Welcome to the St Francis Xavier's RC Primary School Special Educational Needs and Disabilities Information Report

This report contains information about the additional support offered to the children at St Francis Xavier's, some of whom may have special educational needs and/or disabilities, to achieve the best possible outcomes.

There is also information about the support offered by the Local Authority, known as 'the Local Offer'.

(A link to the Local Offer can be found on page 3.)

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Contact Details

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The Local Offer - information for families on special educational needs and disabilities provided by Herefordshire Council

About the Local Offer

The Children and Families Act (2014) requires all local councils to set out a 'local offer' of the support available to assist children and young people, aged from birth to 25 years of age (and their families) who are disabled and/or have special educational needs.

The local offer should include information about:-

1. Education, health and social care services from birth to 25 years of age
2. Eligibility criteria to access specialist support services
3. The support arrangements available to help you access the services you need
4. How to make a complaint

The Local Offer is a one-stop-shop for parents, carers, family members and practitioners working with families to find the information they want about support and services for children with special educational needs and disabilities.

Local Offer Link Click here to view the Herefordshire's Local Offer

How have we made the school accessible to the whole school community?

We liaise closely with our colleagues in the Additional Needs Team (e.g. Visual and Hearing Impairment Teams etc.) along with other outside agencies (e.g. Occupational Therapy and Physiotherapy Teams) and follow their recommendations to ensure that all children are able to access the curriculum and to move around the school safely. The school has one portable Soundfield system to use if a child has a hearing impairment. There is also a range of equipment to support children with visual impairments. ***Ramps allow access to some areas of the school.***

Adaptive teaching methods ensure that all children are given the opportunity to access the curriculum and that they have resources to support their individual needs. Enrichment activities are available to all pupils and every child is encouraged to take part in extra-curricular activities.

Pupil Voice enables the views of all children to be heard, including those with SEND.

The school liaises closely with our local special schools to develop inclusive practice, which particularly benefits those children who experience mobility difficulties.

The school's Accessibility Plan (available on the school website) outlines plans to improve accessibility to the school environment, curriculum and information sharing for the whole school community.

The school includes its duties under the Equality Act (2010) in all its policies and practice, including the Admissions Policy. The School treats every application for admission in a fair and equal way, in accordance with the Equality Policy and the Admissions Policy.

How is your child's progress measured and how does the school respond if children are not achieving the required outcomes?

- Your child's progress is continually monitored by the class teacher and progress is formally reviewed at least once a term at Pupil Progress Meetings.
- Children in Year 6 are formally assessed in May, using Standard Assessment Tests (SATs). Children also take part in the Reception Baseline Assessment (RBA), the Year 1 Phonics Screening Check (PSC) and the Year 4 Multiplication Tables Check, all of which are statutory assessments.
- Extra provision will be made available to children as soon as any additional needs have been identified. For children at SEN Support or those with an Education, Health and Care Plan, details of this provision will be recorded on an Individual Learning Plan and targets will be reviewed and updated, with parental involvement, every term.
- Each year, the progress of children with Education, Health and Care Plans is formally reviewed at the Annual Review meeting, which is attended by everyone involved with the child's care and education, including the child (where appropriate).

Keeping you informed…

A range of ways will be used to keep you informed, which may include:

- Additional meetings, as and when required
- Home/school contact book
- Letters/positive praise postcards sent home
- Individual Learning Plans

A Graduated Response

St Francis Xavier's RC Primary School has adopted the graduated response to meet the needs of pupils with Special Educational Needs and/or Disabilities (SEND) which is in line with the policy of the Local Authority and the SEND Code of Practice (Jan 2015).

The following four slides outline how the graduated response works in our school. It includes information about **how you will be involved in helping your child to achieve the best possible outcomes** and **who is responsible** for each stage within the school**.**

There are also sections entitled '**What will this mean for my child?'** which give details of how and when your child's views will be included in their education.

STAGE 1 – CLASS-BASED SUPPORT

What will school do and who is responsible?	How will you be involved?	What will this mean for your child?
Initially your child's needs will be identified by the **class teacher** as part of the rigorous, whole-school monitoring cycle. If they are falling just behind the level expected for children their age or they are not making the progress expected, appropriate provision will be made for them.	This will be discussed with you at the earliest opportunity, either at **parent consultation evenings** or you may be asked to come into school for an **additional meeting** with your child's **class teacher.**	At this stage, teaching may be adapted to suit your child's needs or your child may be offered **additional support** in the form of a structured intervention e.g. daily reading. This would be to provide a 'boost' to their learning and the aim would be to help them to catch up with age-related expectations.

STAGE 2 – CLASS-BASED SUPPORT WITH SENCO INPUT

What will school do and who is responsible?	How will you be involved?	What will this mean for your child?
If, following targeted support, your child has still not made sufficient progress, their **class teacher will consult with the school's Special Educational Needs Coordinator (SENCO)**. She will offer advice on how to support your child further and may carry out further assessments to identify any potential barriers to learning.	You will be given an **opportunity to talk to the SENCO and class teacher to discuss progress, attainment and aspirations** for your child, along with any concerns you may have. If you agree to further assessments being carried out, **you will be invited back at a later date to discuss the outcomes** of these. The class teacher will discuss with you how they intend to support your child in order to help them to make good progress.	If you have agreed to further assessments, these will be carried out as soon as possible. **Your child will be asked for their views about their own learning** during those assessments. Targeted interventions will be carefully selected by the teacher and/or SENCO to help your child make the best possible progress. These will be reviewed as part of the assess-plan-do-review cycle.

STAGE 3 – SEN SUPPORT

What will school do and who is responsible?	How will you be involved?	What will this mean for your child?
As part of the assess-plan-do-review cycle, when it is clear that further targeted support has been delivered, over at least a term, but has still not resulted in your child catching up to meet age-related expectations (or be on track to do so), it might be time to move your child to SEN Support.	You will be invited to meet with the SENCO and class teacher to discuss your child's current additional provision, progress and attainment. We will discuss moving your child to SEN Support and what this will mean for them and for you. If you agree for your child to be placed at SEN Support, you will be invited to meet the SENCO at least once a year for an in-depth discussion about your child's progress and attainment. An Individual Learning Plan will be written and the class teacher will share targets with you at parents' evenings.	Your child will be on the SEN List at SEN Support and monitored carefully by the SENCO. They will have an ILP (Individual Learning Plan) and the individual targets from that plan will be shared with you and your child. Progress against these **targets** will be reviewed frequently as part of the 'assess- plan- do-review' cycle. If children make good progress and/or meet age-related expectations, they may be moved off SEN Support following discussion with parents/carers.

STAGE 4 – SEN SUPPORT WITH EXTERNAL AGENCY SUPPORT

What will school do and who is responsible?	How will you be involved?	What will this mean for your child?
As part of the review process, when it is clear that targeted support has been delivered but has still not resulted in your child making satisfactory progress to meet age-related expectations (or be on track to do so), the **SENCO** will consider making arrangements for a **referral to an outside specialist** to gather further information e.g. an educational psychologist or occupational therapist.	You will be invited to meet with the SENCO to talk about your child's progress and why a referral to an external agency is considered to be appropriate at this time. If you agree, **you will be asked to sign a permission/ information sharing form** to allow the school to do this. You will usually be invited to meet with the member of the team who comes into school to work with your child.	Your child will be assessed by the outside agency who may give the school a list of recommendations to follow. These will be discussed with you and your child before being written into their **Learning Plan.** Progress against **specific targets** will be reviewed frequently as part of the 'assess- plan- do- review' cycle.

STAGE 5 – EDUCATION, HEALTH AND CARE ASSESSMENT

What will school do and who is responsible?	How will you be involved?	What will this mean for your child?
What happens when expert advice has been sought and followed with rigour, over a period of time, and still your child has made less than expected progress? In such cases consideration will be given to requesting an **assessment for an Education, Health and Care plan (EHCP).** *Further details about EHCPs are given on the next page.*	You will have been involved in the 'assess-plan-do-review' cycle since your child's needs were identified by the class teacher. This stage is no different and you will be involved in every step of the process. You will be asked to complete the Family Conversation Form for EHC Assessment with the SENCO. You will be asked to check and sign it before it is submitted.	If it is agreed by the Local Authority(LA) that an EHC assessment is the appropriate course of action, they will make arrangements for your child to be assessed. Throughout the process, provision will continue to be made for them in school. If you disagree with the LA decision, you have the right to appeal and it is strongly recommended that you contact SENDIASS for impartial advice in such cases.

Education, Health and Care Plans (EHCPs)

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible **outcomes** for them across education, health and social care and, as they get older, to prepare them for adulthood.

An education, health and care needs assessment for a child or young person can be requested by:-

- the child's parent
- a young person over the age of 16 but under the age of 25
- a person acting on behalf of a school or post-16 institution (ideally with the knowledge and agreement of the parent or young person, where possible).

Further advice can be sought from school, the Local Authority (LA) or the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS).

Contact details for the LA and SENDIASS can be found on the following page.

Where to get further advice…

If you want to approach the Local Authority directly to make a request for an Education, Health and Care Plan, there is a link to Herefordshire's Local Offer on the third page of this presentation. Alternatively, you can ring the SEN Team on:
Telephone: 01432 260869
Email: **senteam@herefordshire.gov.uk**

You can find additional, impartial support and advice from the **Herefordshire Special Educational Needs and Disabilities Information, Advice and Support Service** (SENDIASS).
Telephone: 01432 260955
Email: sendiass@herefordshire.gov.uk

The Code of Practice (2015) has identified four broad areas of need for schools to use to review and manage provision for children who require special educational provision, that is, in addition to the Quality First Teaching that all children will receive from their class teachers:-

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, emotional and mental health difficulties**
4. **Sensory and/or physical needs**

The following pages describe some of the ways in which our school might support each area…

Communication and Interaction

- Reception – Whole Class Language Screening for NELI (Nuffield Early Language Intervention), followed up with NELI programme where necessary.
- Referral to private SALT provider (or NHS SALT Team) following NELI
- 1:1 Interventions from the Speech and Language Service
- Speech and Language programmes delivered by trained Teaching Assistants (TAs)
- Use of 'Black Sheep Press' materials and Elklan resources
- WIDGIT(Symbols) to aid comprehension

Staff trained in: Elklan Speech and Language Programme/ Talk Boost/Teaching Talking/NELI

Outside agencies: Speech and Language Therapy Service (SALT), Educational Psychologist, Community Paediatrician

Cognition and Learning

- Small guided group support by teacher/TA or SENCO.
- Direct Phonics
- RWI 1:1 Phonics Tutoring and Freshstart
- Multi Sensory Learning Structured Literacy Programme
- Success@arithmetic: Number Sense and Calculation
- Rapid Reading
- Memory Interventions e.g. Auditory Working Memory

Staff trained in:

OCR Certificate for Teachers of Learners with SpLD (Specific Learning Difficulties)
CCET (Certificate of Competence in Educational Testing)
Catch Up Literacy and Numeracy Programmes
Success@arithmetic: Number Sense
Success@arithmetic: Calculation
1st Class@number
Read Write Inc Rapid Reading Precision Teaching
Outside agencies: Educational Psychologist

Social, Emotional and Mental Health

- ELSA – Emotional Literacy Support Assistant Training
- Well-being & Emotional Support Team (WEST) - support and training programme for staff, parents and children.
- Use of school's behaviour policy and PSHE policy
- Social Skills Programme – Time to Talk/Socially Speaking
- Home/school link book
- 1:1 pastoral support programmes
- Alternative curriculum provision, where necessary
- 'Start of day' sessions to ease home/school transition
- Designated TA at play time and lunchtime
- Play Leaders at play time
- Support for parents (Solihull parenting programmes)

Staff trained in:

Positive Handling Training (Team Teach), Therapeutic Story Writing, ELSA

Outside agencies:

WEST - an Education Mental Health Practitioner (EMHP) is based in school for half a day per week

Educational Psychologist, Specialist Advisory Teachers from the Inclusion Outreach Service, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC), Butterflies Counselling, MELO – counselling services, School Nurse, Phoenix (Bereavement Service), Positive Parenting Groups

Sensory and/or Physical Needs

- 1:1 support sessions from the OT/Physio teams
- Sessions planned by OT/Physio teams and delivered by TA
- Motor Skills group sessions – using Motor Skills United and Pindora's Box resources
- Specialist equipment – wedges, desk slopes, pencil grips etc
- Portable Soundfield system
- Ipad with speech to text software– to support learning for those with physical difficulties and to mirror the interactive whiteboard

Staff trained in:

Delivering 1:1 programmes, under direction of physio team.

Outside agencies:

Child Development Centre (CDC), Occupational Therapy and Physiotherapy Teams
Specialist Advisory Teachers from the Inclusion Outreach Service
Equipment specialists – to advise on and adjust specialist equipment

Transition

At St Francis Xavier's, all the staff work together to plan and prepare for the transitions between phases of education (when children enter or leave the school or when they move up to a new class). This applies to all pupils, but especially for children with special educational needs and/or disabilities.

When children start in Reception, visits are made to the nursery schools and the SENCO liaises closely with parents and all the relevant agencies, where a special educational need or disability has already been identified. The Local Authority should have already identified children in nursery settings who have SEND and, in some cases, transition funding may be in place to support these children in their first term at school.

At the end of each year, transition meetings take place between teachers so that they have all the information they need, including any SEN records and planning. Children also have an opportunity to visit their new class and meet their new class teacher.

For those children with an EHC plan who are moving to high school, an Annual Review meeting is usually held in the first half of the autumn term. This gives the SEN team plenty of time to consult with the parents'/carers' preferred choice of high school. To support transition to high school, at St Francis Xavier's the SENCO and Class 6 teacher always liaises closely with the SENCO of the receiving school to ensure that all important information is shared. Once high school places have been finalised, parents/carers are invited to attend a transition planning meeting with the high school SENCO and SFX SENCO. Parents/carers and pupils agree beforehand what information is to be shared as part of this planning process. This information is also shared with the high school via secure electronic transfer and hard copies are also passed on in the child's school file.

Complaints or compliments

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

- We hope that you will feel that your child's individual needs are being met and feedback on what is working well is always most welcome. However, if you have any concerns, please talk to your child's **class teacher** in the first instance.
- Hopefully, they will be able to resolve any issues but if not, please make an appointment to see the **SENCO or head teacher.**
- If you are still not satisfied that your problem has been resolved, then you may like to discuss your concerns with the **SEN Governor**, Mrs Sylvia Cockroft, who can be contacted through school.
- **SENDIASS** (Special Educational Needs and Disabilities Information, Advice and Support Service - details on page 13) is an independent service, which can offer impartial advice to parents. They will be able to help you if you feel that the school could deal more effectively with your concerns.

Glossary of terms:-

ASD/ASC – Autistic Spectrum Disorder/ Autistic Spectrum Condition
CAMHS – Child and Adolescent Mental Health Service
EHA – Early Help Assessment
EHCP – Education, Health and Care Plan
EMHP – Education Mental Health Practitioner
EP – Educational Psychologist
ILP – Individual Learning Plan
LA – Local Authority (Herefordshire Council)
SALT – Speech and Language Therapy
SENCO – Special Educational Needs Coordinator
SEND – Special Educational Needs and Disabilities
SENDIASS – Special Educational Needs and Disabilities Information, Advice and Support Service
TA – Teaching Assistant
WEST – Wellbeing and Emotional Support Team