

Annual Special Educational Needs and Disabilities (SEND) Information Report 2022

School Name: St Francis Church of England Primary School

Head Teacher: Hester Millsop

Special Educational Needs and Disabilities Coordinators: Rebecca Fullarton

Telephone: 01793 727624

SEND Governor: Beth Read

Report agreed by Governors: October 2022

School Context:

St Francis is a mainstream Primary school with maintained Nursery provision. It caters for children from aged 3 (Nursery) to aged 11 (Year 6). Although the school does not have specialist resource provision, it caters for pupils with a range of additional educational needs. Currently there are pupils with autism, ADHD, a range of sensory needs, specific learning difficulties, physical disabilities and speech, language and communication difficulties in our community.

Admissions:

The admissions policy has been created to reflect the Christian foundations and the community focus of the school. The oversubscription criteria reflects the governors wish to offer Christian service in education, and offer places to children who regularly attend worship and who live in the parish, also to children living close to the school according to the order of criteria in the admission policy. St Francis CE Primary School follow Swindon LA jointly co-ordinated admission arrangements for admission to primary school in September 2022.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At St Francis, we monitor the children's progress carefully and put in interventions to support any child that concerns us. Progress Meetings are held periodically throughout the year between class teachers and SLT to monitor the progress of all children. The class teacher will discuss specific children with the SENDCOs and the decision may then be taken to gather further evidence by looking at work, making observations or carrying out assessments to help identify any special educational need the child may have. Parents and carers are kept fully informed about this process and their views are sought. The school communicates regularly with parents and carers using SeeSaw sharing children's work. Other methods of communication are phone calls, SeeSaw communication and Virtual Teams Meetings along with meeting face to face are now essential tools to enable parents to work in partnership with Teachers and SENDCOs. More regular meetings or communications are instigated by both parents and staff if the need arises. The SEND Handbook for parents is circulated to all new families during their induction. The policy and the handbook are available for families on the website. The school actively uses the Early Help Assessments and Plans, Reviews and Team around the child meetings (TAC) to identify need, share information and work closely with families and other professionals. This information can be found on Swindon's Local Offer.

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/swindon-send-local-offer/>

From September 2019, the school began using Swindon LA agreed Core Standards for SEND to identify emerging needs and develop appropriate provision for a child with SEND, ensuring that the graduated response is fully and logically documented in line with schools and provision across the LA.

<http://children.mycaremysupport.co.uk/i-need-help-with/education,-training-and-employment/swindon-core-standards-for-send.aspx>

2. How will the school support my child?

Children who have been identified as having special educational needs will receive additional support. The amount, type and frequency of support will depend on the needs of the child. Sometimes this will be done in class, either by the class teacher or the teaching assistant. Sometimes the child might be withdrawn from class to work on a specific programme either 1:1 or in a small group. Teachers are responsible for the organisation of the additional support. The SENDCO works to support, monitor the impact of and advise with this work. The SENDCO works with the assigned Governor for SEND to monitor the impact of the additional support in place.

Your child may be given an IEP (Individual Education Plan). This will ensure they are working on targets that will help them move their learning forward. If this is the case this will be discussed with you at regular intervals initially using phone, email, virtual meetings and SeeSaw. This will also be discussed with your child, involving them in the process and obtaining their views at an age appropriate level. You may be asked to complete (with the SENDCO) an EHA (Early Help Assessment) which captures a full picture of your child's needs. Following the completion of this, the school may hold TAC (Team Around the Child) meetings where other professionals will also be invited to ensure we are supporting your child in the best possible way.

Children with more complex needs may be given an Education, Health and Care Plan which captures the full range of their needs and how to support them. This is reviewed on an annual basis, to which you will be invited to contribute. Children with an EHCP will also be invited to contribute by completing a document called 'All About Me'.

3. How will the curriculum be matched to my child's needs?

Work within class is differentiated to the needs of the child. Sometimes this may mean the outcome expected is different; on other occasions the support or resources given may be different; at other times the work itself may be completely different. The curriculum and resources are matched to the needs as far as it is possible to achieve given the funding and facilities that are available. For example, adaptations can include coloured overlays for reading, coloured paper for writing, fiddle toys, wobble cushions, dyslexia friendly fonts and backgrounds, sensory breaks, software to aid writing and lots of physical adaptations to the classroom environment. All teachers are teachers of children with SEND providing Quality First Teaching.

To ensure the effectiveness of provision of interventions, the SENDCO discusses IEP and EHCP targets and outcomes with teaching staff, TAs, external professionals and parents during SEND meetings, TAC meetings and EHCP Annual Reviews.

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

There are many different ways of keeping in touch with your child's progress in school:

- See Saw and the class email.
- Telephone calls
- Virtual meetings
- Annual report to parents
- Meet the Teacher information push
- Open Evenings for new parents
- Team Around the Child meetings, for those families engaged in that process.
- SENDCOs communicate with parents through normal school channels; email, online platforms and by phone.

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

We have designated staff with up to date first aid training on site at all times. All staff are trained annually with the use of epi-pens and asthma pumps. For some children with more complex needs, a health care plan is drawn up by the school nurse in consultation with parents and any necessary training is given to staff. All staff are made aware of the Health care plan and a copy is displayed in the First Aid Room.

St Francis holds a Friendship Fortnight each year with the aim of promoting better understanding of what is and is not bullying. Pupil views, on how they are getting on, are regularly sought as part of the Annual Review process and pupils are always encouraged to share any worries or concerns with known adults on a day by day basis.

One TA has completed training to become an ELSA (Emotional Literacy Support Assistant). They have a dedicated afternoons to work with individuals or small groups of children. Children who need extra support emotionally or socially are signposted to this support.

Attendance is monitored by the School Office who will attempt to establish contact to find out why the child is not in school if no message is received by 9.30am. Pupil attendance that falls behind will be investigated by the School Office and Head teacher. If attendance becomes an issue, parents and carers will be invited to come to discuss the issue so that a satisfactory solution can be found. This might involve an action plan being drawn up or additional support put in place to help such as working with the EWO (Educational Welfare Officer).

We also have a PSA (Parent Support Advisor) and TaMHS (Targeted Mental Health) worker who can support children and their families with different aspects of home life and emotional and social needs. We now offer a monthly parents coffee morning for parents who have children with additional needs. SEND Family Voice, The Well Church and our PSA also attend to offer help and support for families.

6. What specialist services and expertise are available at or accessed by the school?

The school has a range of services which it can access to support children.

- Speech and Language therapy
- Autistic Outreach services
- Advisory teacher for Physical Disability
- Advisory teacher for Visual impairment
- Advisory teacher for Hearing Impairment
- SEMH (Social, Emotional and Mental Health Support Team)
- Occupational Therapy
- Paediatrician
- Assisted Technology Service
- School Nurse
- Health Visitor (Nursery only)
- Specific Learning Difficulties Advisory Service
- Educational Psychology
- Parent Support Advisor
- Targeted Mental health Service (TaMHS)
- Social Care: including support for Looked After Children with SEND.
- Safe Families

All services require a referral form to be signed by parents or carers so that these staff are allowed to work with children in school. They also require some detail about the nature of a child's needs and what parents and school hope to achieve as a result of their service's input.

Further information can be found at www.mycaremysupport.co.uk – this is Swindon Borough's site for information for children and young people and their support in Swindon.

7. What training have the staff supporting children and young people with SEND had or are having?

All staff receive regular in-house training on supporting children with SEND. Our SENDCO receive regular updates about general SEND provision as well as attending appropriate training offered by the Borough. The SENDCO runs a local cluster group for SENDCOs. Teaching Assistants and Teachers also access specialist training such as emotional regulation, wellbeing, learning how to write social stories, playtime games, growth mindset and resilience training, Clicker training (assisted technology), supporting children with ADHD and ASC basic awareness courses. Staff work alongside advisory staff who visit children in school which develops knowledge and understanding of how to best meet children's needs. Specific training for additional needs is always available through the Hearing Advisory team, Visual impairment team, Assisted Technology, SEMH team, school nurses, Physical Disability Advisory Service, Wheelchair service, Occupational Therapists and Physiotherapists.

8. How will my child be included in activities outside the classroom including school trips?

St Francis is an inclusive school. We try to ensure that all activities, including after-school clubs can be adapted to the needs of our pupils. When planning trips, including residential trips, we liaise with parents and carers to ensure that appropriate adaptations are made for the individual.

We encourage all children to apply for roles of responsibility such as being a member of the school council, monitoring jobs, play leaders and house captains.

9. How accessible is the school environment?

The school is fully accessible, with a lift, to access the upstairs classrooms. There are three disabled changing and toilet facilities within the school. There are also disabled parking facilities available. On reopening we have thought carefully about making environments safe but welcoming mindful of the needs of ASC and ADHD needs. The school is supported by the Assistive Technology advisory teacher and Physical Disabilities teacher, when necessary, to advice with modifying the environment and accessibility to curriculum.

If you would like any information in a different language, we will do our best to accommodate this.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We place great value on finding out about the needs of our children before they join us. Before joining Nursery, all children and parents are invited in individually so that parents can discuss any issues they may have and share information. This is also done for all children who will join Reception but have not been part of the school's Nursery setting. Information and Induction packs are given to Nursery and Reception parents. Teachers have open communication with the school SENDCOs before children attend school. As part of the induction pack, all families receive the school's SEND Handbook for parents which explains the process.

Children who join at other points in the school are quickly assessed and needs, should they present, are also raised with teachers and parents and SENDCO. All parents receive the school SEND handbook for parents as part of their prospectus/induction pack.

Where SEND has been identified by a previous school or setting, the SENDCO works to gain as much information about the previous setting and the package previously in place. Equally, files and information from our school are sent on promptly to a receiving school to ensure that the receiving school has all the information needed.

For some children moving between year groups or Key stages can cause challenge and so extra work is put in place, such as writing social stories or creating transition books as well as extra class visits to make sure that the transition is as smooth as possible.

Staff and SENDCOs work closely with Secondary staff to ensure that they have a good understanding about a child's needs. For all children, there will be a focus on addressing their concerns about next steps. For those for whom the concern is greater, extra visits and work will be put in place.

11. How are the school's resources allocated and matched to children's special educational needs?

The SENDCO, in consultation with the Head teacher, allocate the resources according to the needs of the children. Some children require more support than others.

12. How is the decision made about what type and how much support my child will receive?

We seek to provide the best support for each individual. It will vary according to the requirements of each child. We aim to promote independence for our children so for the greater majority of children, support will be in small groups. We also seek to ensure that children with SEND work with children with a range of abilities at appropriate times. Groupings of children (SEND and not SEND) vary depending on the activity the children are involved in. It is important to recognise that children have strengths in many different areas and to celebrate these.

13. Who can I contact for further information?

The first point of contact is always your child's class teacher.

The SENDCO Mrs Fullarton is available to discuss more specific concerns. Mrs Fullarton works Monday –Thursday.

The arrangements for handling complaints from parents of children with SEND, about the provision made at the school, is described in the Complaints Policy on the School Website. This explains the clear steps that should be taken.

Other documents to read:

SEND Handbook for Parents and Carers
SEN and Disabilities Policy
Accessibility Plan

These are available on the school website here: <https://stfrancis.swindon.sch.uk/sen/>

If you have any further concerns, or wish to complain, please refer to the complaints policy on the school website:
<https://stfrancis.swindon.sch.uk/policies/>