



St Francis of Assisi Catholic Primary School



Special Educational Needs and/or Disabilities Policy and Local Offer

2016 – 2017

St Francis of Assisi Catholic Primary School
SEN Policy and Local Offer for Children with Special Educational Needs and/or Disabilities

St Francis of Assisi Catholic Primary School

St Francis is a two form entry, Catholic Primary school, situated in Crawley. St Francis is a rich, vibrant learning community. Our Mission Statement clearly reflects our belief that Christ is at the centre of all that we do. As a school community, we work together with our parents and our Parish, to provide a caring, stimulating and nurturing environment.

At St Francis of Assisi
we believe God is at the heart of our school.
As a school community,
we work together to provide
a caring, stimulating and nurturing environment,
where every child can discover their true potential
and grow closer to Christ.
As pupils and staff
we encourage in each other
a love of learning.
This is a place where we can all belong
and where diversity and difference is celebrated.
We rejoice in each others' uniqueness
and respect the dignity and beauty
of each individual.
Using our gifts and talents we will
actively seek to make a real difference -
by caring for one another and caring for our world.

Our aim at St Francis of Assisi Primary School is to enable all pupils to progress to their highest level of achievement, so that they are equipped with appropriate skills, and maturity, knowledge and spirituality for a successful career throughout their educational lives, and so may be able to contribute to a diverse and challenging community.

We the staff, parents and governors do this through:

- Creating a secure and caring environment which encourages the Christian traditions of worship and community service, in the context of a multi-cultural community, and celebrating that we are all uniquely made in God's image.
- A well planned and well delivered curriculum, where children are expected to discover and achieve their personal goals.
- Setting boundaries and developing patterns of good behaviour, respect and care for others.

Schools within the Crawley Locality have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- **Communication and interaction:** This area of special need covers children who have speech, language and communication needs and/or autism. Children may have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand or use social rules of communication ie in conversation.
- **Cognition and learning:** General learning difficulties may show themselves in the following ways presenting as low levels of attainment across the curriculum, difficulty in acquiring skills (notably in literacy and numeracy), difficulty in dealing with abstract ideas and generalising from experience. There may also be a range of associated difficulties, notably in speech and language.
- **Social, mental and emotional health:** This is a holistic approach to caring for a child's wellbeing, recognising that mental health and emotional wellbeing impact on a child's ability to function successfully. Behaviour as a barrier to learning is no longer looked at in isolation.
- **Sensory /physical:** There is a wide spectrum of sensory and multi-sensory and physical difficulties. This may range from profound and permanent deafness or visual impairment through to lesser levels of loss which may be temporary. Physical impairment may vary in severity and permanence and require appropriate access to facilities and equipment.

The information below details the offer within the school and ways in which parents and children may access the support required.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCo or Head teacher.
- If you are dissatisfied with provision or have a concern you feel the school has not addressed you can contact the SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or you as a parent have raised concerns about your child's progress, and quality first and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo.
- The teacher will discuss your child's progress with you at our termly learning conferences when you will be informed of your child's progress. You will be informed about any additional support being given each term.
- Schools also have pupil progress meetings every term between each class teacher, Head Teacher and SENCo to ensure all children are making expected or better progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making sufficient progress the school will make a decision about whether to monitor this, use targeted quality first teaching or set up an intervention group. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning.
- If your child is still not making expected progress the school will discuss with you
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning
 - how we could work together, to support your child at home/school

Who are the best people to talk to in this school about my child's difficulties with Learning/ Special Educational Needs/Disability (SEND)?

How can I talk to them about my child if I need to?

The class teacher and SENCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities.

A child may receive support from a number of adults and a conversation with the class teacher or SENCo will give you a fuller picture than may be obtained from a single supporting adult.

Of course, as a school, we welcome regular dialogue between parents and staff and actively encourage this continued feedback. For some children this dialogue may be made through a daily contact book, which gives information on your child's learning during the day and advice for

strategies and activities you may want to use at home.

Class teacher

(s/he is recommended as the first point of contact if you have any concerns).

Is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). This is termed 'Quality First Teaching'.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCo as necessary.
- Contributing to the provision mapping process and sharing outcomes with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by: *speaking to the class teacher at the end of a school day to arrange an appointment or telephoning the school office to make an appointment.*

A Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the class teacher.

The Special Educational Needs Co-Ordinator (SENCo)

Mrs A Hopkins is responsible for:

- Co-ordinating all the support for children with special educational needs and or disabilities, (SEN/D) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Co-ordinating provision mapping in class for individual pupils and across the school
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving

	<ul style="list-style-type: none"> • involved in reviewing how they are progressing • involved planning ahead for them. <ul style="list-style-type: none"> • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Social Communication Team, etc. • Updating the school's SEND record of need, a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood, and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Working with the Senior Leadership team to coordinate provision within the school • Supporting your child's class teacher to complete provision maps that specify the targets set for your child to achieve and/or individual provision map • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>Contacted by: <i>asking the class teacher to arrange a meeting or by telephoning the school office to make an appointment to meet with the SENCo</i></p>
<p>Head Teacher</p>	<p>Mr T Hallett responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN/D. <p>Contacted by: <i>telephoning the school office to make an appointment.</i></p> <p>Mrs S Faulkner is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEN/D Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEN/D in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Contacted by: <i>writing to the SEND Governor via the school office.</i></p>
<p>SEND Governor</p>	

How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- The Learning Mentor
- Staff who will visit the school from the Speech and Language Therapy (SALT) Service, the Social Communication Team, Educational Psychology Service (EP) for example.
- We also employ a Speech and Language Therapist for one day a week, and Educational Psychologist one day in three weeks and a Play Therapist for one morning each week. Referral is made through the SENCo on a priority of need basis.

What are the different types of support available for children with SEN and /or disabilities (SEND) in this school? What might this mean for your child? Who can get this kind of support?

<p>Class teacher input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCo, inclusion support staff or staff from outside agencies) to enable your child to access the learning task. 	<p>All children in school receive this.</p>
<p>Where the class teacher and the school SENCo conclude, on the basis of high quality evidence, that a pupil needs the additional targeted support given by SEN Support. This may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • S/he will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant, support teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>

<p>(most often) a Learning Support Assistant who has received training to run these groups.</p>		
<p>Specialist groups run by outside agencies e.g. Speech and Language Therapy OR Occupational Therapy groups AND/OR Individual support which may be from:</p> <ul style="list-style-type: none"> • The Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service or Educational Psychologist (EP) including trainee EPs. 	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group • A group or individual work with an outside professional • The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>
<p>Support provided through an</p>	<ul style="list-style-type: none"> • If, despite the good and outstanding classroom 	<p>Children whose learning needs</p>

<p>Education Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • The Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy Service, and/or CAMHS 	<p>teaching, the intervention groups and referrals to outside agencies to advise and support, that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer</p> <ul style="list-style-type: none"> • After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA panel will decide whether your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case you and all professionals involved with your child will be asked to write a report outlining your child’s needs and how they will be met and the long and short term outcomes that are being sought. • If it is not considered that your child needs this, they will ask the school to continue with the support and provide further support to you and the school to ensure the child’s needs are met • After the reports have all been sent in, an Education Health and Care Plan (EHC Plan) to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. • The school must make its best endeavours to put in place the support identified in the plan • The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. 	<p>are severe, complex and lifelong</p>
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How will we support your child with identified Special Educational Needs and/or disability as a new starter in Early Years or any other year group?

- If your child has been allocated a place in our Reception class via the Local Authority and they have a Special Educational Need and/ or Disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- If your child is joining as a new entrant in any other year group a programme of transition will be arranged to suit individual needs.
- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a team meeting will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts school.
- Your child’s class teacher may make a home visit and also visit your child if they are attending another provision; this will automatically happen if your child is starting in our Reception class.
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- The class teacher will arrange a meeting with you to review your child’s learning, following the settling in period, within the first half-term.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How is extra support allocated to children?

- The school budget, received from the LA, includes money for supporting children with SEN/D.
 - The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
 - The Head Teacher and the SENCo discuss all the information they have about SEN/D in the school, including
 - the children receiving extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- A decision is then made as to what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed. Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child’s individual support will be discussed with you regularly.

Who are the other people providing services to children with SEN at St Francis of Assisi?

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Additional Speech and Language Therapy input to provide a higher level of service to the school • 1:1 or small group teachers • Learning Support Assistants trained to deliver intervention programmes, sometimes developed by a speech and language therapist • Learning Mentor • Play Therapist • Independent Educational Psychologist
<p>B. Paid for centrally or subsidised by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Social Communication Team • Educational Psychology Service • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures) <p>The West Sussex Local Offer Website contains full information of the services available to children, young people and their families under the West Sussex Local Offer. To access the local offer please follow the link on our school website www.stfrancis-school.com</p>
<p>C. Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy • Child and Adolescent Mental Health Service (CAMHS)

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCo's role is to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.

- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head Teacher or SENCo.

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Learning Support Assistants can implement the teachers' modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the wider curriculum.

How will we measure the progress of your child in school and how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half-term in reading, writing, numeracy and science.
- Progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development is discussed half-termly in pupil learning review meetings
- If your child is in Foundation Stage, their progress is continually monitored using Development Matters in the Early Years Foundation Stage.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed, using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children in receipt of SEN/D support will be reviewed using a provision mapping approach. This will be reviewed every term and the plan for the next term made.
- The progress of children with an Education Health Care Plan (EHC) is formally reviewed at an Annual Review with all adults, including the parents who are involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Certificates sent home
 - Parent Meetings
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports
 - Termly Learning Conferences

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCo (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- Your child's class teacher will be able to suggest ideas for how you can support your child at home.
- The external professionals involved with your child will be happy to meet with you on request.

How have we made this school physically accessible to children with SEND?

- We ensure that equipment used is accessible to the children
- The school has staff trained to suit children with a range of needs
- Classrooms have sufficient space for children to have workstations if appropriate
- There is wheelchair access to all areas on the ground floor using external doors. Reasonable adjustments are made to accommodate the needs of pupils.

How will we support your child's transition from class to class? How will we support your child when they are leaving this school?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school SENCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. Any other relevant paper-work will be shared with the new teacher.
 - At the end of the academic year, each class meets their new teacher (as far as is practicable if the member of staff is new to the staff team) and works in the new

classroom for one whole day. If a child with SEN/D needs more support with transition then the visits to the new classroom are done more than once

- If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6
 - The SENCo will discuss the specific needs of your child with the SENCo of their secondary school
 - Our learning mentor runs a programme called STEP, which helps to prepare identified Year 6 pupils for secondary school.
 - Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school may visit your child in this school.

We will all be sensitive, fair and understanding to the individual needs of the child (and in respect of disability, special educational needs, race, religion and circumstances, in accordance with the 'Equality Act: 2010'),

GLOSSARY OF TERMS

LSA	Learning Support Assistant
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCo	Special Educational Needs Coordinator
ASD/C	Autistic Spectrum Disorder/Condition
STEP	Secondary Transition Enrichment Programme

Reviewed January 2017

Next Review December 2017

Ratified by Governors

Signature