

ST FRANCIS OF ASSISI CHURCH OF ENGLAND PRIMARY SCHOOL



Including the SEND Report Information
(updated on an annual basis)

School Core Offer

St Francis of Assisi Church of England Primary School

St Francis of Assisi C of E Primary School values the abilities and achievements of all our pupils. We are an inclusive school and actively seek to remove barriers to learning and participation. We strive to provide the best learning environment for all our pupils. The children learn within the boundaries of a caring and supportive Christian ethos.

The school provides a broad and balanced curriculum which celebrates the achievements of all. Teachers build on positive aspects of the child's learning and we promote the development of any child emotionally and socially.

First quality teaching within a child's class ensures that every child has the opportunity to achieve their full potential. Differentiation and adult support further develops this. In addition, support is provided through small group or 1 to 1 interventions or activities for those children who may need extra help.

Arrangements are made for those pupils who have medical conditions so that they can access all areas of the curriculum and school-based activities through individual support, adaptations or modifications. Children will have a healthcare plan which will specify the type and level of support required to meet the needs of such pupils.

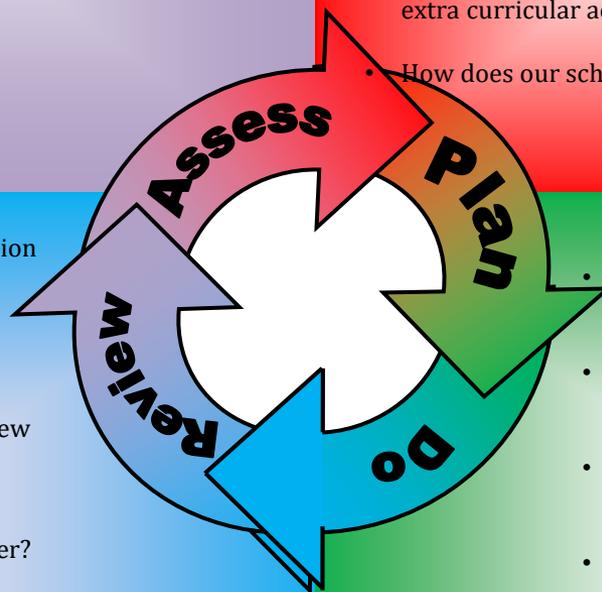
We value the partnership between school and parents/carers and have an open door policy. Please do not hesitate to contact the school if you would like any advice, support or to discuss any concerns that you may have.

- How does our school know/identify that children and young people have special educational needs and/or disabilities (SEND)?
- What are the first steps school will take if SEND are identified?
- What should parents/carers do if you think your child has SEND? How can you raise concerns?
- What intervention is available to all children/young people? How will our school involve children/young people in the assessment process?

[More information](#)

- How will our school teach and support children with SEND?
- Who will be working with your child? What expertise does the school and our staff have in relation to SEND?
- How does our school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
- How will our school include parents and the child/young person in planning support?
- How will our school teach and support children with SEND?
- What access do our SEND children/young people have to facilities and extra curricular activities?
- How does our school plan for transition for children with SEND?

[More information](#)

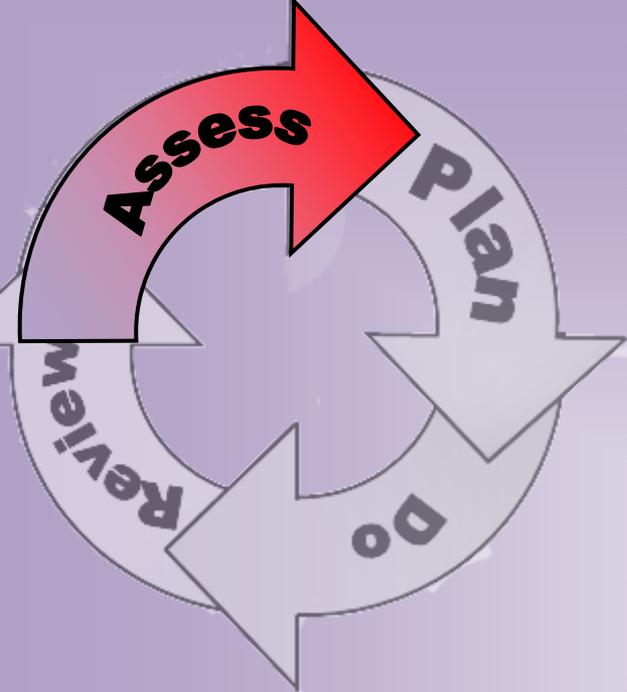


- How do we assess and evaluate the provision we have arranged for your child?
- How will we work in partnership with parents/carers?
- How will we involve your child in the review process?
- Where can parents/carers find additional information e.g. SEND policy, LA Local Offer?

[More information](#)

- How is the different provision delivered in our school? Who will be working with your child?
- What role will the child's teacher play in the additional provision?
- Which other services do we use to provide for and support our children/young people?
- How does our school encourage parent/carers to become involved in the additional provision?

[More information](#)



To help us identify a child with SEND, we use a range of information about a child including assessment, observation, tracking of progress, views of parents, the voice of the child and advice from professionals to determine if he/she has a special educational need or disability.

We assess each child's skills and attainment when they join the school, as well as talking to their parent/carer to build a picture of their strengths and needs. If a child transfers from another school or setting, we also gather information from them and from any other service involved with the pupil.

Teachers regularly assess children's progress and record it using Stockton's recommended assessment tools. At the end of each term teachers assess levels of attainment and enter them into the school's tracking system. This, along with discussions between the Assessment Leader and class teacher, is used to help identify pupils who may have SEND. There may also be occasions where the class teacher feels that a child within their class may have specific needs (learning or behavioural) from observations and will seek further guidance from the SENDCo. If high quality teaching and in-class support are not helping a child to achieve their potential, and we feel a child may have SEND, we will discuss this with their parent/carer and, with their agreement, record them on the school's register of SEND. The school will follow the recommended cycle of 'assess, plan, do, review' to meet the child's needs and support them to achieve their full potential. This may require further assessment or advice from external services for example Educational Psychology.

At St Francis of Assisi Primary School, we operate an 'open door' policy. If parents/carers feel that their child may have a special educational need or disability, they can discuss this with their child's teacher initially or with Mrs Watson, the school's Special Educational Needs and Disabilities Coordinator (SENDCo).

If you have any concerns or complaints then you can follow the school's complaints procedure. The first person to contact is Mrs M. Watson, the SENDCo, telephone: 01642 769942. Further complaints can be referred to the Headteacher, Mrs L. Proberts .

Impartial advice and support is provided by Stockton's Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS)- contact (01642) 527158. The SEN Code of Practice can be found at this website:

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

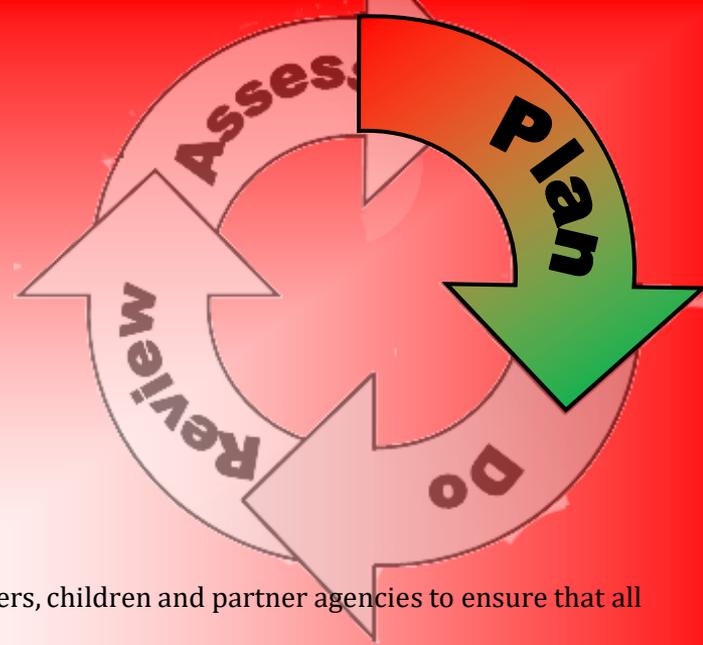
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At St Francis of Assisi C of E Primary, we endeavour to work in partnership with parents/carers, children and partner agencies to ensure that all children fulfil their potential.

Children with SEND are taught in mainstream classes. Some children with a Statement or Educational Health and Care Plan have additional adult support within a mainstream class.

Qualified teachers and teaching assistants teach children with SEND. Class teachers are responsible for planning, delivering and evaluating learning for all pupils within their class. Qualified teaching assistants support teachers to ensure that all children and those with SEND receive any additional support they require.

Some children will work one to one or in a small group with a teacher or teaching assistant for targeted interventions. This may be in the classroom or in another area of the school where appropriate.

The school has staff that have experience and expertise in helping children with learning difficulties and social, emotional and mental health difficulties. The staff will endeavour to find support from external agencies when needed.

Children with SEND have exactly the same access to extra curricular activities as all children. We actively encourage all children to take part, regardless of their SEND, and we ensure that we adapt what we offer so that these activities are accessible to all. This includes all after school/lunchtime clubs and educational visits (including our residential trips). There is a disabled toilet that can be easily accessed. We are always happy to discuss individual access requirements with parents.

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How is the different provision delivered in our school?

The SEN Code of Practice has two levels of additional support, these are:

- School Support
- Educational, Health, Care plans.

School support can be explained in the following information:

Wave 1:

All pupils access all areas of the school curriculum through Quality First Teaching e.g. differentiating the delivery to meet the needs of all pupils within a class including those with SEND. This may include different ways of recording other than writing, teaching assistant support or teacher directed support, the use of practical resources, visual prompts, resources and strategies to help pupils with physical disabilities, specific learning difficulties or sensory processing difficulties.

Wave 2:

Targeted interventions for some children who require additional support in certain areas e.g. phonics, handwriting, number.

Wave 3:

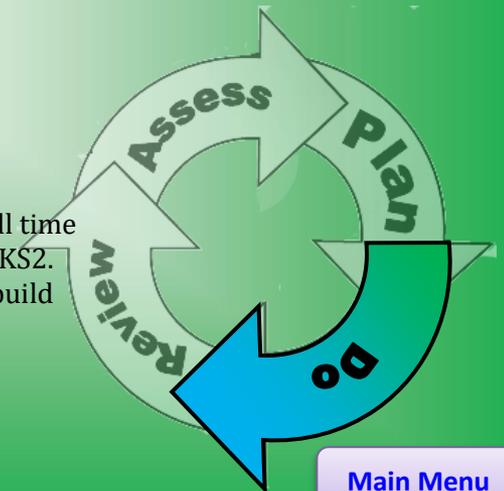
Some children who have specific learning difficulties will be given individual support.

Wave 2 and Wave 3 involve the assess, plan, do and review cycle .

Who will be working with your child?

They may be provided by the class teacher or may involve:

- Teaching assistants or other staff within school. In EYFS, two full time TAs work across Nursery, a full time TA works in each Reception class and a full time TA works across each of the two classes in KS1 and KS2. In KS1 and KS2, mentors also deliver programmes to develop children's social and emotional skills, build confidence and promote well-being.
- Staff who visit from outside agencies such as Speech and Language Therapy Service.
- Staff who visit from Stockton Local Authority central services.



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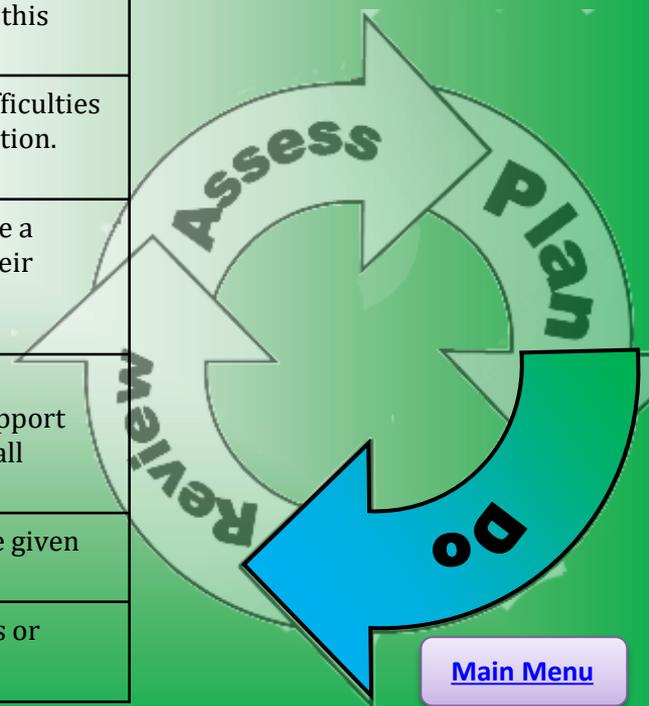
Which other services do we use to provide for and support our children/young people?

As part of the Assess, Plan, Do, Review process we will make referrals to outside agencies when we feel that the interventions taking place in school are not effecting your child's progress significantly. The specialists that the school involves, will work with your child in a number of ways and make recommendations to school. These recommendations may include:

- giving additional strategies for use in the classroom,
- making additional referrals to other services,
- offering specific support for the class teacher,
- monitoring and reviewing targets set.

The following services are available to our school:

School Nurse	The school nurses complete the hearing and visual checks for children in Early Years, and can offer advice and support for parents/carers and the school. They can be contacted by school or by parents/carers directly. The school nurses sometimes make referrals based on the checks carried out.
Speech and Language Service	This service assessed your child's speech, pronunciation of words, understanding of language and communication skills. You may access this through your GP or via school.
Child and Adolescent Mental Health Service (CAMHS)	This service provides support for children who have mental health difficulties or for those children who have suffered following a life changing situation.
Educational Psychology Service	The educational psychology team will assess your child's learning once a referral has been made. They will use a variety of tools to help with their assessments and will recommend strategies that can be implemented.
Behaviour Support Service	If school or home has concerns over a child's behaviour or emotional wellbeing and this is having an impact on their learning, behaviour support can offer advice, strategies or sessions to support within school in small groups or on a one-to-one basis.
Hearing and Visual Difficulties Service	Children are supported within school and advice and resources can be given following visits by the service to the school.
Mental Health Autistic Assessment Team	This team becomes involved through assessments from paediatricians or CAMHS. Information supports children within school and at home.



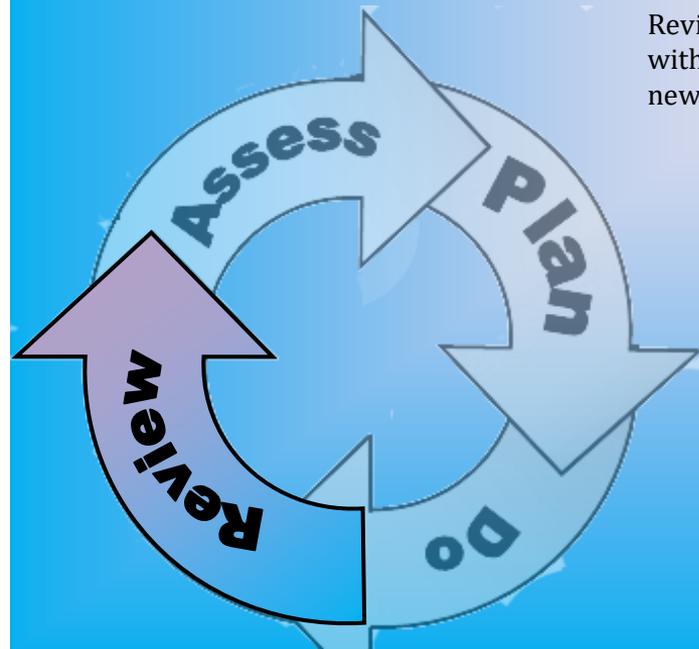
How do we assess and evaluate the provision we have arranged for your child?

Every term, staff meet with the SENDCo to discuss children that they feel may be a concern. They carefully monitor their progress, then review and evaluate whether they should be considered for the special needs register or if they should participate in Wave 1 or 2 interventions. Following discussions with the teacher, SENDCo and parents, a child will be placed on the SEN register within school, and be given a Support Plan that contains individual targets to support and develop the achievement and attainment of your child. Specific targets are written, which are discussed with the children and parents and monitored by the SENDCo. We ensure targets are SMART (Specific, Measurable, Achievable, Relevant and Timely).

Your child's individual targets are reviewed regularly as part of the ongoing assessment and tracking process. When a target has been achieved, a new target is set. The time taken to achieve a target will depend on the child and the target. In line with whole school assessment procedures, the attainment and progress of children with SEND will be tracked by class teachers and the leadership team.

The provision provided for a child and the progress they are making is discussed at parent consultations and at other planned review meetings. Parents are also welcome to come in and talk to teachers or the SENDCo in between consultations if they have any concerns or something they want to tell us about their child.

Review meetings are held regularly between parents, teachers and staff working with their child. Opportunities are given during these meetings to review and set new targets.



How will we work in partnership with parents?

It is vital that parents/carers work in partnership with the school and are involved in the whole SEND process. We value the knowledge that you have of your child and believe that when we work together, we can ensure that your child will reach their full potential.

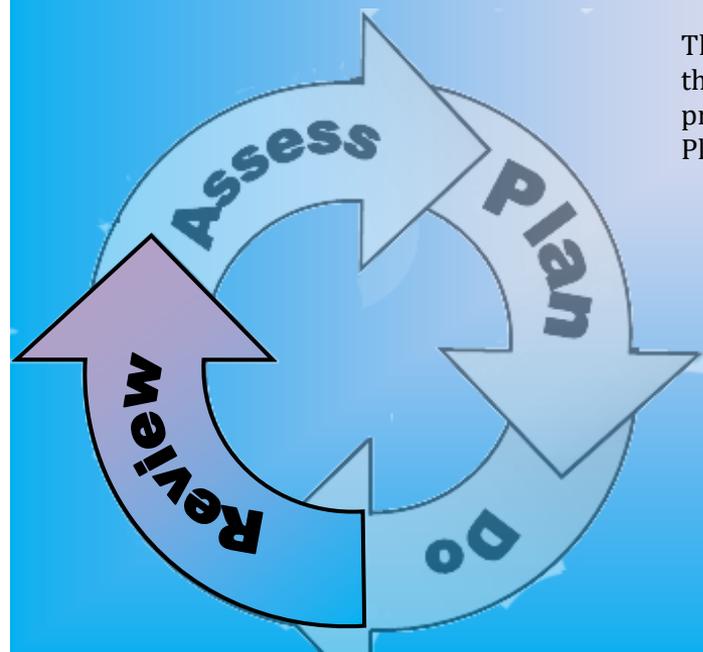
Any concerns that you or school have, will be discussed in detail with your child's class teacher and/or SENDCo. Provision will be planned and reviewed on a regular basis.

Parents/carers will be given signed copies of all Support Plans following review meetings to ensure that additional support can be given at home. In addition to this, you will receive an annual progress report in the summer term which outlines your child's progress and identifies next steps.

How will we involve your child in the review process?

Teachers and children meet to discuss progress during the review period. This allows the teacher to give targeted feedback about what your child can do well and what they need to do to improve and achieve their next targets.

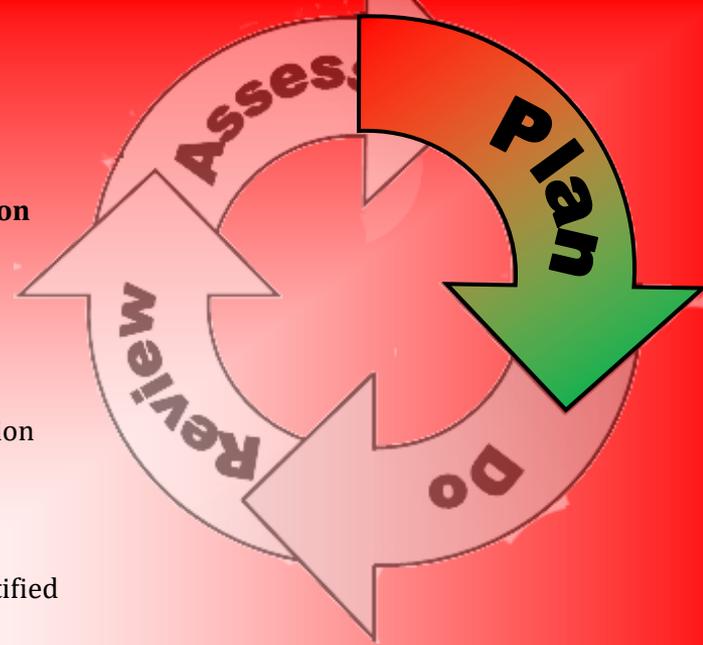
The review also give children the opportunity to talk about their learning, including their strengths, any worries they may have and what could help them make more progress. The class teacher then incorporates this information into the next Support Plan.



Communication and Interaction

We plan and provide for the needs of the children with Communication and Interaction Difficulties in the following ways:-

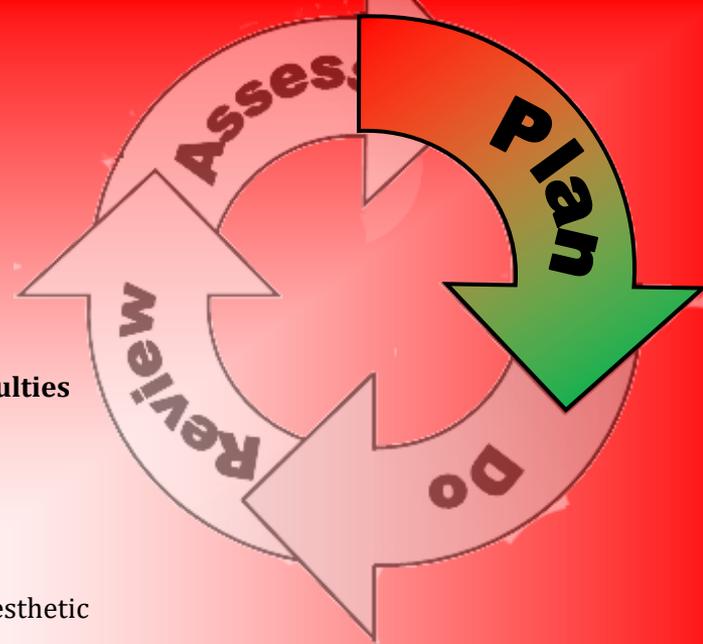
- Making sure staff are aware of any additional needs and know how to respond.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- Providing small group or individual interventions to develop age appropriate communication skills such as Narrative.
- Direct work with identified children in school by a speech and language therapist.
- Classroom staff deliver programmes provided by a speech and language therapist for identified children.
- Visual timetables and prompts.
- Extra planning and preparation for pupils with a social communication difficulty prior to visits or changes in the usual routine.
- Access to advice and support from specialist services for children with a diagnosis of a social communication difficulty.
- Social stories developed alongside a TA.
- Mentoring from TAs and support from the Peer Mentors within school.
- Referral to other services for assessment, advice and support when appropriate.



Cognition and Learning

We plan and provide for the needs of the children with Cognition and Learning Difficulties in the following ways:-

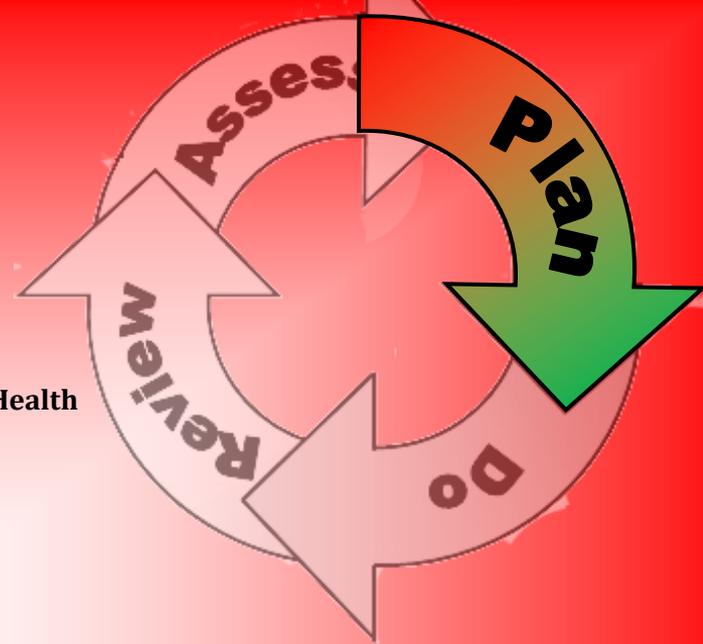
- Making sure staff are aware of any additional needs and know how to respond.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- Knowing the different ways children learn and meeting their needs e.g. visual, aural, kinaesthetic
- Providing small group or individual interventions to address specific targets in order to improve reading, writing or maths.
- Use of Memory Magic or Cogmed as memory skill programmes.
- ICT resources and programmes to support the learning of pupils with SEND.
- Increased access to small group support.
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Adaptations to assessments to enable access e.g. readers, scribe, ICT.
- Referral to other services for assessment, advice and support when appropriate.



Social, Emotional and Mental Health Difficulties

We plan and provide for the needs of the children with Social, Emotional and Mental Health Difficulties in the following ways:-

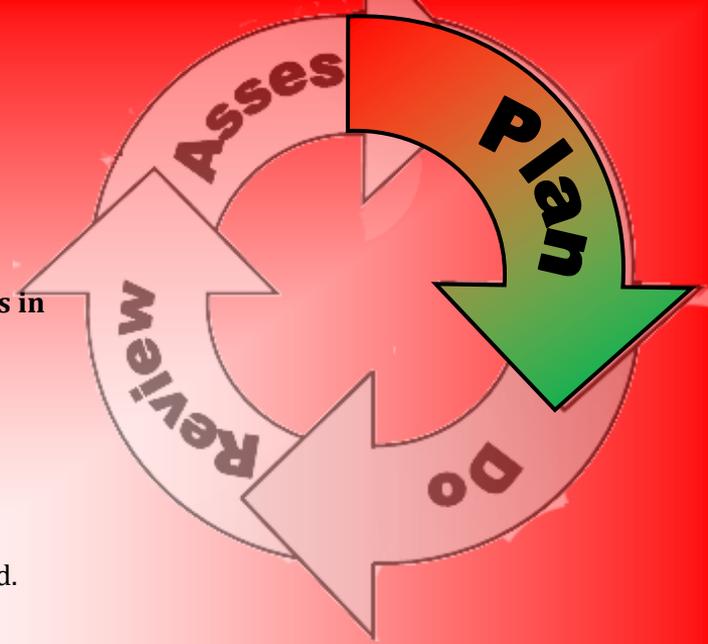
- Making sure staff are aware of any additional needs and know how to support the child.
- Individualised incentives or rewards.
- Working together with parents/carers to help the child.
- Working collaboratively with other services and agencies.
- Access to an additional adult or key worker for identified pupils.
- Individual or small group mentoring to develop social and emotional skills.
- Referral to other services for assessment, advice and support when appropriate.
- Access to TAMHS, CAMHS and counselling services when appropriate.
- Pupil and family support workers who help maintain close links and good communication between home and school.
- School mentor and peer mentors to support children.



Sensory and/or Physical Needs

We plan and provide for the needs of the children with Sensory and/or Physical Needs in the following ways:-

- Making sure staff are aware of any additional needs and know how to support the child.
- Adapting the environment and providing aids to support access.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- When appropriate staff have training to meet the physical and/or medical needs of the child.
- Working together with parents/carers to ensure the correct support for the child.
- Working collaboratively with other services and health care professionals.
- Carry out any required programmes provided by health care professional such as occupational therapy programmes.
- School provides a PSA (Parent Support Advisor) who help maintain close links and good communication between home and school.
- The school environment is adapted to meet the needs of children with specific sensory or physical needs.



TRANSITION WITHIN SCHOOL AND ACROSS OTHER SCHOOLS

Many strategies are put in place to enable pupil's transition to be as smooth as possible. These include:

- When moving within school, all pupils spend part of the day towards the end of the school year where they spend time with their new class teacher.
- Discussions are held between class teachers within school on at least one occasion.
- Current and new class teachers meet with parents to discuss Support Plans or Educational Healthcare Plans.
- When a child with SEND or a EHC plan is transferring from another school, the SENCo will make contact with the previous school and the parent to make sure we have all the relevant information. This will be shared with the class teacher and any other relevant staff in school.
- Additional visits are arranged for those children who need extra time in a new school.
- Secondary school staff visit pupils prior to them joining their new school.
- Our SENDCo liaises with SENDCos from secondary schools to pass on information regarding SEND pupils.
- Where children have more specialist needs, a separate Transition Guarantee meeting takes place with the SENDCo from the secondary school, our SENDCo, the Head Teacher, parents and any relevant outside agencies and, where appropriate, the pupil.

