



St. Francis Catholic Primary School SEND Information Report

Mission Statement

Peace

Love

Knowledge

*"As followers of Jesus and St Francis we pray that we are instruments of peace, learning to love and be loved, embracing our differences and Striving for excellence in all we do.
Amen"*

Introduction:

St. Francis' Catholic Primary School is committed to meeting the needs of children with Special Needs and disabilities (SEND). We have high expectations of all our children and we aim to achieve this through the removal of barriers to learning and participation. The new code of practice

0-25 years (September 2014) requires that all schools publish a Special Educational Needs and Disability (SEND) Information Report which provides information and arrangements for identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils. The expectation is that the needs of pupils with Special Educational Needs and Disabilities are catered for in a mainstream setting wherever possible.

St. Francis' Catholic Primary School is a two form entry school that caters for pupils with and without special educational needs and disability. Presently, the SEN needs in school include pupils with language and communication needs, hearing impairments, dyslexia, autism, ADHD and pupils with social, emotional, behavioural and physical needs.

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area. Newham's Local Offer can be found on the Newham website ([LBN SEND Local Offer](#)). The school's contribution to the Local Offer can be found on the school's website.

SENCOs at our school:

Mr K Adams or Ms M Haarhoff

Contact: 0208534-0476

How we identify individual Special Educational Learning Needs

- When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting.
- If you tell us you think your child has a SEN we will discuss this with you and check it out - we will share with you what we find and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has a SEN this may be because they are not making the same progress as other children; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty.

How we involve pupil and their parent/carers in identifying SEN and planning to meet them

- Regular meetings are held to discuss your child's needs; we plan and work together so that we are all helping your child in the same way to aid their progress.
- Where appropriate we will write and review SEN targets with children and parents/carers
- Where needed we discuss with parents where it may be necessary to consult with outside agencies to receive their more specialised expertise.

How we adapt the curriculum so that we meet SEN

- All our staff are trained to make learning materials and resources appropriate, ensuring every child is able to learn at their level.
- We use additional schemes/materials so that we have something at the right level for children with SEN. For example we use Numicon and Abacus to develop Maths skills; RWI tutorials to develop reading; Signalong, Box Clever, Talk Now for Newham, Language for Thinking and Oracy groups to develop language and communications skills; Memory and concentration groups to support personal, social and health education.

How we modify teaching approaches

- Staff are trained in a variety of approaches which means we are able to adapt to a range of SEN: specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; Language and communication needs and behavioural, social and emotional difficulties
- We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.
- Teachers and support staff have received specific training in relation to the use of resources, programmes and strategies to support our children e.g. Numicon, RWI, Abacus and Education City.
- Other agencies support and advice is also used to compliment the planning and delivery of quality first teaching

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parents/carers)

- We use P scales (Developmental Matters in EYFS) to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.
- Teachers regularly assess pieces of work to check their judgments are correct (moderating)
- We use national agreed guidelines on progress to check that progress is good enough
- We check how well a child understands and makes progress in each lesson. This is done through plenary sessions at the end of lessons; through the school's marking system and ongoing assessments
- Children are set targets regularly and these are shared with parents
- Student progress meetings with teachers enable the SMT to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help
- Teachers further discuss progress with parents every term or more often if we believe this will help

The school's arrangements for the admission of disabled children

We do not currently have pupils with severe physical needs in school. Before a pupil with these needs are admitted to our school we would do the following:

- Meet with the SENCO and staff of the last school and discuss strategies, needs and level of support required
- Meet with the parents to discuss needs and strategies at home
- Information will be sought from the relevant professionals and agencies
- Carry out a risk assessment of the environment to ensure safety for all
- Liaise with the school nurse to devise an appropriate care plan
- Staff will be informed of the impending admission
- We may need to arrange for a gradual integration over a week or two, depending on the needs of the student

What equipment or resources we use to give extra support

- We use workstations; picture timetables; support for communication; countdown timers
- We use radio aids for children with hearing impairments
- We use a variety of iPads apps for children with communication difficulties
- Individualised timetables for High Needs Funded Pupils and those who need specific targeted support.
- Sound proofing of our classrooms has commenced in order to improve access to learning for our hearing impaired pupils.
- Information can also be found in the Accessibility plan

What extra support we bring in to help us meet SEN:- services; expertise How we work together collaboratively

We have access to the following services in and out of school:

- Behaviour Support Services
- Complex Needs and Dyslexia Service
- Language Communication Interaction Team
- Sensory Service - Hearing Impairment Team
- PCT Speech Therapy
- Occupational Therapy
- Physiotherapy
- Child and Family Consultation Services

All of these services offer training for staff in school, and they provide advice, strategies and programmes.

Our school also offers:

- Support from the Brentwood Catholic Children's Society - a counsellor visits one morning a week to support SEMH pupils.
- Members of staff are trained in delivering Rainbows Bereavement Counselling sessions.

Together we review the child's progress, set next steps and review these with outside agencies and parents.

How do we support a pupil's overall well-being?

The school prioritises the safe-guarding of all pupils.

- We strive to meet the emotional needs of the pupils through our PSHE curriculum, in school counsellor (one morning per week from the Brentwood Catholic Children's Society) and the Rainbows Bereavement counselling.
- We have two learning mentors who target anger management, self-esteem, emotional well-being and nurturing issues.
- SEN TAs for HNF pupils support pupils in making healthy eating choices at lunch times
- We follow the school's Behaviour and Anti-Bullying policies to ensure good relationships and reducing incidents of bullying.
- Two members of staff currently oversee Looked After Children (LAC) pupils in our school and liaise with parent/carers, SENCOs and teachers accordingly.

How do we prepare and support pupils who are transferring to or from a different school

- We hold transition meetings and liaise with the school to identify the needs of the child and to ensure a smooth transition
- We will arrange prior visits to the school for the child to become accustomed to the new building
- If necessary we will liaise with other agencies to ensure resources are put in place upon arrival in the new school
- We attend the secondary transfer meetings held by the local authority. In addition we meet with the head of year 7 from our link secondary schools

How we support pupils with SEN taking part in after school activities outside the classroom, including school journeys.

- All pupils will attend school journeys that are part of the school curriculum and also have the option to join an after school club.
- Risk assessments are carried out and the need for additional support/resources are identified.

How pupils with special educational needs are enabled to engage in activities with pupils without SEN

- All pupils have access to all areas of the premises. They interact in the playground, classes, dining hall and after school clubs.
- Pupils sit in mixed ability groups in foundation subjects and work collaboratively within their group.

More information about SEND provision can be found on our school website including the following:

- SEND Policy
- SEND School Offer
- Information about how the school is compliant with its duties under the Equalities Act 2010
- Details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated
- Details of the school's policies on behaviour and inclusion provision
- If you need to speak to someone about your child's special educational needs, please contact Mr K Adams or Ms M Haarhoff, the school's SENCOs.
- If you have a complaint about the SEN provision, please follow the school's complaints procedures, a copy of which can be obtained from the school office.

Date of Review: **November 2018**