

SEND Information Report

June 2014



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 is available *on the Newham Website* and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the SEND Information Report for St. Francis' Primary school. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.



St Francis Catholic Primary School's SEND Information Report

A **few** pupils with complex or significant needs will access:

- A personalised timetable
- Access to evidence based specialist programmes
- Access to specialist services and therapists
- High levels of adult support and working in small groups

Some pupils with additional SEN needs will access:

- Targeted interventions and support matched to need
- Individualised target setting
- Personalised progress tracking and assessment of need
- Access to flexible working groups
- Access to additional adult support

All pupils will access:

- High quality teaching and learning
- A differentiated curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning
- Personalised target setting
- After school clubs and educational visits



Additional Information about St Francis Catholic Primary School's SEND Information Report

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

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, Rapid Maths and Mathletics to develop maths skills; Lexia and 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, Lexia, RWI, Mathletics

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
- Pupil progress meetings with teachers enable SLT 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

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 are currently looking at a variety of iPads apps for children with communication difficulties

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

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism)
- We get support from local authority services (BSS, CMDS, LCIS)
- We get support from speech and language therapy (SaLT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy
- We get support from occupational therapy for pupils who need assessment e.g. for special seating or writing equipment
- We get support from physiotherapy for pupils who need it
- Together we review the child's progress; agree what everyone will do to make teaching more effective learning easier and our target for the child's achievement; how we will work together, what we will each do; at an agreed date will review how well the child is doing and if we are making a difference, and what we need to do next. We will include the child and parent in these discussions.

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

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| <ul style="list-style-type: none">• 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. |
| <ul style="list-style-type: none">• 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. |
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For more information about the SEN provision at our school please go to our website:

- Information about how the school is compliant with its duties under the Equalities Act 2010
- Our school provision map
- 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 Mrs D Dichio, the school's SENCo.
- 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.
- This SEND Information Report was shared with parents and the SEN Governor at a coffee morning on 26th June 2014

Date of Review: June 2015