

# Franche Community Primary School



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Headteacher: Mrs. Val Weddell-Hall OBE

## Franche Community Primary School SEN Information Report

<u>For more information contact:</u>	<u>SEND staff team</u>
<b>SENDCO: Ms Emma Lashford</b>	<b>SEND HLTA: Miss Jackie Plant &amp; Mrs Jane Bulmer</b>
<b>SENDCo/Safeguarding Administrator: Mrs Sarah Potts</b>	<b>Early Years &amp; KS1 Lead / Behaviour : Miss Lizzie Lazenby – Deputy Head</b>
<b>Headteacher: Mrs Val Weddell-Hall OBE</b>	<b>KS2 Lead / Behaviour: Mr Dominic Simpson – Deputy Head</b>
<b>SEND Governor: Cllr Anne Hingley</b>	<b>Designated Safeguarding Lead / Behaviour: Mrs Liz Packwood</b>
<b>Email: <a href="mailto:office@francheprimary.worcs.sch.uk">office@francheprimary.worcs.sch.uk</a></b>	<b>Pupil Premium &amp; Ever 6 – Mrs Sadie Holloway</b>
<b>Phone: 01562-751788</b>	

**Date: 1<sup>st</sup> September 2016**

### **What is the SEND Information Report?**

The Special Educational Needs and Disabilities Code of Practice (SEND) from the Children and Families Bill 2014 requires every school to produce an annual SEND Information Report. This report will be updated during the school year to reflect any changes.

### **What is the Local Offer?**

Our SEND Information Report (SIR) must be displayed on the school's website and must be linked to the Local Authority's Report. The Local Authority Report for Worcestershire County Council is known as the '**Local Offer**'. The purpose of the Local Offer is to provide clear and transparent information about the range of educational services and provision in the local area.

For Worcestershire County Council the **Local Offer** is titled '**Ordinarily Available**' (OA). The **Local Offer** for Primary Schools can be viewed on the school's website under 'Our Policies' alongside the Local Offer for Early Years.

This report gives information about our school's offer to all pupils, and explains particularly how a child with Special Educational Needs is supported at our school. This report evaluates the current SEND provision and the effectiveness of that provision at our school, and outlines the changes and improvements we have made in our processes and practice, and maps the steps we take to meet every child's needs.

Please read this document in conjunction with our **SEND Policy** and **Safeguarding Policy**, both available on this website and from the school office.

We are an inclusive school welcoming all children admitted to Franche. We strive to identify and meet everyone's needs, and to celebrate different cultures and ethnicities. The excellent on-site facilities enables all children to access a broad and balanced curriculum regardless of physical, emotional, or cognitive needs.

We want each child to feel valued, happy and be an active member of the school community and appreciate that children have varying strengths and difficulties. We plan for diversity using a wide range of strategies, processes, and specialist equipment as part of our daily process. This ensures that all children can participate in all areas of the curriculum and other activities at Franche Community Primary School.

The Class Teacher is responsible for the learning and progress of children in class. Learning takes place using Quality First teaching methods within a Creative Curriculum in which opportunities are carefully and imaginatively planned and differentiated for using a wide range of techniques. This ensures that all learners are given appropriate support and challenge. Planning, moderation of outcomes for children and classroom practice are supported by Year Band leaders and the Senior Leadership Team.

We seek to provide a secure, yet challenging, learning environment where all children will achieve their full potential, regardless of any difficulty they may have in accessing the curriculum.

We recognise that all members of staff share the responsibility for identifying and meeting the needs of all pupils, and particularly of pupils with SEND. A fully triangulated approach is taken (involving pupils, parents, teachers and any external experts where necessary) with the aim of providing a secure, informed and balanced working environment for each child.

## **What is 'Ordinarily Available' in Franche Community Primary School?**

**The Ordinarily Available document divides provision into three Waves**

**The terms Waves One Two and Three** are taken from the Local Authority's **Ordinarily Available** document and are defined below:

### **Wave One-**

Quality First Teaching which aims to meet the learning needs of all pupils in the classroom. It includes providing for differentiated work and creating an inclusive learning environment.

### **Wave Two-**

Outlines specific additional and time-specific interventions for some pupils who need help to accelerate their progress to enable them to narrow the attainment gap between working at or above age-related expectations. These interventions are often targeted at groups of children with similar needs.

Intervention may be delivered:

- In class or in a group room
- By a teacher or teaching assistant (TA)

Some of the Graduated Response activities are:

- Speech and Language activities
- Socially speaking activities
- Fine Motor skills
- Social and Emotional Support
- Additional reading
- Rapid Reading, Maths and Writing

## Wave Three-

Outlines targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress to enable children to achieve their potential. This is also known as the Graduated Response. In implementing Wave Three, the staff and SENDCO work together to ensure:

- The school's SEND Policy is followed in each class/ year band and for the pupils with any SEND.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. targeted work or additional support) and liaising with the SENDCO as necessary
- Where appropriate, writing Pupil Progress Targets and /or Individual Provision Maps
- The process of assessment/plan/do/review is undertaken. The sharing and reviewing of this process is done in collaboration with parents and child if appropriate.
- We work with Local Authority Children's Services such as the CCN Outreach Team, Behaviour Support Outreach delivered through the Pupil Referral Units; Sensory Service for pupils with a hearing or visual need; The Virtual School Headteacher for Children Looked After by the local authority.
- Consult Outside agencies such as the Educational Psychologists
- Work with Local Health Authority colleagues, e.g., Speech and Language, Occupational Therapy and Physiotherapy.
- Ensure provision is inline with Worcestershire County Council Special Educational Needs and Disabilities Information, Advice and Guidance Service (SENDIASS Worcestershire)

Where children are not making expected progress within a year band, alternative methods of supporting their learning to fill gaps or to remove barriers are used by the class teacher in consultation with their phase leader and the SENDCO. This does not mean that a child has SEND. Progress will continue to be carefully tracked through the school's system of phase planning and review meetings, and pupil progress reviews with senior leaders.

The following are available to all pupils to support learning and the identification and addressing of SEND:

- A named SENDCO with Qualified Teacher status who holds the necessary government's SENDCO qualification
- High quality teaching of a well differentiated curriculum, closely monitored throughout the school.
- Assessment using nationally recognised models and effective tracking of individual pupil progress from an early baseline entry.
- Continued professional development of all staff to support identification and provision for SEND
- Designated 'Pupil and Ever 6' co-ordinator who works closely with the SENDCO.
- Designated Safeguarding staff on the Senior Leadership Team
- Links with external agencies and consultants qualified in their field of expertise to offer support and advice in identifying and addressing SEND.
- An inclusive ethos supporting development of emotional well-being and self-esteem.
- Access to ICT to support learning and use of alternative methods of recording
- Use of visual clues such as visual timetables
- Effective behaviour management systems used consistently throughout the school.
- Good teacher-parent links and relationships fostering effective communication about children's learning, strengths and difficulties on a day to day basis.
- Effective monitoring of pupil progress to ensure early identification of difficulties
- Additional adults deployed throughout the school focussed on addressing learning needs under the guidance of the class teacher and /or SENCO.
- Regular reporting to parents

## What is the role of the Special Educational Needs and Disability Co-ordinator (SENDCO)?

The role of the SENDCO is to provide “professional guidance to colleagues and work closely with parents/carers and with other agencies.” NASEN (2014).

To identify effectively whether a child has Special Educational Needs, it is important to be clear about what is meant by the term Special Educational Needs.

<sup>1</sup> “A child or young person has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her”.

## What is the role of the Headteacher?

- The day to day management of all aspects of the school; this includes support for children with SEND.
- The Head teacher delegates their responsibilities to the SENDCO and Class Teachers but remains responsible for ensuring that your child’s needs are met.
- The Headteacher must ensure that the Governing Body is kept up to date with issues relating to Special Educational Needs.

## What is the role of the SEND Governor: Cllr Anne Hingley

- Ensures that the policy is compliant with the current DfE and local authority requirements.
- Ensures that the necessary support is given for any child who attends our school.

## What are Special Educational Needs?

We endeavour to integrate all pupils with a wide range of strengths, special educational needs and disabilities into the educational and social life of the school. The four areas of need identified in the Local Offer are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Needs

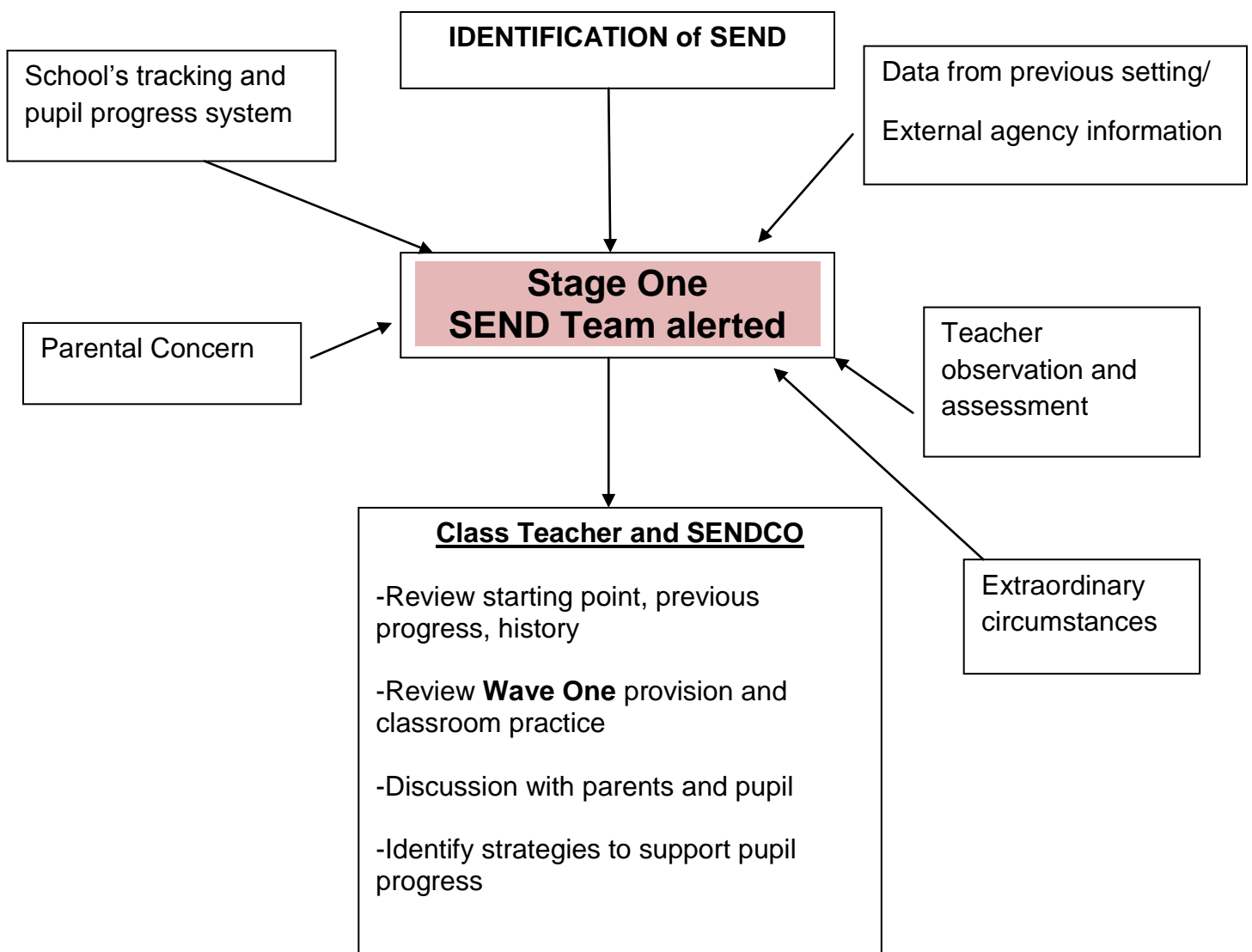
The flowchart (below) charts the process (**The School Offer**) used to assess whether the child has SEND or is underachieving possibly due to gaps in their learning, perhaps because of absence for illness, house or school move, etc. If, despite following this process a child’s learning difficulty persists, he or she will be placed on the SEND register and a graduated approach will be taken to addressing their SEND. This will include the school drawing up an Individual Provision Map (IPM) setting out all targets, actions and information about the particular provision of that child. This IPM will be developed in consultation and partnership with parents.

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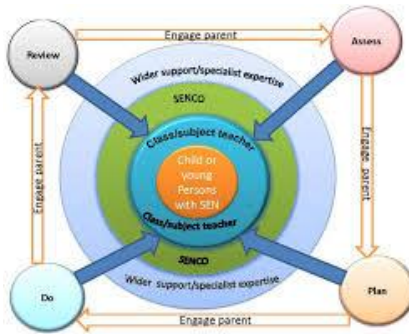
<sup>1</sup> Children and Families Act, Part 3 Section 20 (2014); Special Educational Needs Code of Practice (2014).

# Identification of SEND:

## The School Offer



# Stage Two Monitoring



**Class Teacher**

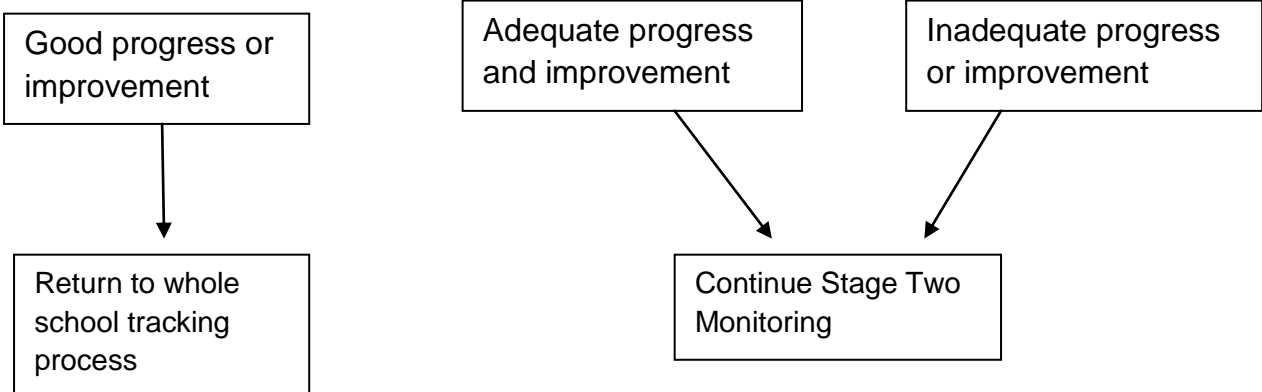
- Define provision and specific targets through Class and Individual Provision Map
- Targeted support at Wave One and through Quality First Teaching of Creative Curriculum

**SENCO**

- Monitor and Review impact in an identified timescale of implementing strategy

**Class Teacher and /or SENCO**

- Discuss impact and next steps with parents



## Stage Three SEN Register

NB: External expertise, advice and support may be sought at any point in this process to support effective planning, provision and decision-making.

### SENDCO

-Add child's name to school SEND Register

-Begin assess, plan, do, review cycle

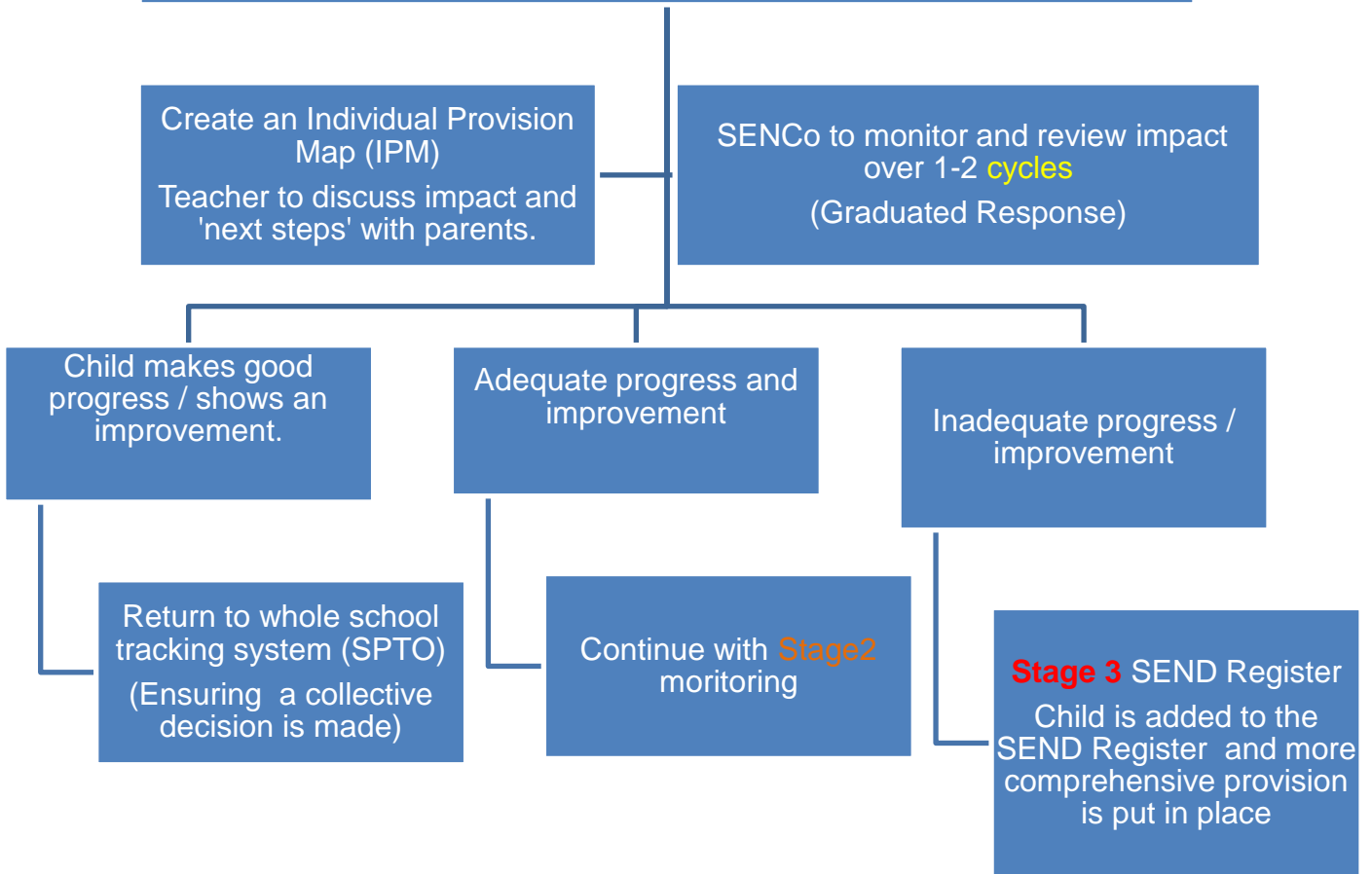


In order to support the **Local Offer** (which is the next stage in the process, a document detailing the entitlement of pupils within a mainstream setting has been published by the local authority. This states that the SEND Team must ensure that it follows the "Assess, Plan, Do & Review model" (Worcestershire County Council, 2014).

### **School's provision for children with identified SEND**

If a child continues to make little or no progress despite appropriate intervention and support, or is making progress only as a result of ongoing, higher level support, the child may be identified as having SEND. This identification process is carried out in close consultation with parents.

# The Monitoring Process



## Stage Three

After fully implementing the processes outlined above, if it is the opinion of the school, parents and of the professionals involved in Stage Two (known as The Graduated response) it may be that a Request for Assessment is considered by approaching the SEN Department at the local authority who will make a decision whether or not to carry out a statutory assessment for an Education, Health and Care Plan (EHCP) based on the evidence submitted by the school.



The Departments for Education and Health require the school to answer the questions below:-

## **WHAT SPECIAL EDUCATIONAL NEEDS ARE CATERED FOR AT FRANCHE COMMUNITY PRIMARY SCHOOL?**

In line with the Special Educational Needs Code of Practice 2014, provision for SEN can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

## **HOW DOES THE SCHOOL KNOW IF THE CHILD NEEDS EXTRA HELP?**

At Franche Community Primary School a child is identified as having SEND through a variety of different ways such as...

- Concern raised by class teacher.
- Concern raised by parent / carer.
- Liaison with a previous school or pre-school setting.
- Child identified as being below ARE (age related expectations).
- Concern raised by GP or Paediatric Team.
- Classroom assessments. (Language Link etc.)

## **HOW DO I RAISE CONCERNS IF I NEED TO?**

'Step One' would be to contact your child's class teacher about your concerns initially. If you feel that you would prefer to speak to a senior member of staff, appointments can be arranged with the SENDCo (Emma Lashford) or Safeguarding Lead (Mrs Packwod) or the Headteacher (Mrs V Weddell-Hall OBE).

School contact details are provided at the start of this report.

## **A. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

### **HOW WILL THE CURRICULUM BE DIFFERENTIATED FOR MY CHILD?**

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a range of different levels of work set for the class, however on occasion this might be individually differentiated.

Children with SEND will be provided with relevant resources, support time and an individualised learning programme to support their specific needs.

### **WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?**

The class teacher and teaching assistant will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area of learning and well-being.

Our Headteacher, Deputies and SENDCo oversee the progress of any child identified as having SEND to ensure that he/she achieves their potential.

There may be a TA/ HLTA (Teaching Assistant/ Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to you as parents when support begins, as part of your child's tailored programme of learning and recorded on the IPM.

The class teacher and SENDCo will discuss your child's needs and plan the appropriate support needed.

Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats and coloured overlays (which may help children presenting with Dyslexic tendencies)

The SENDCo reports to the Head Teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

The Chair of Governors and the governor responsible for SEND meet regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA information on SEND matters.

The governors agree priorities for spending within the SEN budget, including Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

### **WHO WILL EXPLAIN THIS TO ME?**

The class teacher will meet with you (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving.

Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.

An appointment can be made with the SENDCo to discuss support in more detail if required.

IPMs (Individual Provision Maps) will be shared with you and your child (age appropriate) throughout the year.

## **B. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

### **WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- Franche is an inclusive school that prioritises every child's emotional and spiritual development – *"This is an exceptionally nurturing school."* (Ofsted, 2015)
- The class teacher has overall daily responsibility for the pastoral (well-being), medical and social care of every child in their class
- The school has members of staff who are licensed THRIVE practitioners. THRIVE is a systematic approach to early identification of emotional developmental needs in children so that differentiated provision can be put in place quickly by the adults working most closely with the child. It is preventative, reparative, pragmatic and easy to use.
- The Head Teacher and Senior Leadership Team have prior experience of nurture group work.

## **HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines. Parents can request a 'hard copy' of this policy from the school office;
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A consent form must also be completed by the parent stating the time of the last dosage. Medicines must be handed into and collected from the school office;
- On a day-to-day basis, the administrative staff oversees the administration of any medicines. Another member of staff will always witness any administration of medicines;
- Members of staff have regular training and updates on conditions and medication affecting individual children, so that staff are able to manage medical situations appropriately;
- The vast majority of staff hold first aid qualifications, which are updated regularly.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

The school also accesses an Early Intervention Family Support worker from the Wyre Forest and Hagley Project (WHP) The WHP worker holds regular drop in sessions at school.

## **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

The school has adopted behaviour and exclusion policies. If a child has significant behaviour difficulties, a Pastoral Support Plan (PSP) is drawn up in collaboration with school staff, parents, and where appropriate, external professionals to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons for the behaviour.

The school works closely with the Behaviour Support Team who provide training as deemed appropriate e.g. Team Teach. In some instances, the school may draw on additional resource provision e.g. the local Pupil Referral Unit (BEACON)

The school has adopted an Attendance policy which is available on the school website

Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Service, and /or the Education Investigation Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the class rewards, termly rewards and the presentation of certificates.

Behaviour and Exclusions are overseen by The Senior Leadership Team. Only the Head teacher can make the decision to exclude.

## **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

Children who have Individual Provision Maps (IPMs) or Pastoral Support Plans (PSPs) are invited to discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversations.

If your child has a Statement or Educational Health Care Plan (EHCP) their views will be sought before any review meetings (age appropriate). Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.

All children are provided with the opportunity to stand for the School Council or Eco-Committee as well as hold other positions of responsibility, by their class or teachers. The child's class and / or teachers then vote for these positions.

### **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- Our school has a county adopted accessibility plan.
- All areas of the school are accessible by wheelchair with the use of lifts and ramps provided as alternatives to stairs/steps. Designated Disabled parking bays are available on the school car park. Accessible toilet facilities are available throughout the building.
- The lower school also has a wet room.

### **HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?**

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon etc.
- The SENDCo reports to the Head Teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets every half term with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

### **HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?**

- By reviewing the children's targets on their IPM's and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.
- By ensuring that the child is making progress academically against National/ Age Related Expectations (ARE) and that the gap is narrowing between them and their peers.

### **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

You are welcome to make an appointment to meet with either the class teacher and/or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.

Every child has a Home-School diary / Reading Record where parents and school can communicate in an 'informal' written form. These books are checked by school staff as often as possible.

Opportunities for family learning activities are provided throughout the year e.g. Topic Workshops, Maths Investigation Workshops, Phonics Workshop and Stay and Share sessions.

Your child may have an Individual Provision Map (IPM) which will outline their individual targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents of SEN pupils are invited to participate in learning conversations twice a year.

When your child's IPM is reviewed, comments are made against each target to show what progress the child has made.

If your child has complex SEND, they may have a Statement of SEN or Education, Health and Care Plan (EHCP). In such instances, you will be invited to a formal meeting to discuss your child's progress and a report will be written at least annually.

### **HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

As a school we track and analyse the children's progress in learning against age related expectations on a half-termly basis.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry in Reception through to Year 6, using a variety of methods. Please ask the school if you require any further details.

By regularly reviewing children's targets on IPMs and ensuring that they are being achieved and also through verbal feedback from the child and adults working with them to build a wider picture of progress.

Pupil Progress Meetings are held each term between each class teacher and the Head Teacher or Deputy Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

At Franche Community Primary School, we carry out a Language Assessment (Language Link) on all our children upon their entry to Reception. Children with language difficulties are re-assessed at key points to enable us to monitor their progress and implement the required support

Where specific needs are apparent, the school has access to a range of specialist support agencies which can explore a child's difficulties in more depth. (For example, the Learning Support Team and Educational Psychology service)

The Head Teacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENDCo and makes monitoring visits to the school. They also report back to the Governing Body.

### **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of extra-curricular clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

Some children find the lunchtime period challenging. Each child's needs will be considered on an individual basis, and provision made accordingly.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

We encourage all new children to visit the school before they start attending Franche.

For children starting in Reception, the Head teacher and Early Years Phase Manager holds a meeting for parents in the summer term before their children attend Franche.

A transition form is sent to all pre-schools and other schools before children transfer to Franche Community Primary School. The Reception Class Teachers visit all the children's previous nursery or school settings and also arrange a home visit to take place in the first week of the autumn term in order to help children, parents and staff to get to know each other, establish routines and have a fuller picture of the child.

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed at the earliest point to ensure support is planned appropriately. We can create 'social stories' with/for children if transition is likely to prove challenging.

If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools. Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

At any point where a child with SEND is preparing to leave our school, we can arrange additional visits for the child to the next school to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition and we welcome and participate fully in these opportunities.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

Staff at Franche have developed a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The school has established a whole-school approach designed to support children with individual needs e.g. visual timetables, individual workstations etc. which are used to meet children's needs.

As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:

- Behaviour Support Team and Learning Support Team;
- Health services including: GPs, CAMHS, Clinical Psychologist, Paediatricians, Speech and Language Therapists, Occupational and Physiotherapists.
- Children's Services including: Early Help teams, Social Workers, Educational Psychologists and Specialist Advisory Teachers.

## **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

Some TAs are deployed in classes to support children on a 1:1 or small group basis on targeted tasks. We look to ensure that we have a variety of skills among our staff body in order to enable us to support children in the best possible way.

The specific training held by support staff includes: *Team Teach, Social Story training, Autism Awareness and Attachment training, Speech and Language training, Read Write Inc, Dyspraxia, Phonics and Rapid Reading.*

The school also operates an internal training programme for support staff, facilitated by key members of staff. Whole group sessions or bespoke support based upon the needs of both children and staff are timetabled when needed.

## **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

General information relating to SEND can be found on the school website within the SEND policy. This can be found on the policy page of the school website.

For more specific queries, you should discuss matters with your child's class teacher in the first instance as in Stage One. It may then be appropriate to discuss further with the SENDCo.

The school has a complaints policy which is available on the policy page of the school website.

SENDIASS – Special Educational Need Information, Advice and Support Service (formerly Parent Partnership) which has expertise and local knowledge of SEN issues.

[http://www.worcestershire.gov.uk/downloads/file/4209/sendiaass\\_leaflet](http://www.worcestershire.gov.uk/downloads/file/4209/sendiaass_leaflet)

## **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

As this is a local authority maintained school, parents should approach School Admissions Worcestershire-include LA website link which will take parents to the Babcock site) and the school office on 01562 751 788 or email [office@francheprimary.worcs.sch.uk](mailto:office@francheprimary.worcs.sch.uk)

## **SEN INCLUSION WITH BEHAVIOUR FOCUS**

The behaviour of pupils in school has a real impact on children's education and achievement. It is sometimes more difficult for school staff to develop positive relationships in school with children who have SEN or additional needs, such as those with speech and language difficulties, autistic spectrum disorders and /or social, emotional and behavioural difficulties. For these children it is very important that school staff work with parents and professionals to identify and meet children's needs so that difficulties in communication, learning and behaviour can be addressed without delay. It is especially important for schools to prevent behavioural difficulties through the use of agreed policies, teaching and learning approaches and supportive action.

This information report will be continually reviewed with staff, parents of children with SEN and Governors in-line with changes to policy and practice, both nationally and locally)

You might also wish to visit the following websites:

Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <http://worcestershirelocaloffer.org.uk/>

Special Educational needs and Disabilities information advice and support service  
<http://www.worcestershire.gov.uk/info/20208/sendiaass>

Contact IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk/](http://www.ipsea.org.uk/)