



**St. Francis of Assisi
Catholic Primary School**

"Nothing is impossible with God" Luke 1:37

St. Francis of Assisi SEND Offer 2019/2020
(provision for pupils with any Special Education Needs and
Disabilities)

OUR VISION

As a **Parish Primary School** we aim to work in partnership with the priests, sister and parents and to create a community of faith and love - a community based in a true awareness of God permeated by an atmosphere of freedom, welcome and warmth - where each child is enabled to achieve his/her full potential as they are helped to come to the "fullness of life". Central to all our work, communication and relationships is the message of Christ and the Gospel values of trust, respect, tolerance, honesty and forgiveness.

Our **Catholic School Partnership** works together on a regular basis to share good practise and keep up-to-date with legislation. This ensures we fulfil our mission statement of the partnership which is:

"Jesus Christ is at the centre of the life of the Partnership. We work together to ensure that all children reach their full potential by striving to offer the highest possible standards of education. We recognise that every child is unique, created in God's image. We celebrate and nurture their individual gifts and talents. Inspired by faith, our partnership shares its achievements offering each other challenge and support, as together we follow Christ in self-giving love and service."

What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within Local Authority area.

The area of special need will be identified as either:

- **Cognition and Learning** (general or specific learning difficulties)
- **Communication and Interaction** (speech and language difficulties, autistic spectrum disorders)
- **Behaviour, Emotional and Social**
- **Physical, Sensory and Medical** (hearing, visual impairments, physical and medical difficulties)

Who Oversees Special Needs Provision at St. Francis of Assisi CPS?

Every member of staff has a responsibility to ensure that the needs of SEN children are being met. However, all Special Educational Needs provision is overseen and managed by the Senior Leadership team (SLT) in school and is co-ordinated by the school SENCO. There is a dedicated governor (Mrs Catherine Gregory) for SEND who works carefully with the SLT and SENCO within school. The Senior Leadership Team evaluate all special needs provision on a regular basis throughout the year and report to the school Governing Body on how individual needs are being met and how special needs funding is being spent. Funding may be spent on additional services, as an example *Speech and Language Therapy, SENIT, Educational Psychologist or STARS*.

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear personal provision plans and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed with the children and evaluated to informed next steps.

An appropriate and accessible learning environment is provided within the schools means and confines of the building and is adapted where possible. The school has 8 classrooms, a shared teaching area, a library, a large dining/PE hall, a parent/mentor room and several small areas which are used for small group work and interventions. All of these are at ground level, without any steps or stairs. All classrooms are wheelchairs accessible – from both inside and outside. The school has an accessible toilet and a hygiene suite.

Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of the SEN eg. autism, speech and language, dyslexia, etc. Staff are able to offer a wide range of support and strategies for inclusion.

The school works alongside and seeks support from other agencies where required to maximize learning opportunities and potential. These agencies include the Hearing Impairment Team, Educational Psychologist, School Nurse, Occupational Health Team and the Behaviour Emotional and Social Development Team as well as other relevant professionals when required.

Relevant school policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of the children

All these policies are reviewed and updated with staff and governors, annually - in line with the schools reviewing calendar.

Frequently Asked Questions...

What do I do if I think my child has special educational needs?

Parents are vital partners in the child's journey through school and are invited to attend review meetings. Where the child has more complex needs parents are also invited to annual reviews which may involve other professionals. Parents may contact the class teacher to discuss initial concerns, or arrange an appointment with the SENCo, Mrs Snejberkova-Taylor, via the school office on 0113 270 0978.

If school is concerned about your child they will collect information from all staff involved with them and we will also ask for your views and any information that you can provide. Parents are an important source of information; we will work actively with you and keep you fully informed about what is being done to meet your child's needs. If it is decided that your child needs further support, the class teacher will work with the SENCO to arrange this.

How will school support my child?

Your child's class teacher will plan and deliver learning activities that meet the needs of your child. The class teacher may discuss any difficulties with the SENCO. Your child may take part in additional small group activities or may receive some individual support. Your child's teacher can provide information in detail about the specific provision and arrangements that have been put in place for your child. The support we offer for our SEN children is monitored and evaluated regularly by the class teacher and discussed with the school SENCO and other professionals.

How will the curriculum be matched to my child's needs?

At St Francis of Assisi quality teaching enables all children to access a curriculum that is differentiated to meet the needs of all children. Your child may, where appropriate, work in a smaller group or work 1 to 1 with an adult. If your child has complex, specific or general learning needs they may have an Individual Educational Plan which detail any special arrangements. Additional specialised resources may be provided if needed.

How accessible is the school?

The school is fully accessible on one level and has appropriate access, ramps and accessible toilet, as well as a hygiene suite. We work closely with relevant professionals to enable children with specific needs to attend school eg hearing impairment team, physiotherapist etc.

How will I know how well my child is doing?

There will be termly meetings where parents are invited to discuss their child's current personalised provision and progress with the class teachers and/or SENCO. This may include parents' evenings and annual reports. Parents are always encouraged to request a meeting with the SENCO should concerns arise.

What support will there be for my child's overall well-being?

St Francis of Assisi prides itself on having a caring and supportive Catholic ethos. All our staff make sure the children have the highest levels of pastoral care possible. This support is varied but may include specific sessions designed to meet the emotional and social needs of individual children. We dedicate time to ensure that we develop supportive partnerships with Diocesan and local agencies to provide support for families who may need it. We have very close links with Local Authority services such as the Complex Needs Team, Educational Psychologists, Speech and Language Therapists. We also have excellent links with Cluster services such as Family Outreach Workers and Counselling services. Working with parents' agreement, we will seek advice or make referrals to get the best support possible, as quickly as possible. This may be as part of a EH process (Early Help) or an Educational Health Care Plan.

All our staff are trained in Child Protection procedures. We also have two members of staff who are fully trained to be specially designated Child Protection Officers to ensure the safeguarding of all children. These members of staff are Mrs Snejberkova-Taylor, Mrs Waddington and Mrs Broughton.

How will the professionals from these services support and assess my child?

The SENCO will inform you of the services that might be involved in the support of your child in order to gain your consent and explain why they have been asked to give advice. Outside professionals mentioned above who are linked with the school will usually work with your child to gather information. This will enable them to assess your child's needs and advise the school on new and appropriate targets for your child's personalised provision plan. They will also be able to provide advice on the ways in which the school can help your child achieve the targets that are set. Following the receipt of advice from outside agencies a copy of the report will be sent home along with an invitation for you to come and discuss it with the class teacher or SENCO. All staff supporting your child will have the appropriate training.

Will my child have one-to-one support in the classroom?

For a very small minority of children one-to-one provision may be appropriate for specific activities. What is important is that your child has an effective personal programme of teaching and learning. This might involve the provision of different learning materials or special equipment or the training and development of staff to enable the needs of your child are met.

What happens if my child has really complex needs?

For a few children with complex needs, an Education Health Care Plan (EHCP) may be issued by the Local Authority. In this instance it is likely that your child will receive a significant level of additional support in order to meet their needs.

How will my child be included in activities outside the classroom?

In consultation with parents the school ensures that out of school activities and visits are accessible to children with additional needs.

How will school help my child to transfer to the next phase of education?

Transition arrangements are very carefully considered working with their new class teacher or new school staff. The involvement of the child and parents in these arrangements are firmly established in the excellent practice of our school. Provision is planned to ensure that children make all moves as smoothly, confidently and happily as possible.

How are the school's resources/funding allocated and matched to children's needs?

The school is funded on a national formula per pupil. Blocks of £6000 are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. The school can apply to the Local Education Authority for top-up funding based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. In most cases this will take the form of additional adult support for learning, development of independence, support for personal care etc. Spending of funding that is received into school is closely monitored by the Senior Leadership Team, the Governors and the Local Education Authority.

How are parents and carers involved in the school?

The school has an open door policy and we welcome parental involvement. The Governing Body has parent governors who act as a link between the school and all parents. Parents are informed regularly about teaching and other events through regular newsletters, texts and the website. The school holds information sessions to show parents our methods of teaching e.g. phonics. Parents are invited into the school to take part in a wide variety of workshops, training, for events such as celebration assemblies and services, community evenings and also to various performances and concerts throughout the year. The views of parents are actively sought through questionnaires, parent suggestion boxes, feedback forms, discussion etc. The school council often reports to parents about relevant issues and events.

Who can I contact for further information?

- If you are considering applying for a school place contact the school office on 0113 270 0978
- If you wish to discuss something about your child speak to your child's class teacher or contact the school office to make an appointment with the relevant member of staff.
- If you want information about other support services contact the school SENCO (Mrs Snejberkova-Taylor)
- If you want information about the Local Authority's Local Offer please contact the SENCO or a member of the Senior Leadership Team.

- If you would like some impartial support and advice visit the website and www.leedsparentpartnership.co.uk and <http://familyinformation.leeds.gov.uk/Pages/default.aspx> or call 0113 3951222.

Signed by:

The Chair of governors Date:

Headteacher Date:

School business manager Date:

This policy was updated in Sep 2019
It will be reviewed in Sep 2020