



St. Francis Catholic Primary School

SEN Information Report

2021



The Children and Families Bill (2014) requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

At St Francis we use the Walsall Getting It 'Right for SEND' Guidance Document (April 2020) to ensure a consistent and transparent approach to our SEND provision.

The document below sets out the provision, support and resources available for children with disabilities and SEN at St. Francis Catholic Primary School.

At St. Francis Catholic Primary School we believe that each individual is a reflection of Christ, and can be enabled to reach his or her full potential.

As a fully inclusive school, we welcome all children, with their individual strengths and needs and strive to help them to make maximum progress in their spiritual, moral, emotional and academic development.

1. What kinds of special educational needs are provided for at St. Francis?

At St. Francis School, children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in mainstream schools (SEND Code of Practice, 2015).

Support is offered for a wide variety of different needs. Children's special educational needs generally follow eight areas of need:

- Speech. Language, communication and social interaction;
- Hearing Impairment;
- Visual Impairment;
- Multi-Sensory Impairment;
- Medical needs
- Cognition and learning;
- Social, emotional and mental health;
- Physical needs.

Individual children may have needs that cross across all these areas and their needs may change over time.

2. How does the school identify my child's needs and what should I do if I think my child may have special educational needs?

The progress of all pupils is monitored regularly by class teachers and discussed during termly Pupil Progress Meetings with a member of the Senior Leadership Team so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will be discussed with parents and the pupil concerned.

Staff are vigilant at supporting and raising concerns if they think a child has special educational needs.

As part of the school's commitment to identifying and addressing the needs of each individual child, whole class screening assessments are carried out in school:

- Language Screening Assessment (Wellcom)– This assesses a child's ability to understand language and enables school to identify and support children with possible language and communication difficulties.
- Individual children with progress concerns are also screened where it is deemed appropriate and relevant support strategies are put into place.

If parents have concerns about the progress or attainment of their child they are encouraged in the first instance to speak to their child's class teacher to discuss their concerns, who will then liaise with our Special Educational Needs Coordinator (SENCO) as appropriate. The SEND Coordinator (SENCo) at St. Francis Catholic Primary School is Mrs A Wright. For any enquiries relating to SEND matters, please make an appointment through the school office.

3. How will the school staff support my child?

Quality First Teaching (Wave 1) is the first step in response to children who are not making expected progress. Teachers will have the highest possible expectation for your child, use a variety of teaching strategies and will put in place specific strategies to enable your child to access the curriculum. Children will have their progress closely reviewed by the teacher and Assessments Co-Ordinator.

If necessary further additional support is put in place (Wave 2) i.e. specific small group work. Small groups may be taught inside or outside the classroom. They may be taught by a teacher or a teaching assistant who has had training to lead these groups. The SENCO liaises with the class teacher to decide upon appropriate provision which is carefully matched to the child's needs.

Where appropriate, a provision plan will be put in place identifying specific strategies used to support the learning of a pupil. Parents will be informed of the planned support.

Where a pupil is identified as having SEN, discussions are held with parents and the child. Information is gathered about a child's strengths and difficulties. Specific targets are then set which set out desired outcomes.

Support will take the form of a four part cycle - Assess, Plan, Do, Review, known as the graduated approach.

Assess – Data about a pupil will be used to carry out a clear analysis of the pupil's needs.

Parents will be invited to this early discussion to support the identification of action to improve outcomes.

Plan – The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place. This will be outlined in the provision plan.

Do – interventions are carried out with continual evaluation and links with classroom teaching.

Review – regular review of a child’s progress will take place. Review will evaluate the impact and quality of support and take into account the views of children and parents.

4. How will the curriculum be matched to my child’s needs?

Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum so that the needs of all learners are met.

All our teachers are clear on the expectations of Wave 1 provision (First quality teaching which is inclusive of all learners) and this is monitored by the Senior Leadership team.

All teachers are provided with information on the needs of individual pupils so that they ensure the child is able to access the learning and make progress in the classroom e.g. children who find it difficult to record written work will have access to other ways of recording e.g. access to the computer, mind mapping, etc.

The SENCO meets with class teachers and Teaching Assistants when appropriate to discuss personalised approaches.

The SENCO/external specialists provide training to teachers and support assistants to equip them with a range of strategies to support a variety of learners.

5. How will I know how my child is doing and how will you help me to support my child’s learning?

Parents are informed about their child’s progress during twice yearly parent’s evenings and through an Annual Report.

Additional parent review meetings are arranged each term for parents of children with special educational needs. Targets are reviewed with parents at

these meetings. The next steps in learning are discussed, and advice about strategies on how to support at home is given.

When necessary, further review meetings will be arranged to review the effectiveness of support and the impact on a child's progress. Parents will be involved in planning future provision.

Parents can make an appointment to see a teacher or the SENCO at any time should they have any concerns or have information they would like to share that could impact on their child's success.

6. What support will there be for my child's overall well-being?

All pupils are supported with their social and emotional development throughout the school day, through curriculum activities. Personal, Social and Health Education (PSHE) and are integral to our curriculum.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.

Pupils' views are sought through the school council and other forums.

Lunchtime nurture groups and social groups are available for pupils across the school. There is an emphasis on working together and children are often invited in order to develop their social skills.

Key staff are trained in first aid.