



St. Francis R.C. Primary Local Offer

Introduction

The following is based on the SEN Code of Practice Draft and Clause 30 of the Draft Regulations for implementation in September 2014, published October 2013). The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Children & Families Bill will extend the SEN system from birth to 25, giving children, young people and their parents' greater control and choice in decisions and ensuring needs are properly met. The Bill takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth - to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education Health and Care (EHC) Assessment (unless their parents, carers or the young person opt out of this system). This could after assessment, observations, discussions with other agencies such as our Educational Psychologist, Speech and Language Therapist (SALT), CAMHS and any relevant outside agencies may lead to the granting of an Educational Health Care Plan or EHCP as it is also known. Parental involvement is the key to this process with the final decision being made by the Manchester Statutory Assessment Team.



St Francis R.C. Primary is a maintained school with a clearly defined vision of what is required to support the school's pupils with Special Educational Needs. The school is supported by the local authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. St Francis R.C. Primary is an inclusive school.

1. What type of special educational needs does St. Francis R.C. Primary have provision to support?

The school will endeavour to provide the following support under these four broad categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

2. How do we identify the needs of our children?

The school team identifies SEN pupils at the early stages of their educational lives, when a child shows they have a need or takes advice from working with other local nurseries or agencies that may have identified needs earlier. The children are tracked, supported and suitable provision is put into place. We use best practice and the wide range of experience within our school or seek further advice from other external agencies. In partnership and discussion with parents and children if relevant we aim to give individual children the support and resources they require.

3. How do we monitor children with SEN?

Those children who have a need are supported with an IEP (Individual Education Plan), which supports the child's individual needs. Children's needs are monitored by the pupil's class teacher, SENCO and SLT. We hold regular reviews, with both parents and children. An annual review for those children with a Statement/EHC Plan is also carried out in partnership. Our school has an open door policy where parents are in daily contact about any issues that are relevant individual children.

4. What kind of provision can we support within the classroom environment?

Our classroom teachers plan and deliver differentiated lessons, to meet the needs of the individual child and groups within their class. Relevant and specific resources are provided that will enable all children to succeed. Classroom displays and learning areas also provide visual support for those children who require it. The curriculum is adapted to meet specific needs and equipment is provided where necessary. These could be simple adjustments to the type of work provided or materials that support. Recommended materials and resources from our partnership agencies are also provided for very specific needs. In our classrooms we try to provide a range of resources to meet the specific needs of the individual. A classroom assistant also supports in class. Where relevant we offer Motor Skills Training, Batty Basics, Dough Disco, Social Communication Groups and Reading Buddies.

5. What additional support is provided?

Our classroom teacher's provide targeted precision teaching in our classes that meet the many individual needs within our school. We have high expectations and standards, so that all our children reach their full potential. The children build upon the basic skills taught in Foundation Stage focusing on outdoors, hands on learning through real life experiences.

Children who require other opportunities alongside our new curriculum can experience the outdoors and practical challenges. However we do offer a wide range of opportunities to all our children. The school runs small focused groups and individual support such as Fisher Family Trust. Our highly experienced trained Teaching Assistants offer planned, focused lessons to meet specific needs in motor skills and communication.

6. What support do we use from outside of school?

Advice and support sought from our Educational Psychologists provides a recommendation of needs that can be one part of a child's individual requirements. Our Speech and Language Therapist assesses and provides suitable materials for specific pupils to meet their individual needs, as well as training for staff working with our children. The SALT also carries out individual and group activities, depending on the needs within the school at the time. When required we also commission local SEN schools, such as Rodney House, The Grange to visit and give general advice our school. Child Adolescent and Mental Health Services also known as CAMHS based at The Winnicott Centre, as part of the NHS also provide advice and support to the school and parents of SEN children.

7. What activities are provided to SEN Pupils beyond the curriculum?

The school gives every child the opportunity to take part in an activity both in and outside of school. The children have access to a range of computer, music, sports, along with arts and crafts activities. Our sports coach also supports those SEN children who require social skills, team building and small group confidence development activities. Every child receives the opportunity to represent the school in an activity outside of school.

8. Who are the best people to talk to at St.Francis R.C Primary?

Initially a meeting between parents/carers and the class teacher is the first port of call. This will be to discuss concerns or to seek advice about your child's individual needs. These will be shared with the SENCO's Mr McGowan/Miss Collins who will look at ways to support your child, along with parents/carers or seek further advice from an outside agency. Through discussion with parents or carers a Support Plan will be put into place to support the pupil's individual specific needs. These maybe be specific curricular targets for individual children, materials to support a child or an intervention that will help a child to develop confidence and the skills they require. These will be monitored by the SENCO and Class teachers at St.Francis R.C. Primary and the parent will be given advice on their individual child's progress. All these activities are also overseen and managed by the Mrs Frize (Headteacher), SLT and The Governors.

9. How are the teachers in school supported with SEN?

The teachers within school plan using advice, training information and course resources to deliver the best outcomes for the children with SEN. The teachers have received training in school and on external courses linked to ASD, ADHD and Dyslexia. Where appropriate specialised learning resources are matched to individual pupils needs. The school actively engages in researching and finding the best resources to meet the needs for the individual.

10. What specialist knowledge do we have in school?

At St. Francis we have a number of experienced staff who can provide suitable support from social and communication needs to experience of working with ASD children who require specific support. We endeavour to provide the children with the support materials or seek out more relevant support for individual learners. Support staff and teachers knowledge is regularly updated with courses and advice from specialists.

11. How are equipment and facilities allocated to support children with special educational needs?

The school budget, received from Manchester Authority, includes money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school. The Head teacher, SLT and SENCO discuss all the information they have about SEN in the school, including: the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.

Through discussion and available finances it is then decided what resources/training and support is required to meet

the needs of the children. All resources/training and support are reviewed regularly and changes made as needed and if finances are available.

12. How do we involve pupils with SEN?

Pupils at our school have consultations with their class teachers to discuss their next steps through targets, which are reviewed after a set period of time. Pupils make their own comments about their progress and achievement. Following a review of their current targets, the children will be given a new set of targets that include a challenge for them. These targets are also included in focused teaching by the class teacher.

13. How can I as a parent raise concern about my child?

As an inclusive school we are always open to comments to improve what we do. If you have a concern the first person to discuss this with is your child's class teacher. If you are unhappy that your concern is not being managed Mr McGowan (SENCO) would be the next person to speak with. Then if your issue can still not be resolved Mrs Frize the head teacher would be the person to speak to. Finally if you are not happy with the resolution the school SEN Governor may be the person to contact.

14. How does the governing body involve other people in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The governing body is an integral part of the way a school runs and offers a wide range of advice and experience. The governing body takes an active role on school funding. It supports the school in employing teaching assistants, an additional speech and language therapist, as well as additional educational psychologists through Manchester's One Education team. The school also funds outreach services from The Birches and Bridge Lee, as well as advice from other local SEN schools, such as Rodney House and The Grange. We have access to the school nurse team who can also give advice when needed.

15. How will we support your child when they are leaving this school or moving to another year?

At St. Francis we recognise that 'moving on' can be a difficult time for anybody, but for children with SEN it is a little harder. So we take well planned steps to make transition just a little easier.

If your child is moving to another school:

We will contact the new school SENCO and ensure that they knows about any special arrangements or support that need to be made for your child.

We will ensure that all records about your child are passed on as soon as possible.

When moving years in school:

Information about your child will be shared with their new teachers.

Some children may have a number of transition visits to their new class.

If your child would be helped by continuation of their Support Plan for moving to another year, we will keep this in place.

If a parent has an initial concern they would initially contact the school SENCO or the Headteacher.

Contact Details of Support Services



Email: Parents@manchester.gov.uk

Telephone: 0161 209 8356 10-3pm

Fax: 0161 274 7184

Westwood Street Centre

Westwood Street

Moss Side

Manchester

M14 4PH

The National Autistic Society at <https://www.autism.org.uk/>

The Dyslexia Association at <https://www.bdadyslexia.org.uk/>

Please talk to your child's teacher, who knows your child, best first about them in school. Always ask as you are part of our St Francis family and we want to work with you to do the very best for your children.

