



St Francis Catholic Primary School



SEND information report

All Warwickshire schools all have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities.

At St Francis Catholic Primary School, we aim to ensure that all children regardless of their needs make the best possible progress.

What is the local offer?

The Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice requires the local authority to publish a 'Local Offer.'

The local offer works on four main principles:

- Participation
- Outcomes
- Collaboration
- Clear information about SEND in our area

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

School SEND information report

Your child has Special Educational Needs and Disabilities. What can we at St Francis Catholic Primary School offer you?

If your child has Special Educational Needs and Disabilities (SEND) the questions below may help you to understand how we can provide more information and support for your child.

1. Who are the best people to talk to?

| | | |
|---------------------------------------|---|--------------------|
| Academy school | SENCO/ Inclusion manager contact via school office | Principal |
| St Francis Catholic Primary School | Vicky Bates | Charlotte Culleton |

2. What kinds of SEND are provided?

- At St Francis, we aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.
- Our school is a communication-friendly learning environment.
- We offer class, group and one to one support as appropriate.
- Accessibility issues are catered for such as a ramp and disabled toilets.
- Extra-curricular activities are accessible for children with SEND.
- Individual children are supported at lunchtime by a member of our lunchtime staff, where their needs require specific support.
- Teachers plan educational visits carefully, ensuring needs of individual children are met.

3. How can I let the school know if I am unhappy about my child's progress?

- Initially, the first point of contact is the child's class teacher.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Co-ordinator (SENDCO)
- For further guidance, you could discuss the issue with the Principal, Mrs Charlotte Culleton.

- EMTAS (Ethnic Minority and Traveller Achievement Service)
- EARLY HELP
- SENDAR

7. How do trained and specialist staff collaborate and support children with SEND?

- The SENCO's role is to support the class teacher in planning for children with SEN.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Attachment disorder.
- Specialist professionals from external agencies liaise with school staff.
- 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 IDS.
- All teaching staff subject leaders collaborate in network group meetings.
- External agencies provide INSET training to clusters of schools.

9. How well does St Francis Catholic Primary School measure children's progress?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Standards leader every term in reading, writing and maths.
- If your child is in Reception then a more sensitive approach will be adopted as delays may be due to your child's age, maturity and possible adjustment to school life. We will closely monitor their learning and progress and any concerns will be discussed with you and the class teacher initially.
- 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. Other statutory assessments occur at the end of year 1 with a phonics screening and a baseline assessment in Reception.

- Where necessary, children will have a PLP (personal learning plan) based on targets set by the class teacher or based on targets set by outside agencies specific to their needs. Targets will be set, designed to accelerate learning and close the gap. Progress against these targets will be reviewed termly in October, February and June, when evidence for judgements will be assessed and a future plan made.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in each term.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

10. How do we support you as a parent?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- PLPs will be reviewed with your involvement every term.
- Home learning will be adjusted as needed to your child's individual requirements.

11. How is St Francis Catholic Primary School accessible to children with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt 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.
- The learning environment will be adapted as necessary to support your child, for instance to provide an area to support independent or one to one working.

12. How are the children supported when they join and leave the school or move to the next year group?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The Foundation Stage Leader will visit pre-schools when appropriate.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she 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 a planning meeting will take place with the new teacher. PLP's will be shared with the new teacher and any other action points from outside agency reports.
- Transition photo- books are made by our learning mentor and your child will have regular informal chats with our learning mentor to support the transition and settling in period.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

- Your child will visit their new school on several occasions on additional SEN induction days.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

13. How will St Francis Catholic Primary School support your child's social, emotional and mental needs?

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured Personal, Social and Health programme called 'Taking Care' to support this development. However, for those children who find aspects of this more challenging, we offer

- Two in-school nurture groups, run by four highly trained teaching assistants. This follows the Nurture Principles and is run on a termly basis.
- Lunchtime and playtime support through planned activities and groups.
- Small group circle time sessions organised by our learning mentor.

If your child still needs extra support, with your permission the school can access further support through the CAF process.

14. What do you do if you have a concern unhappy with the provision for my child?

We are aware that there may be times when you are not happy with the advice or support that the school has put in place for your child. We recommend that the following advice be followed:

- Speak directly to your child's class teacher; they will be able to offer advice and support.
- Speak to the SENCO for advice and guidance.
- If you are still not satisfied then speak to the Principal who will inform you of the steps the school will take to support you and your child and

also advise you of how to make a complaint either through the school's Complaints Policy or to the Local Authority.

- Refer to the independent disagreement resolution arrangements available from the local authority.

15. Further information is available on the following websites.

[Warwickshire's local offer of SEND support](#)

[Children and adolescents mental health services](#)

[Children, young people and family services](#)