St Francis CE Primary School & Nursery

SEND Information Report

SEND Vision - *"Quality First Teaching, Quality First Care."*

What is SEND?

At St. Francis, we employ a structured and comprehensive approach known as "Assess, Plan, Do, Review," which forms the backbone of our process for identifying and addressing SEND. Our dedicated team is committed to ensuring that every child's unique needs are met effectively.

Our approach begins with 'quality first' teaching. Class teachers provide scaffolded work and tailor their instruction to accommodate individual student needs. To enhance the support for diverse learning styles and behaviours, we employ a wide range of resources to cater to the needs of every child. We focus on assessing not only areas of difficulty but also strengths, enabling us to create personalised learning plans, when the support needed goes beyond what can be obtained through quality first teaching.

Continuous monitoring of student progress is integral to our methodology. We engage in open dialogue with both parents and children, discussing any additional support requirements. Our Special Educational Needs Coordinator (SENCO) plays a vital role in this process, offering expertise, guidance, and access to specialist agencies when needed.

When it is determined that a child may have a barrier to their learning, we promptly notify parents, initiating a collaborative partnership. We invite parents to participate in regular meetings to discuss their child's progress and jointly plan the best approach for their development. When particular behaviours are a cause for concern at home, rather than in school, we adopt the same approach and encourage parents to make contact to ensure we are doing everything in the best interests of the child. (see appendix for the initial process)

In our assessment process, we utilise a diverse range of methods, including:

- Thorough observations of students in the learning environment; collating information about behaviour and learning styles.
- Examination of school data to identify trends and patterns.
- Valuable insights and input from parents, who provide valuable perspectives.
- Actively involving the child, gathering their input and feedback.
- Employing specialist assessments conducted by dedicated support services.
- Utilising information from previous educational experiences and schools.
- Examining results from end-of-key-stage assessments to gauge progress.
- Engaging in collaborative discussions with adults who work closely with the child to gain a holistic understanding of their needs.

At St. Francis, our commitment to identifying and addressing SEND is unwavering, and we believe that our inclusive and collaborative approach helps each child reach their fullest potential.

How do we teach children with SEND?

Assessment:

We use a range of assessment methods to continually monitor and track individual progress. Our approach integrates teacher assessments, examination of past and present data, comparisons with national data, and valuable insights provided by parents and the child themselves. This comprehensive

assessment process enables us to not only identify areas of strength but also recognise any barriers to learning.

We utilise pre and post assessments as valuable tools for monitoring the effectiveness of additional interventions, ensuring they are aligned with each child's needs. Our commitment to regular provision reviews ensures that obstacles to learning are swiftly addressed, and children are consistently making progress.

Should the school believe that a child requires additional assessment, we will engage in a collaborative process with parents or carers, seeking their consent in advance.

Plan:

Upon completing the assessment, we collaboratively develop an individual support plan for the child. This involves the SENCO, the senior leadership team, class teacher, and support staff. Together, we set clear targets, establish provisions, define effective strategies, and establish timescales for monitoring progress. Parents or carers will receive notification of this plan, and we will share any strategies or resources that can be employed to support the child at home.

Do:

The class teacher retains primary responsibility for working with the child on a day-to-day basis. This responsibility remains intact even when interventions involve group or one-to-one teaching outside of the main classroom setting. Close collaboration occurs between the class teacher, SENCO, and teaching assistants to plan, assess the impact of support and interventions, and create connections with classroom teaching.

Review:

Regular and systematic reviews of the child's progress are conducted by the class teacher, SENCO, and teaching assistant to ensure consistency. We adapt or modify provisions to effectively address the child's evolving needs. Importantly, we actively involve parents or carers, along with the child themselves, in consultations regarding any necessary changes to ensure a holistic approach to the child's development.

How do we adapt the curriculum and the environment?

At St. Francis, our first and foremost approach to SEND support is the implementation of quality first teaching for all students. Our dedicated teachers assess and continually monitor each student's progress, ensuring that their educational journey is tailored to their unique needs. When barriers to learning are identified, whether related to the curriculum or the physical environment, staff promptly respond by making necessary adjustments to foster an inclusive and supportive learning atmosphere.

In order to support pupils, we might provide:

- Additional spellings, scaffolds to support the learning of new spelling patterns
- Additional maths; with an adult, within a focus group or through ‘Third Space Learning’
- Additional reading; with an adult, within a focus group or through ‘Lexia’
- Fine or gross motor support
- Language groups and social skills groups
- Accessing a range of physical resources

Making adjustments and adaptations through quality first teaching

We will ensure that effective scaffolding through resources, models and images are incorporated into lessons and additional interventions and teaching styles, strategies and approaches are adapted in order to meet the individual needs of the child.

We might adapt the curriculum by:

- Adapting our staffing
- Using pre-teaching
- Scaffolding the work
- Using flexible grouping
- Allowing longer processing time and other forms of presentation of knowledge
- Giving chunked instructions (instructions broken down into stages).

We may also provide resources such as:

- Task boards
- Visual timetables
- Coloured overlays
- Timers
- Use of ICT
- Dyslexia friendly font, coloured paper and larger print
- Wobble cushions, fidgets, ear defenders and other sensory resources
- Regulation spaces and equipment
- Movement breaks

In our classrooms, we use neutral displays, pastel shades on whiteboards, provide individual workstations and privacy screens.

How do the school know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those with special educational needs, is tracked using the school's assessment tracking system. Pupils are assessed regularly using marking and feedback, observations and questioning as well as more formal assessments such as curriculum and standardised tests.

In Birmingham we also have access to the Birmingham Language and Literacy and Maths Continuums which support assessment when a child or young person is making small steps of progress. In addition, we also set individualised targets that are formally reviewed throughout the year.

Intervention Monitoring

Additional provision can be monitored in the following ways:

- Carrying out pre and post assessment
- Using INSIGHT to track interventions, accessible by the SENDCo, SLT and curriculum leaders.
- Reviews for pupils on the SEND register
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)
- Pupil Voice; asking the pupils if they feel that the interventions are working

This helps the school to monitor how well additional provision is working. Copies of the Plan, Do, Review Profiles and continuums will be shared with parents (and the child where appropriate) to ensure a transparent and collaborative partnership.

There will also be opportunities to discuss children's progress at Parents and Review Meetings. The progress each child is making is discussed at pupil progress meetings with the class teacher, head teacher and other senior members of staff.

What extra-curricular activities can a pupil with special educational needs access at school?

All children will have access to our extra-curricular activities. Reasonable adjustments will be made to ensure all children and young people with SEND needs are fully included in these activities.

All children have full access to our before and after school clubs, lunchtime clubs, sports day, competitions, school performances and workshops. We ensure that all children can participate in local area sports festivals and competitions.

We believe that it is important that all children regardless of SEND needs has the opportunity to hold a role of responsibility in school such as being a School Council Representative or an Ethos Committee Representative.

Please see our Accessibility Plan on our website that details how we aim to ensure inclusivity in children's access to the curriculum, the physical environment and in our communication with parents and visitors to our school. Our ethos is that no child, regardless of SEND need, should be treated less favourably than their peers.

How are pupils with special educational needs involved in their own education?

We aim to involve all children in our school in the evaluation and implementation of their own education. For children with special educational needs, we use a variety of strategies to support this including:

- Person Centred Reviews
- Child views for Review meetings.
- Child involved in setting their own targets where appropriate
- Self-assessment strategies.
- Access to a range of resources and equipment.
- Ensuring child has a designated person to go to if they need help.
- Pupil conferencing.
- One-page profiles

How do we support children with social and emotional needs?

At St. Francis, we are committed to recognising and addressing the social and emotional needs of all our students. We have a dedicated team of trained staff equipped to provide pastoral support and interventions tailored to meet these needs effectively. CPD is ongoing throughout the year to ensure that all staff have access to the most recent information and strategies to support the children. When necessary, we also collaborate with specialist agencies, following consultations with parents or carers, to ensure the best support for each child. These agencies may include:

- Communication and Autism Team (CAT)
- Educational Psychology Team (EP)
- Language, Learning and Strategic Support Team (LLASS)

We emphasise a comprehensive approach to personal, social, and emotional development for all children. Our students actively engage in the 'Jigsaw' sessions; covering personal, social, and health education alongside Collective Worship, which all play a vital role in nurturing their knowledge and skills for leading healthy, independent lives. These lessons provide a platform for children to practice resilience and develop strategies to enhance their social, emotional, and spiritual well-being.

Our Jigsaw curriculum covers a wide range of topics, including bullying prevention, citizenship, healthy eating, physical activity, online safety and mental well-being. As a result, students gain a diverse range of knowledge and strategies to promote both their mental and physical well-being.

We have also introduced the 'My Happy Mind' sessions which 'help prepare the children for tomorrow's world by building resilient, balanced and happy minds at home, nursery and school'.

We uphold a positive Behaviour Policy that outlines clear expectations regarding acceptable behaviour, along with a system of rewards and sanctions. All students are familiar with these expectations, ensuring they understand our zero-tolerance approach to behaviours such as bullying, racism, or other forms of discriminatory abuse. For detailed information on our Behaviour Policy, please refer to the policy document.

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What training does the staff in school have in relation to pupils with special educational needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them to do this.
Our staff have had the following training:

- Epipen
- Asthma training
- ASC
- ADHD awareness and strategies of support
- Scaffolding and Adaptive Teaching
- Metacognition and Self Regulation
- Direct Phonics
- Paired Reading
- Wellcomm
- SENDCO – National SENDCO Award

Regular staff workshops are held to ensure that staff have up-to-date knowledge of the most effective strategies and knowledge of amendments to statutory policies that will impact on their practice.

How does the school support pupils with special educational needs through transition?

We aim to make times of transition as easy as possible for the children and young people in our school. When starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions about our school.
- Provide the child with a transition book that has photographs of key staff and areas around school.
- Read reports from people who have worked with the child.

- Liaise with the previous setting.
- Arrange visits to our school before starting.

When moving to a new year group we:

- Introduce the child to their new teacher.
- Provide the child with a transition book that has photographs of key staff and areas around school.
- Talk to the child and their family so we can answer any questions that they may have about the new year group.
- Give adults who will be working with the child copies of their one-page profile and discuss the support needed.

When moving to a new school we:

- Hold a review meeting and invite staff from the new school.
- Talk to key staff at the new school about the things that will help the child to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if requested.
- Talk to the child and their family so we can answer any questions they may have about the new school.

How are parents involved in the education of their child?

Our school has an open-door policy which ensures that we are always approachable. We regularly aim to involve parents or carers in the following ways:

- Regular meetings with the SENDCO, class teacher and support staff.
- Target setting so parents are aware of their child's targets.
- Home/school books for sharing important information.
- Homework planners.
- Information on the school website.
- Weekly newsletters.
- Termly SEND newsletters
- Parent's meetings.
- Parental views - Review meetings.
- Sign posting to support/parent groups.
- Parent workshops linked to behaviour strategies and specific areas of need

How does school get more specialist help for pupils if they need it?		
Agency or Service	Who they work with	How can school get in touch with them
Communication and Autism Team (CAT)	Children or young people with a communication/interaction needs or a diagnosis of Autism. They will also provide support for families.	School has an allocated worker who they will contact after a parent or carer signs a referral form.
Educational Psychology Service (EP)	Children or young people with complex needs. An EP will always be involved with a child who is referred for an Education, Health and Care Plan.	School has an allocated worker who they will contact after a parent or carer signs a referral form.

Physical Disabilities Support Service (PDSS)	Children and young people with physical difficulties which impact on their access in the school setting.	School has an allocated worker who they will contact after a parent or carer signs a referral form.
Pupil and School Support (PSS)	Children and young people who are working below the levels expected for their age. A PSS teacher will also work with staff, offering support, advice and training.	PSS teachers regularly visit school. School will let parents or carers know if they need to work with the child or young person.
Speech and Language Therapy Service (SALT)	Children or young people with a high level of speech and language difficulties	School can make a referral with parental consent. The family doctor can also complete this form.
Occupational Therapy	Children or young people with physical difficulties.	School can make a referral with parental consent.
School Nurse	Children and young people with medical needs.	School will complete a referral with parental consent.
Forward Thinking Birmingham	Children with a high level of emotional and well-being difficulties.	School can make a referral with parental consent.
COMPASS	Children or young people with emotional difficulties.	School can make a referral with parental consent. Parents can also make their own referral via the online platform.

How does the Governing Body support school in meeting the needs of pupils with SEND and their families?

In our school, we are fortunate to have a dedicated governor responsible for overseeing Special Educational Needs and Disabilities (SEND) matters. This vital role is fulfilled by Mr.Peter Mason and it is his responsibility is to attend regular meetings with our Special Educational Needs Coordinator (SENDCO). During these meetings, the SEND Governor ensures that children and their families receive the necessary support from the school and the appropriate services.

Furthermore, Mr. Mason actively participates in our school community by visiting classrooms, observing classroom activities, and engaging with both students and class teachers. This direct involvement allows him to gain insights into the daily experiences of our students with SEND.

Twice a year, the head teacher and SENCO provide detailed reports to the SEND Governor. This transparent reporting system ensures that the entire governing body is well-informed about how we are supporting children with special needs in our school and the effectiveness of this support. It is important to note that our governors play a pivotal role in challenging, supporting, and advising the head teacher,

especially if there are concerns about the adequacy of provision for children with SEND. This collaborative effort ensures that we are continually striving to provide the best possible education and support for all our students.

Who are the support services that can help parents with pupils who have special educational needs?		
Agency or Service	**Support Provided**	**How to get in touch with them**
Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)	Support SEN procedures, help with understanding the law surrounding SEN and SEN provision.	Lancaster Circus, PO Box 16289, Birmingham B2 2 XN Telephone: 0121 303 5004 Email: sendiass@birmingham.go.uk
Autism West Midlands	Provide advice and support for parents of children with Autism.	Regent Court, George Road, Edgbaston B15 1NU Telephone: 0121 450 7582 Email: hello@autismwestmidlands.org.uk
Beyond the Horizon	Counselling for family breakdown or bereavement.	Holy Cross Church Centre, Beauchamp Road, B13 0NS Telephone: 0121 444 5454 Email: admin@beyond the horizon.org.uk
Child Health Service	Paediatric assessments	0121 466 3300 Email: bham.childhealthteam@nhs.net
Forward Thinking Birmingham	Support for mental health issues in children and young people. School can make a referral.	https://www.forwardthinkingbirmingham.org.uk/
Pause	Support for children and young people who have	https://www.forwardthinkingbirmingham.org.uk/services/13-pause

	emotional, mental health or behavioural wellbeing needs.	020 78414470
SENAR	Special Educational Needs Assessment and Review Service	0121 303 0829

If a parent has a complaint about the school, how does the governing body deal with this?

Parents can raise concerns about their child's provision at any time. They can speak to their child's class teacher or the head teacher. They might also choose to speak to a school Governor.

If you have a more formal complaint about the school or your child's provision, please contact the head teacher or the Chair of Governors. You could also contact our CEO, Claire Grainger. Our school governing body takes complaints seriously and will act upon these on an individual basis. We will do everything we can to help.

Our complaints policy can be found under 'policies' on our website.

Birmingham's SEND Local Offer

In March 2021, Birmingham launched a new Local Offer which includes information about the wide range of services that are available to support all areas of a child's life (0-25 years) especially those with a Special Educational Need or Disability (SEND). This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood.

Every local authority in England has a duty to provide children and young people, (0-25 years) with support if they have Special Educational Needs and/or Disabilities - this is known as the **Local Offer**. Every local authority has to publish what support is available on a website: this is called the Local Offer Website.

www.localofferbirmingham.co.uk.

The information you should be able to find on a Local Offer Website includes:

- Sources of support, advice and information for children, young people and families including supporting groups and forums
- Special educational, health and social care provision for children and young people with SEN or disabilities
- Arrangements to identify and assess children and young people with SEN, including how an assessment can be requested
- Other educational provision for example, leisure activities, sports and arts provision
- Information about provision to assist in preparing children and young people for adulthood including post-16 education and training provision
- Arrangements for travel to and from school, post-16 institutions and early year providers
- Childcare, including suitable provision for disabled children and those with SEND

- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA.
- Arrangements for resolving disagreements and medication, and details about making complaints.