

Special Educational Needs (SEN) Information Report

Franciscan is a mainstream Primary School with a nursery provision.

The information below details the provision available within the school and ways in which Parents and children can access the support required for Special Educational Needs (SEN)

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our 'Special Educational needs and Disability' policy (SEND) and we also have an 'Accessibility' policy.

Inclusion Statement

At Franciscan School all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs, so far as this is reasonable, practical and compatible with the pupil receiving special educational provision and consistent with the efficient education of the other children in the school and the effective use of resources.

Pupils with SEND are regarded as full members of the school community. All children attending school have full access to the curriculum, environment, resources, staff and activities so far as this is reasonable and practical.

The school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

Our Inclusion Manager/Special Education Needs Co-ordinator is Ruby Farooqi-Patel.

She can be contacted on: 020 8672 3048

and her email address is senco@franciscan.wandsworth.sch.uk

What does the SENCo do?

They are responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning, kept informed about the support received, involved in reviewing their progress and planning.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology

etc...

- Ensuring there are excellent records of your child's progress and needs, including a register of each child receiving support.
- Providing training and specialist support for teachers and support staff in the school so they are aware and confident about how to meet the needs of your child and others within our school.

What should I do if I am concerned about my child's progress or special educational needs?

- If you have any concerns we recommend you contact your class teacher to organise a meeting to discuss your concern. You can complete a Parent/Carer's Concern form (Appendix i)
- The Inclusion Manager will become involved if the class teacher feels that he/she needs additional advice on how to support your child in class. We will complete an Initial Concerns Record (Appendix ii) with you. The class teacher (with the support of the Inclusion Manager) will set outcomes and plan quality first teaching and extra support (and/or interventions) to target areas of weakness.
- If you are unhappy with the advice you have received you may wish to arrange to meet with Pat Andre-Watson, Headteacher.

How does the school decide whether a child has special education needs and what extra help they need?

- You are invited to attend termly progress evenings to discuss your child's progress with the class teacher who is also available to meet with you by appointment before or after school if you have specific concerns.
- When concern has been raised about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- If your child has got specific needs or difficulties they will have targets and plans to meet their needs. These will be shared with you on a termly basis around the half termly point so that your child will have settled into a new class and support that has been implemented will have been reviewed to see if it meets the needs of your child.
- If you need some help in supporting your child we can offer individual support to you to help you help your child meet the targets set for them. The school has curriculum based meetings for parents to explain different areas of the curriculum e.g. maths, reading. The SENCO offers drop in sessions which can be booked through the school office.

Early Identification:

If a child arrives with already identified SEND we will endeavour to contact any outside agencies involved with your child and ensure we are aware of any particular needs, support packages or advice that may help us to support your child.

When considering whether a child has a special educational need the school will follow the identification process guidance provided by the LA.

Concerns can be triggered by parents (see above) or, if regular assessing and tracking at termly pupil progress meetings shows less than expected progress despite quality first teaching (QFT). At this stage information will be gathered, including a discussion with the pupil and their parents in order to develop a good understanding of the child's strengths and difficulties, parental concerns, outcomes and the next steps. For higher levels of need we

may seek advice from external specialists.

Consideration of whether special educational provision is needed will be led by the desired outcomes, including expected progress, attainment and the view and wishes of parents and the child.

Children will only be identified as SEN and placed on the SEN Support Register if they make less than expected progress despite high quality, personalised and differentiated teaching, and adjustments to classroom provision and/or interventions.

The Code of Practice (2014) identifies less than expected progress as progress which (p.84):

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The quality of teaching is regularly and carefully reviewed for all pupils, including those at risk of underachievement. This takes place through timely observations and monitoring. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If it is decided that a child does have an SEN then the parents will be informed and the child will be placed on the SEN Support Register. Actions will be put in place to remove barriers to learning and effective SEN support put into place.

This SEN Support will take the form of a 'graduated approach'. This is a four-stage cycle through which earlier decisions and actions are revisited, refined and revised to create a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The Graduated Approach to Sen Support

Assess: the class teacher, working with the SENCo will decide on the child's needs using the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's pupil progress tracking system, attainment, and behaviour, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan: The teacher and SENCo will meet with parents to agree on the provision to be put in place and the expected outcomes for that provision with a clear date for review. This may involve increased differentiation in the classroom or a targeted intervention. Provision will be recorded on an individual provision map along with outcomes for the next term.

Do: The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENCO is to support the class teacher in the further assessment of the child's particular strengths and weaknesses,

Review: The progress of the pupil and the impact of the SEN provision will be regularly monitored. SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, we or the parents can consider requesting

a statutory assessment for a statement (Education, Health and Care Plan from September 2014) assessment from the local authority.

Statements/Education, Health and Care Plans (EHC)

A very small number of children need to have a statement (to be Education Health and Care Plans after September 2014) to ensure that their very individual needs can be fully met. They are given a banding according to need and this equates to an amount of money the school is given by the LEA to support the child. This funding is used in a variety of ways including providing additional support and the purchase of specialist equipment and resources or specialist advice. Children with statements continue to have detailed provision maps which are regularly reviewed by all involved with the child.

Learning Support Assistants (LSAs) have clear guidance as to the child's individual targets for each curriculum area and review progress daily. Once a year there is an Annual Review where all involved meet to discuss the child's progress towards meeting the objectives in the statement, the level of provision needed and to set targets for the child to achieve over the next year

THE SEN SUPPORT REGISTER

A single category of SEN SUPPORT will replace the previous categories of School Action and School Action Plus from September 2014. The school will keep a record of all children who are receiving SEN support. Each year group has a provision map which shows which children are receiving SEN support.

Once a child has been placed on the SEN Support Register the school may seek further advice and support from an outside agency. A provision map will be drawn up to which the specialist agency also contributes targets. Usually, in addition to specialist support, the child continues to receive school support. Parents are invited termly to meet with class teachers to discuss progress, set new outcomes and decide on next steps. Progress continues to be regularly reviewed and if targets are fully met the outside agency may no longer need to be involved. Provision maps need to be working documents that show exactly what needs have been identified, how to remove key barriers to learning effectively and the clear outcomes to be achieved within an agreed time frame. The class teacher is responsible for updating the year group provision map with any new interventions and the pupil's provision map in partnership with the pupil, the parents, the Inclusion Manager and any other adult involved with the child (eg LSA). The class teacher is responsible for evidencing progress according to the outcomes described in the provision map.

If we are unable to meet the needs of a child through our own provision arrangements we may engage additional support or specialist services. The school will request the support or services provided by the Local Offer. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

How will I know how my child is doing and how will you help me to support my child's learning?

During teaching sessions and at the end of lessons children discuss what they have learned and what they feel confident about and what they need to do next to help their learning.

Children's success is celebrated through the use of praise, Dojo points and stickers and we feel it is important to support children's self-esteem and this is done at both a class level and a whole school level.

Older children are more able to communicate with the adults about how they feel they are doing and may be able to consider the best ways for them to learn or manage within a class. We will meet with parents/carers 3 times a year to discuss concerns, progress, provision and targets

If you want to arrange a meeting to discuss your child's progress or how best to support their learning you can arrange a meeting with your class teacher

We support parents/carers to help their children by: setting regular homework, sharing targets, providing termly reports, meeting termly with parents, drop-in days, parent/carer workshops and information meetings.

How will my child be involved and consulted?

As a school, we encourage children to reflect on their learning at the end of each lesson.

Children are also encouraged to engage with their targets and think what next steps they could take to achieve them.

Children with SEND are regularly asked for their views. All children in the school are asked to reflect on their learning as part of the whole school monitoring process.

Children with Statements are asked to reflect on their year as part of the Annual Review process.

How do you assess and review my child's progress?

- Children are assessed half termly in their reading, writing and maths through teacher assessment.
- More formal assessments take place before the end of the academic year.
- Children regularly self and peer assess their own work and teachers constantly monitor the progress of their children in more informal ways throughout the year by regularly marking work and working closely with children.
- Pupil progress data is monitored by class teachers termly and children who are not making expected levels of progress are identified. The LT also track the progress of the children.
- Books are moderated termly across all subjects.
- The progress of children with SEND is monitored through the Provision Mapping process.
- Class teachers will invite parents and pupils to meetings 3 times a year to discuss progress and set targets for the following term.
- Annual reviews are held for children with statements/EHCPs

How is teaching and the curriculum adapted to my child's needs?

At Franciscan we believe that every teacher is a teacher of children with SEND. There is a whole school responsibility for making sure that children make expected progress. We believe that is essential. As an inclusive school we all children are given equal access to the curriculum through quality first teaching. The different needs of children in the classroom are met through careful planning, differentiation, by providing challenge and support, adapting resources and approaches.

- Some children may need additional support over and above what may be normally provided in the classroom. This may be provided through carefully targeted additional

materials/resources/equipment or through withdrawal from the classroom for short periods of time to receive an intervention such as Speech and Language Therapy or Occupational Therapy.

- We may use additional adults to provide support – this may be a Learning Support Assistant for a child with a Statement or a Teaching Assistant who may provide small group support in or out of class.
- We are fortunate to have additional teaching staff so that we can teach children in smaller groups for Literacy and Maths. Many children with SEND benefit from being taught in a small group where they can receive the additional help they need in a supportive environment.
- We aim to provide a multi-sensory approach to the curriculum that suits a range of learning styles. This may involve the use of ICT, debating, drama, art or music.
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How we support children with their literacy and numeracy development:

Early assessment, intervention and referral for children that are of concern, amongst others are:

- ELS Literacy intervention in Year 1
- Small group interventions or booster sessions for children who need additional support
- Beanstalk Reading volunteers in KS1
- Rapid Read in KS2
- Rapid Phonics in Year 1
- Clicker 5 in KS2
- Talk Partners in Year1,2,3
- Project X in Years 2-6
- Literacy Support Service specialist teacher
- Small group Numeracy intervention
- Numicom Maths
- Athletics

How we support children with Speech, Language and Communication needs:

- Early assessment, intervention and referral for children that are of concern
- Trained Speech and Language TAs who provide 1:1 support to targeted children
- Regular visits from a specialist Speech and Language therapist who assesses, monitors and reviews the progress of our children where necessary
- Small group support in Attention and Listening and Social Communication skills

How we support children with their handwriting and fine motor skills:

- Early assessment, intervention and referral for children that are of concern
- Trained OT TAs who provide 1:1 support for targeted children
- Small group support for fine and gross motor skills
- specialist input as required from OT services
- OT referral where children need more support with fine or gross motor skills

What support is there for my child's emotional well-being?

- Every class has 2 school council members whom children can approach to share their worries
- As a school we celebrate children's success and praise them both verbally and through stickers and certificates recognising their efforts and successes.
- In all classes teachers support children's emotional well-being through PSHE lessons,

circle times, and on a whole school level assemblies are also used to support children in developing their emotional awareness and self esteem.

- As a school we are pleased to be able to offer range of clubs for children before and after school – for a small number of children with specific needs we may be able to offer them support in order that they can attend a club.
- Staff in the classrooms and in the playground help children in developing friendships and positive relationships with other children and adults.
- If children have specific difficulties in developing their social skills staff we run groups such as Circle of friends and Social Skills groups.
- For some older children their self-esteem is supported through their actively being involved with younger children perhaps through reading with them or playing games.
- Staff are approachable and available to listen to worries and concerns
- PSHE curriculum, Rights Respecting Schools themed assemblies, Anti-Bullying week, Internet Safety day, SRE lesson
- Referrals can be made if necessary to TAMHS, CAMHS, Drama therapy or Spurgeons
- Circle time in class
- Small group interventions
- Learning mentors, Parent Partnership worker
- Peer listeners, Young Leaders, playground buddies.
- We provide a wide variety of extra-curricular activities and clubs
- If you and your child have experienced domestic violence the SENCO is able to refer both of you to groups that are expert in counselling and providing support.
- The SENCO can help signpost you for support if your family is experiencing financial hardships or if you need support re housing issues.
- We can support you in accessing support at parenting groups where advice is given on managing children's behaviour at home.

How do you promote positive behaviour?

- We are aiming to be a Level 2 Rights Respecting School and we operate a consistent behaviour policy across the school which is written in line with UNICEF's Rights of the Child. The whole staff is responsible for delivering the behaviour policy and fostering a positive approach to behaviour management across the school. Our School/Class Charter sets out the expectations we have of the pupils and that they should have for themselves. Children are encouraged to take responsibility for their own behaviour and to consider how it may impact on others.
- In Early Years children have the responsibility to look, listen, think, share and always try their best.
- Some children are provided with support at unstructured times through well-trained playground and lunchtime supervisors. We have a tradition of children supporting each other in the playground through Playground Buddies and Peer mentors.
- Behaviour is monitored carefully in order to identify trends or areas that need to be addressed
- The Learning Mentors may intervene if behaviour is impacting on a child's learning.

What training and specialist skills do the staff supporting children with SEND have or are having?

- The school supports a wide range of CPD approaches including: in school training, school visits to

observe good practice in other settings, attendance at courses etc. All our staff receives universal levels of training and the school expects all staff to be teachers of children with SEND. Staff are encouraged to suggest training that they feel would have a positive impact on their practice. The SENCO's job is to support the class teacher in planning for children with special educational needs.

- Individual teachers and support staff work alongside the Speech and Language Therapist, Occupational Therapist and specialist teachers from Behaviour and Learning Support and Garratt Park Advisory service to enhance and develop their skills. Individual training for identified staff members are linked with the needs of a child with special educational needs and/or disabilities or identified through the performance development process.
- We are a dyslexia friendly school and we have a specialist Literacy Support teacher who works with targeted children.
- Our classrooms are ASD friendly with visual timetables, visual behaviour management charts, clear routines and expectations.
- Staff receive regular training from SALT, B&LSS, EPs etc to help them support children with specific needs

How do we make the school environment and curriculum accessible for all children?

- We use workstations; visual timetables and cues; PECS; various ICT Programs and countdown timers for children who need it.
- We deliver speech & language programmes provided by the Speech and Language Therapy Service (SaLT) as well as Occupational Therapy (OT) provided by the NHS. A therapist demonstrates to the school staff how to use the programme and this is then taught and assessed after a given period of time.
- We use ICT equipment and programs to support specific needs.
- We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- Any specific physical requirements are assessed individually and equipment is provided to meet those needs with the help of Local Authority SEND services.
- The school uses laptop computers for children to develop their ICT skills and where appropriate children are supported to develop their typing skills to support their writing where handwriting is a significant difficulty.
- Exam access arrangements – the school will request/ arrange special access arrangements when appropriate for children with specific needs or difficulties.

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

- We have a number of after school activities, which are open to all children from Year 2 upwards. Should any child need support to access these activities, school will investigate and make the necessary arrangements if possible.
- P.E lessons and sports day are differentiated to suit the need of the child.
- Breakfast club is also provided by the school, however numbers are limited. If you wish your child to attend please contact the office to enquire about vacancies.
- We have regular educational visits as well as people coming into school to support different topic areas. We usually have one residential trip each year -this is open to the Year 6 children. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible

to all.

How will the school prepare my child to join the school or transfer to a new school?

- Children entering Franciscan in the Nursery will have an arranged home visit in the summer term prior to them starting in the September. Information will be gathered regarding any SEND and any necessary support will be put in place on their entry into school. Additional visits to school are encouraged for those children who may find the transition difficult between home and school.
- Meetings are arranged for those children who are already known to Early Years SEND Services to make the school aware of their needs to ensure the correct support is in place.
- When children leave Franciscan to transfer to secondary school, meetings are arranged at school in the autumn term to inform parents of the process.
- A meeting is held at the Professional Centre so that SENCo's from primary and secondary schools can meet to share information about special arrangements and support that has been in place to help children achieve their goals, this is especially for those children with a statement of special educational needs or EHCP.
- Children transferring to Garratt Park Special School follow a transition programme with a specialist teacher, which includes visits to the school with a TA.
- In - year transition is supported with visits to the new class and a "meet the teacher" session. For children with ASD, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication, behaviour related needs and severe learning difficulties, ie. autism)
- We get support from other Local Authority services, SEN Specialists, Educational Psychologists (EP), Speech and Language Therapy (SaLT) and Behaviour and learning Support Services (BLSS)
- We receive support from Occupational Therapy (OT) for children who need assessment for specific needs.
- We review all targets that are set with specialists every term. We discuss and agree what everyone will do to make teaching more effective to support the learning. New targets are discussed and a date set to review how well the child is doing, if the targets are making a difference and what we need to do next. This information is recorded to ensure accountability.
- How do we work together?
- The specialist service will make regular visits to the school. They will collaborate closely with the class teacher to assess your child, set targets, advise on planning, and review progress.
- The school may hold Team Around the Child (TAC) meetings to review progress.

What will you do if my child has medical needs?

We will take advice from specialist services e.g. school nurse, diabetes nurse, epilepsy nurse depending on the needs of your child. All staff will be made aware of the medical needs of your child. A health care plan will be written in collaboration with you and the first aid team at the school to ensure that your child's needs are met.

- At Franciscan we immediately inform the parents if there are any serious accidents and a slip is sent home describing the action taken
- Parents need to fill out a medical form provided by the school office stating their child's needs
- Asthma pumps and other medication is kept in the school office and administered by a first aider however, a carried form must be filled in and signed by parent/carers before this carried out.

What should I do if I am unhappy with my child's support or progress?

- Parents should make an appointment to see the class teacher to express their concerns.
- If these concerns persist then an appointment can be made to see the SENCo or Head teacher through the school office.
- If parents are still unsatisfied they may write to the Chair of Governors and hand in the letter to the school office
- If concerns persist then parents may contact Wandsworth Children's services

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint - maintained schools

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint/2 - free schools and academies

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Where can I go for further advice and support?

- The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at <http://wandsworth.childrenguidance.org.uk/> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899
- Further information can be found on the school's website regarding policies and school events

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Version 1: September 2014

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email senco@franciscan.wandsworth.sch.uk