



St. Francis Catholic Primary School

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# ***SEN Information Report***

## ***Information Report for Parents of children with Special Educational Needs and Disability (SEND)***

### ***2016-2017***

## **VISION / MISSION**

### **St Francis Catholic Primary School Mission Statement** **Our Mission Statement**

*St. Francis Catholic Primary School exists to help the parents of this area to bring up their children in the Catholic Faith in the context of a good education. It is central to our mission that every child matters as a unique gift from God. As a Christian community we aim to develop the whole child within an ethos of faith, love, care and respect.*

*Our mission is to provide high quality:*

- Catholic teaching and learning*
- Catholic worship*
- Education delivered by inspirational staff*
- Opportunities that encourage all to become independent and responsible*

*The school is commissioned to do this by the Trustees of the Catholic Archdiocese of Southwark in the parish of Peckham in partnership with the Local Authority, Southwark.*

## WHOLE SCHOOL/SETTING APPROACHES

### *Information on policies, people and statutory guidance*

#### *“What kinds of special needs are provided for in this school/setting?”*

*St Francis Catholic Primary School’s SEN Information Report is written with regard to the New Code of Practice for Special Educational Needs and Disability (SEND).*

*The special needs provided for comprise the four main areas of SEND:*

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

*We, at St Francis Catholic Primary School, believe that it is the right of every pupil, regardless of gender, race or disability, to receive equal access to a broad and balanced curriculum, and to participate fully in the life of the school.*

*The goals we set are the same for every child in the school but we acknowledge that the level of support needed in order to progress towards those goals will vary greatly between individuals. This means that the curriculum is essentially presented in a supportive and stimulating atmosphere, which, through encouragement, benefits and values each child to achieve his/her full potential.*

*St Francis Catholic Primary School’s SEN Information Report should be read in conjunction with the following:*

*Anti-Bullying Policy*  
*Behaviour Policy*  
*Home School Agreement*  
*RE Policy*  
*Safeguarding Policy*  
*SEND and Inclusion Policy*

## ***“Who is involved?”***

*As a whole, everyone in school is involved in making sure your child is supported and achieves his/her full potential. In addition, the main responsible people are:*

### ***a. The Headteachers – Mrs Atkinson and Mrs Molloy***

*The Headteachers have been designated the role of “Responsible Person”. The responsible person must be informed by the local authority when it considers that a pupil at the school has special educational needs and/or disabilities.*

*The Headteachers :*

- are responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEND and to ensure that your child’s needs are met.*
- must communicate with the other school when a child transfers to ensure that sufficient information is gathered about the child’s special education needs and disabilities.*
- will give responsibility to the SENCO/Inclusion Manager and class teachers but they are still responsible for ensuring that your child’s needs are met.*
- must ensure that all those involved in teaching the child are fully aware of the child’s needs.*
- must make sure that the Governing Body is kept up to date about SEND in the school.*
- deal with any compliments and complaints that you may have about the work we are doing*

### ***b. The SENCO/Inclusion Manager – Ms Moronkeji - [Tel: 0207 639 0187]; [email: [jmoronkeji@stfrancis.southwark.sch.uk](mailto:jmoronkeji@stfrancis.southwark.sch.uk)]***

*Our school has a SENCO/Inclusion Manager, responsible for:*

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.*
- Reviewing and updating the SEND Policy annually*
- Liaising with parent/carers regularly, ensuring that you are:*
  - Involved in supporting your child’s learning*
  - Kept informed about the support your child is getting*
  - Involved in reviewing how they are doing*
- Liaising with and seeking advice from all the other people who may be coming into school to help support your child’s learning. These people are known as ‘Outside Agencies’. They include:*
  - Advisory Service and SEND*
  - Autism & Behaviour Support*
  - Cherry Garden support (for global delay)*
  - Child & Adolescent Mental Health Service [CAMHS]*
  - Early Years Support*
  - Down Syndrome Support*
  - Educational Welfare Service*
  - Educational Psychology*

- *Health Services*
  - *Hearing Impairment Service*
  - *Inclusion and Monitoring Team (Southwark)*
  - *Occupational Therapy*
  - *Physiotherapy Service*
  - *Summer House / Summer House Pupil Referral Unit [PRU]*
  - *Satellite Class [specialist teaching & support]*
  - *School Nurse*
  - *Social Services*
  - *Speech and Language Therapy*
  - *Visual Impairment Service*
- *Updating the school's SEND register (a system of making sure that there are detailed records of your child's progress and needs.*
  - *Supporting class teachers for early identification and assessment of a child's special educational needs;*
  - *Supporting teachers and other staff in making further assessment of children with SEND; including arranging for external professionals to become involved where this is necessary.*
  - *Liaising with, supporting and advising teachers in establishing an appropriate Individual Education Plan (IEP) for a child.*
  - *Devising a School Improvement Plan for SEND*
  - *Reviewing and contributing to the in-service training for support staff as set out in the School Improvement Plan*
  - *Undergoing SEND training/courses to enhance and update on skills, knowledge and understanding*
  - *Managing and Supporting Learning Support Assistant (LSAs) as required, in their role to teach and enhance the teaching, learning and progress of children with SEND.*
  - *Giving guidance to LSAs to support the teachers in ensuring that children with SEND are as included and as independent as possible across the school day.*
  - *Monitoring that the interventions put in place are carried out, and that they are based on evidence and best practice of what works for children with SEND.*
  - *Developing and deploying effective provision through a provision mapping system*
  - *Monitoring the movement of children with SEND within the school*
  - *Monitoring the Learning Support Assistants and providing feedback, support and organise training to enhance effective and progressive support for the SEND children.*
  - *Tracking the progress made by SEND children.*
  - *Developing the understanding of Assessment for Learning [AfL] among Learning Support Assistants [LSA] to embed into their planning and assessment.*
  - *Cross phase liaison with external Inclusion Managers for transition eg. nurseries, KS1, KS2 [including yr6 to year 7].*
  - *Maintaining records for SEND children and passing them on when pupils leave*
  - *Working closely with the School Nurse to address medical needs, where applicable, of the children in the school.*

*If the school needs to involve other professionals, we will always ask for your permission to do so and involve you in the work that this person does.*

*Other roles that are not mentioned here can be viewed in our SEND Policy linked to the school's SEN Information Report.*

**c. Class Teacher** - is responsible for:

- *high quality teaching and learning for all of the children in class, including children with SEND*
- *differentiating in their planning and provision for all children, including children with SEND*
- *adapting the curriculum to meet the learning needs and levels of children with SEN (for example, using differentiated resources across the key stages, grouping, use of additional adult where applicable, creating individual and/or visual timetable for children with EHCP)*
- *gathering initial information when we are identifying and assessing if a child has SEND*
- *the progress of your child and identifying, planning and delivering any additional help your child may need, (for example, this could be targeted work, additional support), and for informing the SENCO as necessary.*
- *attending meetings eg. Annual Review Meeting, Team Around the Child/Family.*
- *writing Child Provision Plans (CPP), Delivery & Review Plans and/or IEPs, at least once each term. These are also used to inform planning for the next term.*
- *regular communication, as appropriate, with parents/carers through a range of methods [eg. arranging a meeting with parents before or after school, phone calls, emails, communication books etc.]*
- *ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside agency/specialist help and specially planned work and resources.*
- *ensuring that the school's SEND Policy is followed in their classroom and for all the pupils with SEND.*
- *working with the SENCO/Inclusion Manager, other members of staff and external professionals where necessary, to make the best provision for children with SEND.*

**d. SEND Governor : Mrs Rodgers**

*Responsible for:*

- *Making sure that the necessary support is made for any child with SEND, registered in the school.*
- *Monitoring the effectiveness of SEND provision in the school in collaboration with the SENCO/Inclusion Manager and the Head teachers.*
- *Working closely with the SENCO/Inclusion Manager*
- *Discussing the budget for SEND*

***“Where can I find out about what is available locally for me, my family or my child?”***

*You can find out what is available locally by clicking the link below:*

<http://www.localoffer.southwark.gov.uk>

## **Admission/Accessibility**

### ***“What arrangements do you have for the admission of pupils with special educational needs and/or disability?”***

*All pupils are admitted in the same way, including children with special educational needs (see our Admission Policy). If a child with SEND has an Education Health and Care Plan :*

- The Local Authority informs the Head teachers that it is considering a parental preference to place a child with special educational needs and/or disability in our school.*
- We invite parents to visit the school with their child to have a look around and speak to staff.*
- Where appropriate, we communicate with the other school when a child transfers to ensure that sufficient information is gathered about the child’s special education needs and disabilities.*
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child’s needs and share strategies that have worked.*
- The SENCO/Inclusion Manager, Early Years Co-ordinator, and/or your child’s key person may make a home visit or visit your child if they are attending another provision e.g. Nursery*
- If appropriate, we operate a phased introduction, in partnership with the parents and the special setting from which the child is transferring.*

### ***“How accessible is this school for my child?”***

#### **Accessibility Plan – (Para 3, Schedule 10 to the Equality Act 2010)**

*“...Schools, governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans...”.*

*(Section 69 of Children and Families Act 2014)*

- Our school is a two-form entry school – this means we have two classes in each year group. Modifications to the original building have taken place and the school is now fully accessible to all.*
- We have 26 Nursery places, for three full days per week (currently, Tuesday, Wednesday and Thursday). The school building is modern and is situated on a pleasant, well cared for site, next door to the Parish church. The area is well serviced by public transport and we have some parking facilities around the school area. Access to the school is at ground level in Key Stage 1.*
- The Key Stage 2 classrooms are on two floors. Access for physically disabled adults and children to the Admin area is through the main office entrance. Access to the KS1 classrooms is through the courtyard and to KS2 classrooms through the main playground doors.*
- We ensure that accessibility to the school and the provision for your child is in place before he/she starts. For example:*

- *We are wheel-chair accessible and have installed ramps on entrances on the ground floors to the classrooms, playgrounds and the assembly/dinner halls.*
- *We have installed a wheelchair accessible lift to the upper floor to enable a wheelchair-bound pupil to move with his/her class according to the year groups. We endeavour to supply equipment and make sure adaptations are put in place to support each child's individual needs.*
- *We have facilities for disabled toilets with a shower (if or when required), together with a 'changing bed', operated electronically.*
- *We may suggest adaptations to the "settling in" period to help your child settle more easily.*
- *We ensure that all those involved in teaching your child are fully aware of the child's needs.*
- *The school has interactive whiteboards in every classroom, including two annexe classrooms, and in the ICT suite. Some children have access to iPad. We provide specialised equipment and resources for use as appropriate to meet the needs of specific children, such as wedge seats for sensory needs, specialist pair of scissors, writing slopes, visual timetable to help children access*
- *Our classrooms are communication friendly and some staff are trained to use Makaton (a key word signing approach) to support children who do not use speech to communicate.*
- *We have a Pupil Development Centre (PDC) - a calm zone for children who are either over- or under-stimulated, and who benefit from sensory experiences as part of their learning.*
- *Our playground equipment supports play and learning.*
- *Our educational visits are all risk assessed and appropriate measures are taken to ensure all children's safety and well-being when off-site. In Year 6, the children, including pupils with SEND go on a residential visit for five days.*
- *We ensure that all pupils, including those with SEND have accessibility to the curriculum. We take steps to prevent pupils with disability from being less favourably treated. This is done through our gospel values assemblies, in-class discussion and in Religious Education lessons.*
- *The school nurse is actively involved in providing care plans for children with medical needs, reviewing them and supporting their next steps in provision*
- *We discuss individual children with key staff [pupil progress meetings], and meet with parents to make sure that a child with SEND is inclusive in all areas of school life for example, taking part in school trips and extended school activities.*
- *We promote equality of opportunity and positive attitudes towards children with SEND and other pupils through the school council, pupil voice, assemblies and educational visitors invited to address.*
- *Parents have a wealth of knowledge and expertise about their children. We therefore work with them in partnership and communicate through user friendly information, meeting with them as required regularly, gaining consent before making referrals for outside agency support.*

*If you have any concerns about your child going on School Journey, please speak to your child's teacher.*

- *We make sure that the Governing Body is kept-up-to date about SEND in the school.*



***“What support is available at less structured times of the day (e.g. playtime, lunch)?”***

*In Key Stage 1 and 2, we have educational playground markings which all children can access during their play. In Key Stage 2, we have a football pitch, and in the larger playground, we have a quieter area as well as a general play area, well equipped for engaging in different play activities.*

*Where it is necessary, we can provide additional support to a child with SEND to facilitate access to playground equipment, encouraging him/her to play with others.*

*We have a Peer Mediators system to support pupils to play happily.*

***“How will my child be supported to be part of the school/setting?”***

*Every child is valued and should be treated as an individual. When your child visits our school, he/she will be introduced to the teacher and the class. Most children with SEND are supported through the regular opportunities provided to all children – high quality teaching, excellent play opportunities and supportive staff. Some children with social, emotional or mental health needs find accessing and participating in school life difficult. For these children, we offer counselling with our Learning Mentor in the Pupil Development Centre (PDC), where children can discuss any worries or concerns - support will then be put in place.*

*We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and / or Disability, whatever those needs may be, so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.*

***“How do we consult and involve our pupils with SEND in their education?”***

*We consult and involve children with SEND in their learning by:*

- Sensitively explaining the reason why they are receiving support and determining what they want to improve in and achieve in their learning.*
- Inviting pupils to their own Annual Reviews, where appropriate, to voice out how they think or feel they are learning. This is usually towards the end of the Annual Review meeting, when a few simple questions are asked, for example: ‘What do you like about school? Which subjects do you enjoy most? Why? Is there any subject or topic in class that you do not usually understand or you find difficult? How do you think you could be helped to make it easier?’ On other occasions, if, coming into the meeting has been recognised as overwhelming for the child, the support worker prompts the child for his/her views, where appropriate, during the time of their individual support learning.*

- *Discussing and pointing out the targets to the children with SEND as often or as appropriate as possible. Children are encouraged to tell their teacher or the adult the target they are working on.*

### ***“How is behaviour managed?”***

*Behaviour in school is based upon our Gospel Values and the ethos of our school. We aim to promote the values of ‘care, courage, forgiveness, love, honesty, respect, tolerance and a sense of self-worth’. Through motivation and self-esteem, children must know what is expected of them, and why. They must be able to see good models of behaviour from all adults. To this end, the staff of the school have agreed a common approach, working together to ensure good relationships between members of the school community.*

*Pupils’ behaviour is managed according to our Behaviour Policy. All staff follow the positive behaviour system. We encourage good behaviour through setting high expectations, forming good relationships with parents/carers built on trust. We celebrate children's positive behaviour and attitudes to work in our Rejoice / Merit Assemblies.*

*When a child's behaviour is unsatisfactory, staff at the school use a wide range of strategies to encourage the child to make the right decisions. We always deal with each incident individually, taking into account the age and understanding of the child concerned. Staff follow our behaviour ladder, which is displayed in every classroom.*

*A small number of children benefit from an individualised approach to managing their behaviour. We use a Pastoral Support Plan, which outlines the goals we share for the child, how they will get there and how we will know it is working. These plans include what the child will do, what the parent/carer will do and what the school will do to foster the shared sense of responsibility for getting behaviour right!*

*As an inclusive school, we follow the same procedure for the behaviour of children with general SEN. Those with considerable needs receive ‘pastoral support plan’ which involves the parents and other agencies as necessary.*

### ***Anti-bullying***

*We promote anti-bullying in our school through: whole-school assemblies; special assemblies bought-in to further educate our children; class activities; and sharing workshops during anti-bullying week. In general children know that they can approach any member of staff or a ‘peer mediator’ with any concerns they may have.*

### ***“What extra-curricular activities can my child participate in?”***

- *We provide a series of extra-curricular activities – these include: Reading Club, Choir, Art Clubs, Girls sports, and Boys sports, Violin Lessons, Cookery Club and Knitting/Sewing Club. These clubs are supervised by teachers and support staff and take place outside the school day.*
- *Health and Safety Audit, linked to Clubs, are conducted as and when appropriate.*

### ***Approaches to Teaching and Learning***

#### ***“How will teaching be adapted to meet the needs of my child?”***

*All children receive high quality teaching:*

- *The teacher will have the highest possible expectations for your child and all pupils in their class.*
- *All teaching builds on what your child already knows.*
- *A variety of teaching styles are used to involve children fully.*
- *Lessons are differentiated to meet the needs of all pupils*

*For further information about teaching and learning at St Francis School click the link:*

[www.stfrancis.southwark.sch.uk](http://www.stfrancis.southwark.sch.uk)

#### ***“How will I know how my child is doing?”***

*At St Francis School your child’s progress is continually monitored by the class teacher, SENCO, Assessment Co-ordinator and Senior Leadership Team.*

- *Progress is reviewed termly and Standards in National Curriculum for reading, writing and numeracy are recorded, using the STAR assessment document [Southwark Tracking & Assessment Record].*
- *All pupils are tested in line with Standard Assessment Tests [SATs], which are done nationally at the end of Year 2 and Year 6.*
- *Children on the SEND register will have an Individual Education Plan (IEP) or a termly Delivery and Review Plan. Parents are invited to attend the reviews in the autumn and summer terms.*
- *The progress of children with an Education Health and Care Plan [EHCP] is formally reviewed at an Annual Review with the parents and all adults involved with the child’s education, including the outside agencies involved.*
- *The Senior Leadership Team, the class teacher and the Learning Mentor will check that your child is making good progress with any individual work and in any group that they take part in. This team of people get together every term for a meeting called a ‘Pupil Progress Meeting’, to review the progress of each child in the class. If the progress of any child is*

*causing concern, then 'next steps' are discussed and planned for.*

- *A range of ways will be used to keep you informed. These may include:*
  - *Homework Diary and Reading Journals*
  - *Parents evenings*
  - *Additional meetings as required*
  - *Written annual Reports*
  - *Before school or after school meetings as arranged*
  - *Communication book where required.*

***“How does St. Francis Catholic Primary School ensure the teaching staff are appropriately trained to support my child’s special educational needs and/or disability?”***

- *We believe that your child’s learning needs will first be met through the high quality teaching delivered by the class teacher.*
- *The school has a school development plan and we regularly review and identify staff training needs and professional development for all teaching and support staff, to improve the teaching and learning that children receive, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ADHD and Dyslexia.*
- *Individual teachers and support staff can access training programmes from different organisations that are relevant to the needs of specific children in their class e.g. Autism from the ASD Team.*
- *The school provides rolling “in-house” training for support staff every term for their own professional development. This include: Guided Reading; Running Records; Writing; Numeracy; Assessment; Computing; Science; SEND related training; Music; P4C; Good Questioning Skills and Bereavement. This is to up-skill all support staff to enable them to support an individual child or groups of children more effectively.*
- *The school nurse works closely with the SENCO/Inclusion Manager and staff to implement care plans and ensure that children with medical/health needs are monitored.*

***“How will my child manage test and exams?”***

*At St Francis School all SEND children will have their exam needs met by determining which access arrangements best suit the needs of your child.*

*This may include:*

- *Close documented observations/monitoring for children who are non-verbal*
- *The reading of test paper questions when the test is Numeracy/ Maths*
- *Applying for additional time if the child has an EHCP or a diagnosis of dyslexia*
- *Using a different exam room*

## ***Information about early identification, assessment and intervention***

### ***“What happens if I am worried about my child?”***

*If you are worried about your child, you should speak to the class teacher who will tell you how your child is doing and if your child needs extra support or any learning interventions. If you tell us you think your child has a SEND, we will discuss this with you and investigate – we will share with you what we find and agree with you what we will do next and what you can do to help your child.*

### ***“How do you identify children who may have special needs?”***

#### ***“How do I get to know if my child has SEND?”***

*At St Francis School when children have an identified SEND before they start, we work with the parents and the people who already know them e.g. their previous school or nursery setting, and use the information already available to identify what their SEND will be in our school setting. If our staff think that your child has a SEND we will track their progress and attainment closely. We will highlight whether a child is working at the correct national curriculum standard, below or above the standard. We will meet with you to discuss your child’s progress and needs and ask your permission to seek further support from outside agencies, if necessary.*

## ***SEND SUPPORT including students with EHC Plans***

### ***Information on the schools graduated approach - Assess, Plan, Do, Review***

#### ***“What happens if my child does have SEND?”***

*This depends on the nature of your child’s needs and difficulties with learning. Our education provisions will match the four broad areas of need as defined in the SEND Code of Practice 2014:*

- Communication and interaction*
- Cognition and Learning*
- Social, emotional and mental health*
- Sensory and/or physical needs*

#### ***Universal***

*All children are entitled to receive teaching and learning at a universal level – where your child receives quality first teaching in class to support his/her learning. This may include some very minor adaptations to match learning needs.*

## **Targeted**

*If it is considered appropriate for your child to be supported at a targeted level, the teacher will make additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a four-part graduated approach of:-*

- a) assessing your child's needs*
- b) planning the most effective and appropriate intervention*
- c) providing this intervention*
- d) reviewing the impact on your child's progress towards individual learning outcomes.*

*Specific targeted one to one or small group interventions may run outside of the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.*

## **Specialist**

*At times, it may be necessary to seek advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include outside agencies e.g. Educational Psychology, Speech And Language Therapy, Occupational Therapy, Sensory Advisory Teachers and the Child Development Service (see page 3 above for a list of the outside agencies). The school may need to prioritise referrals to these services.*

*However, for a very small number of pupils, access to these specialists may be through an Education Health and Care Plan – EHCP.*

*Children with specific barriers to learning:*

- If your child has been identified as needing more specialist input in addition to quality first teaching and intervention groups, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.*
- If it is considered that your child needs much more support, you will be required to fill in a Common Assessment Form (CAF) with the SENCO/Inclusion Manager. This form requests specialist support from outside agencies in Southwark Early Help Team*
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:*
  - Making changes to the way your child is supported in class*
  - Setting targets or involving your child in a group that is run by school staff e.g. social skills group, Speech Bubbles drama group, Speech and Language based groups for expressive and listening skills etc.*

## ***Education Health and Care Plan and Assessment***

### ***“What if I think my child needs more help than the school can provide?”***

*If you or the school believe that your child needs more support than the current provision in place, either you, the parent / carer, or the School can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process - you can find more details regarding this in on the Southwark web site:*

<http://www.localoffer.southwark.gov.uk>

*After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child’s needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support they provide or make amendments.*

*After the reports have all been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP replaces the Statement and outlines the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.*

*The funding may be used to support your child with whole class learning, individual programmes or within a small group setting. Each child’s programme will vary depending on the needs of the child and the targets set in the EHCP for :*

*Additional numeracy, literacy  
Speech and Language Therapy based groups  
Speech Bubble  
Pupil Development Centre - PDC*

*We will always follow the advice of external agencies e.g. an Educational Psychologist to help develop and review each child’s needs.*

### ***“What if the Local Authority says no?”***

*If the LA decides not to issue an EHCP, they will write to you informing you of their decision. They will ask the school to review or continue the support at the current level and also set up a meeting in school to ensure a plan is in place for your child so that they make as much progress as possible.*

## ***Arrangements for supporting transitions for pupils with significant SEND***

### ***“How will the school help my child to manage the transitions into the school, into a new class or on to a different school/adulthood?”***

*We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.*

- *If your child is moving to another school:*
  - *We will contact the school SENCO/Inclusion Manager and ensure that they are aware of any special arrangements or support that needs to be put in place for your child.*
  - *We will make sure that all records about your child are passed on as soon as possible.*
- *When moving classes in school:*
  - *Information will be passed on to the new class teacher in advance and a planning meeting will take place.*
  - *All IEP/Behaviour Support Plan will be shared with the new teacher.*
  - *All children visit their new classroom*
  - *The school may provide transition books for the summer break with photos of the school and key staff so parents/carers can use these with their child.*
- *When moving into St Francis School during the academic year:*
  - *We will meet with you and your child to discuss their needs and decide how best to manage the transition into our School.*
  - *We will liaise with the previous School’s SENCO/Inclusion Manager to discuss the provision and obtain all records.*
  - *We will organise a Team Around the Child meeting six weeks after starting to discuss the transition and ongoing support.*

#### *In Year 6:*

- *We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.*
- *The SENCO/Inclusion Manager of the secondary school will meet with St Francis School’s SENCO/Inclusion Manager and class teacher to discuss the specific needs of your child.*
- *Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead. A plan of transition activities will be followed.*
- *Where possible your child will visit their new school on a few occasions and in some cases staff from the new school will visit your child in St Francis School.*



## ***Information about funding and resources***

### ***“How will the school fund the support needed for my child?”***

*The school budget, received from Southwark Local Authority, includes funding to support the learning of children with SEND. This is based on the number of children with SEND and their type of needs.*

*The Head teacher and the SENCO/Inclusion Manager discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan. This may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.*

## ***Information on where to find further support***

### ***“Where can I or my child get further help, information and support?”***

*There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:*

#### ***Parent Partnership Service***

*The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs and disability (SEND) have access to information, advice and guidance, to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEND process.*

<http://www.southwarkparentpartnership.co.uk/>

#### ***Contact a family***

*Contact a Family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free newsletter which is available from their website.*

<http://www.cafamily.org.uk/southwark>

#### ***Family information service***

*The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:*

- *Registered childcare, including children's centres, child-minders, nurseries, pre-schools, breakfast clubs, after school clubs and holiday play schemes*
- *Help towards childcare costs*
- *Free early education*

#### ***Family information directory***

*The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:*

- *Parenting support*
- *Health care*
- *Money matters*
- *Law*
- *Support groups*
- *Activities*

<http://cypdirectory.southwark.gov.uk/>

### ***Complaints procedures***

***“How do I complain if I am not happy with what is happening for my child?”***

*You follow the school’s complaints procedure policy, available at the school office or on the website.*

*The prime aim of St Francis Catholic Primary School Complaints Procedure Policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.*

[www.stfrancis.southwark.sch.uk](http://www.stfrancis.southwark.sch.uk)