

SEND Information Report

Section 1: Areas of Need

At St. Francis Xavier we cater for the four categories of need:

Cognition and Learning-

- Mild and Moderate Learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning difficulties (SpLD) Specific learning difficulties affect one or more specific aspects of learning. this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia / developmental coordination disorder.

Communication and Interaction-

- Receptive Language/ language comprehension
- Expressive Language
- Developmental Language Delay
- Developmental Language Disorder
- Social Communication/ Interaction.
- Speech sound Difficulties.

Sensory and/ or Physical Needs (Including medical needs)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Social, Emotional and Mental Health difficulties:

Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive and disturbing behaviours. These behaviours may reflect underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically

unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Section 2: Identification and Assessment

In order to help children with SEND, school makes full use of available classroom and school resources, before calling upon outside resources and specialist expertise. This is a graduated approach, with the teachers using an array of strategies to support the child's special needs before consulting the SENCO or before consideration is given to moving the child on to the SEND register.

Teaching pupils with SEND is a whole school responsibility. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation. The majority of pupils will learn and progress within these arrangements. Teachers should deliver the NC programme of study in ways that meet the particular learning requirements of pupils.

Our aim is to identify children with SEND as early as possible. We assess all children formally each term. At the termly pupil progress meetings the assessment data is analysed and children who are not making enough progress are identified- support and interventions are put into place, and an Individual Intervention Progress Sheet (IIP) or group Intervention Progress sheet is used to record the targeted support/ intervention. These are monitored and assessed half termly. Children who have made good progress on the interventions are removed and children who have not made progress are highlighted and discussed with the SENCO. A decision will be made as whether the child needs a different intervention or to involve specialist outside agencies to support the child's learning.

See Whole School Provision Map (see appendix I).

Section 3: School's Policies for Provision of SEND

Information about school's policies in making provision for pupils with SEND; with and without EHC Plan: **See SEND policy.**

All children, including children with SEND, are encouraged to participate in all areas of our curriculum which includes out of school activities such as: after school clubs; offsite day trips and residential visits. Arrangements are made in consultation with parents, teachers and support staff in order to meet the needs of particular children.

Section 4: Special Educational Needs Co-ordination

The Special Educational Needs Co-ordinator is; Mrs A. Bullock

The Special Educational Needs Governor is; Mrs A McBride

Section 5: Training of staff

SENCO has undertaken the National Qualification for Special Educational Needs Coordination with Birmingham University and completed the Sandwell New SENCO training programme. Each term attends the cluster meetings which provide up to date information and annually attends the SENCO conference. Relevant information and any specific training is then passed on and shared with all staff.

After auditing children's needs, training is delivered to staff to match the needs of the children. Individualised training is delivered to staff as necessary and appropriate to children's needs, i.e. Makaton, Orchard curriculum. This training is either delivered in house by the SENCO using A Whole School Approach to Improving Access, Participation and Achievement resources, or via a trained professional from the Inclusion support team, i.e., precision teaching and anger management training. Staff may also participate in training delivered by outside agencies, for example Spectrum is Green (Complex Communication Difficulties training).

We audit staff training needs regularly to ensure all staff are trained to deliver and support the different areas of need.

Section 6: Equipment and Facilities

Resources are audited termly and the SEND budget is used to replace, update and secure equipment that is required.

All classrooms are equipped with appropriate resources to meet the needs of all children in the school. Specialised equipment is obtained for specific needs, for example, ICT equipment: CCTV and magnifiers for visually impaired children, FM system in place for hearing impaired children.

The school has wheelchair access ramps to the Foundation Stage Unit, reception area, KSI and lower KS2.

Section 7: Arrangements for consulting parents with children with SEN

During the school year teachers meet with parents termly to discuss the children's progress, and a written report is issued at the end of the year.

If there is cause for concern parents are informed and invited to discuss the child's progress with teachers and SENCO if necessary. Parents are advised about the interventions and individual support given to the child and the expected outcomes to be reached.

If a child continues to make little or no progress in specific areas over a period of time, or has emotional/ behavioural difficulties which substantially and regularly interfere with the child's own learning a request for help from external services is likely to follow. This is a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's progress.

Parents will be involved at all stages of the process. The school is open to expressions of concern by parents. Parents' concerns will be followed up by assessment by class teachers and SENCO. Parents will be involved in review meetings. Reviews will be discussed as part of Parents' Evening.

The SENCO is always available to see any concerned parent. An appointment should be made for a mutual convenient time.

Children with Educational Health and Care Plans will have an annual review where parents are involved in the setting of new targets.

Section 8: Arrangements for consulting young people with SEN

All children are involved in setting their own targets in an age appropriate way.

Where appropriate children set their own targets for their learning or behaviour, for example, when a behaviour book is used the children decide and agree their own specific targets to achieve therefore they can take ownership of it.

During review processes the children give their views about how they feel they are meeting their targets, as well as how they are progressing in other areas of the wider curriculum.

Section 9: Arrangements for complaints from parents of children with SEN

If a parent is not satisfied, then there is a designated complaints procedure. They are invited to take the following steps: -

- a) Arrange to discuss the complaint informally with the class teacher, SENCO or Head teacher
- b) Ask the SENCO to arrange for them to meet the Specialist Advisory Teacher and/or the Educational Psychologist
- c) Make an appointment to discuss the matter formally with the Head teacher
- d) Put their case to the Governing Body by writing to the Governor responsible For Special Educational Needs or the Chairperson of the Governing Body.
- e) Contact, by letter or telephone the Principle Officer for Special Needs at Sandwell Education Authority
- f) Write to The Secretary of State for Education
- g) If they disagree with an EHCP issued for their child, then they have the right of appeal to the SEN tribunal. Further details of which can be obtained from the Education Offices or school.

Section 10: Involvement of health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleagues to support the child's academic and social progress.

Section 11: Contact details of support services for the parents of children with SEN

Sandwell Inclusion Support 0121 569 2777

Speech & Language Services 0121 612 2010

Sandwell Parent Partnership Service 0121 552 0047

Section 12: Transition Arrangements:

The SENCO is fully involved in the transfer of pupils from Primary to Secondary school. She is available to discuss the various options available for the child with special needs. Towards the end of the Summer term before the special needs child moves to secondary school the SENCO meets with the SENCO of the appropriate secondary schools, or makes contact by phone, and discusses the needs of all children transferring to that school.

Where appropriate Transition Pathways is used.

All relevant documentation from the child's special needs file is forwarded to their new school. This ensures the best possible continuity.

Section 13: The Local Offer

The Local Offer is available for parents to view- it is published on the school's website in the policy section. (See appendix 2.)

A link to the Sandwell Local Offer: <http://www.sandwell.gov.uk/send>

Appendix I:

Whole School Provision Map

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Cognition and learning	Differentiated Curriculum Differentiated Delivery Differentiated Outcome Increased visual aids Visual timetables Illustrated dictionaries Use of writing frames Floppy Phonics Doodle Maths	SALLEY Write dance Reading volunteers Year 2 Booster Group Year 6 Booster Group Group or 1-1 support in Literacy Group or 1-1 support in Numeracy <i>Collins Assisted Maths</i> Word Blaze Rising Stars – Rocket Phonics Sandwell Writing Intervention	Five Minute Box Five Minute Number Box Supporting children with gaps in their mathematical understanding <i>Number Counts</i> 1-1 withdrawal 1-1 in class support Speech and Language intervention Wellcomm Orchard Curriculum <i>Precision Teaching Literacy / Numeracy</i>
Communication and interaction	Flexible Teaching Arrangements Differentiated Curriculum Delivery Increased visual aids Visual Timetables Use of Symbols and Pictures. Wellcomm Language Modelling	Wellcomm-targeted strategies Little Bridge EAL SALLEY Reading volunteers Year 2 Booster Group Year 6 Booster Group Phonic groups: Floppy Group or 1-1 support in Literacy Group or 1-1 support in Numeracy	Big Book of Ideas (Wellcomm) Five Minute Box 1-1 withdrawal 1-1 in class support Speech and Language intervention Wellcomm Makaton Orchard Curriculum 1-1 with Learning Mentor

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Emotional, behavioural and social	Whole School and Class Reward System Whole School and Class Rules Whole School Policy for Behaviour Circle Time	SALLEY Stay and Play sessions. Circle of Friends	I-I with Learning Mentor I-I withdrawal I-I in class support I-I Behaviour programme Orchard Curriculum Anger Management Nurture
Sensory and physical	Flexible Teaching Arrangements Teacher Awareness of Sensory and Physical impairment. Availability of Resources	Write dance Stay and Play sessions.	I-I withdrawal Use of Specific Resources or Equipment i.e. modified paper/books, individual computers/screens, CCTV access. Etc F.M. system Orchard Curriculum

Appendix 2:

Local Offer:

St. Francis Xavier Catholic Primary School

Date: October 2018

Children with SEN and/or disabilities attain well at this school. In 2018 50% of SEN children achieved Age Related Expectations in Writing and Reading, and 25% achieved Age Related Expectations in Maths.

Schools have funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disability.

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the Special Educational Needs Coordinator (SENCO) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child
- Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

See Our SEN Policy and Accessibility Plan for information on SEN provision in our School.

