What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?** * **How does the school help parents with travel plans to get their child to and from school?** |
| **What the school provides**   * The Class Teacher or Head Teacher can offer help with forms and paperwork if this is required. Parents can enquire at the school office if support is needed. * There is a Community Notice board which contains additional information of upcoming events or general useful information e.g. Drop in Centres etc. * The school periodically offers an E-Safety Workshop for parents and pupils to attend. * If a pupil requires a Travel plan to get their child to and from school this would be dealt with by the Class Teacher, SENDCO and Head Teacher if required. * We are pro-active in signposting families to groups and/or agencies we think may be of relevance to them and their child, this can be done through the Class Teacher or SENDCO. Parents can enquire at the office if support is needed. * Parents of children with SEND are encouraged to use the Special Educational Needs Advice and Support Service SENDASS (Formerly Parent Partnership. Our SENDASS Officer is Mel Adams. She can be contacted via school. There is also an advice line open Monday to Friday from 8am to 5pm – 0300 123 6706 or email information.lineteam@lancashire.gov.uk |
| **Transition to Secondary School** |
| * What support does the school offer around transition? (e.g. visits to the secondary school, buddying) |
| **What the school provides**   * + Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.   + Vulnerable pupils are offered extra visits accompanied by a Teaching Assistant, and have additional information.   + Transition reviews are held for children with SEND.   + Staff from Learning Support at the High School visit pupils, and a close dialogue is maintained.   + School will put parents in touch with the SENDASS officer who can give advice and guidance as to the most suitable secondary school for their child. |

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| **Extra Curricular Activities** |
| * Do you offer school holiday and/or before and after school childcare? If yes, please give details. * What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? * How do you make sure clubs and activities are inclusive? * How do you help children to make friends? |
| **What the school provides**   * St Francis operates a daily Breakfast Club and After School Club available to all pupils. There are opportunities for pupils to take part in weekly clubs- netball and football are free, tennis and music lessons (clarinet, flute, saxophone etc.) are offered at a fee * All clubs and activities are inclusive and all children are encouraged to participate at their own ability level. * Children help each other to settle in and are very kind and caring towards each other. * School have PSHE and SEAL programmes in school and we run Nurture Group sessions focussing on social skills, self-esteem and friendship. |