

The Federation of Heathfield and St Francis Schools



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Executive Headteacher
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STATUTORY POLICY

The Federation of Heathfield and St Francis Schools SEN Policy and Information Report

Policy by: Executive Headteacher

Date: October 2020

Signed: *Chris Mowat*

Chair of Governors

To be reviewed: October 2021

This policy is underpinned by the United Nations Convention on the Rights of the Child.

The articles relevant to this policy are;

Article 3 – The best interests of the child must be a top priority in all things that affect children

Article 6 – Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community, Governments must do all they can to provide support to disabled children.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

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1. AIMS

Our SEN policy and information report aims to:

- set out how our Federation will support and make provision for pupils with special educational needs (SEN); and
- explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

If you would like any more information about our schools, please do not hesitate to contact us:

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You are welcome to visit either school. Visits can be arranged via the school office.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities; and
- the Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. ROLES AND RESPONSIBILITIES

4.1 The SENCO

As the Federation is comprised of two Special Schools the role of SENCO is not as easily defined as within a mainstream school. As a general guidance the duties of the SENCO are undertaken or overseen by the Head(s) of School.

They:

- work with the Executive Headteacher and Governors to determine the strategic development of the SEN policy and provision in the school;
- have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN (all pupils have EHC plans);
- provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- advise on the graduated approach to providing SEN support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;

- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- work with the Executive Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements; and
- ensure the school keeps the records of all pupils with SEN up to date.

4.2 The Governors

The Governors will:

- help to raise awareness of SEN issues at governing board meetings;
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this; and
- work with the Executive Headteacher and Head(s) of School to determine the strategic development of the SEN policy and provision in the school.

4.3 The Executive Headteacher

The Executive Headteacher will:

- work with the leadership team and Governors to determine the strategic development of the SEN policy and provision in the school; and
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class Teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the senior leadership team to review each pupil's progress and development and decide on any changes to provision; and
- ensuring they follow this SEN policy.

5. SEN INFORMATION REPORT

5.1 The Kinds of SEN that are provided for

Our Federation currently provides a provision for pupils aged between 2 and 19 across two schools – Heathfield and St Francis, with a range of needs, where the primary needs is either Moderate or Severe/Profound and Multiple learning difficulties, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Consulting and Involving Pupils and Parents/Carers

We believe that we can best meet the needs of individual children by working closely with parents/carers. We believe that good communication between the school and the home is essential. We aim to develop an effective and sustainable long-term partnership. We believe that an informed and supportive parent body will help raise standards and help children achieve their full potential.

We aim to develop partnerships between parents/carers and staff which are based on mutual trust and respect and which promote the sharing of information and knowledge for the benefit of the children in our care. We aim to work together collaboratively, with a shared agenda and common sense of purpose in order to improve outcomes for all children.

Effective communications enable us to share our aims and values through keeping parents/carers well informed about school life. This reinforces the crucial role that parents/carers play in supporting the school in educating their children. We communicate through a range of different strategies. Some of our communications are a result of a statutory requirement, others reflect what we believe is important to our school.

Please see our Communication with Parents and Carers Policy for further information.

We share information in the following ways:

Curriculum Updates

Parents/carers can access information through the schools' websites or by contacting staff directly.

Annual Reports

Each year we provide a written report to parents/carers on each pupil's progress in all areas of the National Curriculum, where appropriate. This report also identifies areas of strength and areas for further development.

Consultation Meetings

Parents/Carers have the opportunity to meet with teachers, therapists, care staff and senior leaders each term to discuss progress, celebrate successes, and to identify how parents/carers can support their child at home. Parents are able to look at their child's work during these meetings.

Annual Review of EHCP

This is a meeting to determine whether or not the EHCP should be maintained and remains appropriate. The pupil's progress against educational targets and outcomes is the principal

criterion and provides the basis for discussion about the provision required to meet the individual's needs. Detailed reports are written for this meeting by all professionals.

Individual Education Plans (IEPs) / Personalised Learning Goals (PLGs)

These are set following the annual review and are based upon targets set at the meeting. They are reviewed and revised regularly and parents/carers are updated on progress as part of the termly consultation meetings.

Newsletters

These are sent home and placed on our websites at the end of each half term and keep parents/carers and other stakeholders informed of news and events about the school.

Letters

Individual staff members will send letters from time to time to inform parents/carers of planned visits/outings etc.

Day to Day Contact

We encourage parents/carers to first discuss any concerns or issues about their children with the class teacher. The class teacher will liaise with other staff as and when necessary. Parents/carers can make contact via a Home-School book or by telephone before and after school.

Home-School Liaison Book

These are designed to help ensure meaningful two-way communication about events, behaviours and home learning etc. Comments should be positive as far as possible and the class teachers determine the frequency of completion.

Celebrations/Festivals

We encourage parents to attend coffee mornings, open days, performances and festivals to celebrate the work of the children.

Arrangements for Consulting with Pupils and involving them in their Education

All children in our school are treated with dignity and respect. The Federation aims to fully personalise the curriculum for each pupil in order that they can access and experience success throughout their school life.

The two School Councils enable pupils to contribute and decide on aspects of school life relating to their needs. In addition, pupils take part in the selection process of all staff by interviewing them and making recommendations to the selection panel.

The assessment and annual review process of statements of SEN and EHCP includes the choices and views of pupils. Where possible, pupils are encouraged to think of their own targets as part of this process.

5.3 Assessing and Reviewing Pupils' Progress Towards Outcomes

Assessment of skills, knowledge, behaviour and attitudes is vital if we are to identify

pupils' individual needs and plan their future learning.

This enables us to:

- recognise achievements and identify strengths and weaknesses in particular environments and situations, in order that appropriate help and support can be provided;
- ensure continuity and appropriate progression for each pupil;
- help in monitoring the effectiveness of teaching and learning;
- fulfil current legal requirements both for the National Curriculum and the school curriculum, and
- further inform school improvement.

Assessment involves measuring performance against certain criteria. To ensure consistent standards (moderation), all staff will need to know and understand the precise meaning of these criteria.

Assessment and Recording Systems

- Early Learning Goals in Early Years Foundation Stage.
- Annual target setting based on a personalised formula and measured against progress measured in B Squared Connecting Steps / Evidence for Learning.
- Asdan Programme and Qualifications.
- Individual Education Plans (IEPs) / Personalise Learning Goals (PLGs)
- Therapy assessments and progress towards achieving outcomes in individual programmes.
- Attendance.
- Evidence of current levels through work scrutiny and moderation.
- Annual reading age assessment where applicable.
- Behaviour through Behaviour Management Plans and incident forms.
- Pupil Premium trackers (tracks effectiveness of pupils in receipt of pupil premium).

Reporting to Parents

- Annual Review reports which include comprehensive reports on all educational subjects, therapy progress and life skills progress
- End of year report
- IEPs/PLGs with report of progress and new targets set
- Parents' / Carers' consultation meetings
- Home – school communication diaries
- Telephone calls
- Home visits.

5.4 Supporting Pupils Moving Between Phases and Preparing for Adulthood

If a pupil leaves either of the schools all his/her records are sent on to the next provision. These records will be sent within two weeks of a request for records being received. If for any reason the school is not given the address of the receiving school, or no request is

forthcoming, the appropriate Local Authority's Education and Inclusion team is informed, so that the pupil's whereabouts can be traced.

St Francis works closely with our Post 16 pupils to ensure that the pupils' best interests are considered when making decisions on future provisions and, as far as possible, along with their parents/carers, are fully involved in the decision making process. Staff work closely with receiving provisions to ensure they have a detailed understanding of the pupil's needs. Staff spend time preparing pupils for interviews at future provisions and where possible, accompany them at interviews.

5.5 Our Approach to Teaching Pupils with SEN

The Federation offers a differentiated and personalised approach to learning. Pupils access the curriculum at a level appropriate to meet their needs. Pupils are grouped according to age, stage and general ability, which results in classes ranging for six to fourteen pupils.

5.5.1 Additional Support for Learning

In addition, in conjunction with the NHS and the Local Authority Communication and Interaction Team we offer comprehensive and fully integrated speech and language therapy, occupational therapy and physiotherapy. These professionals undertake individual, group and class work around improving social, communication, sensory, motor and life skills.

5.5.2 Expertise and Training of Staff

The Federation is a learning environment for both staff and pupils/pupils. Staff are keen to continue to develop their range of skills within the field of special educational needs. The Federation Improvement Plan and the individual School Improvement Plans outline areas for development and the training schedule relates directly to this. In addition, senior and middle leaders have action plans that are associated with their additional areas of responsibility, which again link directly to the School Improvement Plans.

The training schedule is developed with the intention of meeting the needs of all staff.

5.5.3 Facilities and Equipment

The following facilities are available across the Federation:

- hydrotherapy pool;
- swimming pool;
- ICT suites;
- food technology rooms;
- art room;
- music room;
- sensory integration / OT rooms;
- speech and language facilities;

- OT equipment throughout the school;
- outdoor classroom and learning areas;
- sports field;
- minibuses; and
- small libraries.

5.5.4 Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- reviewing pupils' individual progress towards their goals each term;
- reviewing the impact of interventions after specific number of weeks;
- using pupil questionnaires;
- using parent/carer questionnaires;
- rigorous monitoring by the Senior Leadership Team; and
- holding annual reviews for pupils with EHC plans.

5.5.5 Support for Improving Emotional and Social Development

This aspect of learning is as important as cognitive development. To facilitate this the Federation works with/employs Speech and Language Therapists and Occupational Therapists who undertake individual, group and class work around improving social, communication, sensory, motor and life skills.

The Federation has an onsite school nurse (based at St Francis) and pastoral staff.

The Federation works in close partnership with CCAMHS making referrals where necessary, and regularly liaising for general advice and guidance.

5.6 Working with Other Agencies

We have a wide range of staff working together across the Federation to support the children and their families:

Employed by the Schools:

- Education staff - teachers, learning support assistants and higher level teaching assistants
- Admin staff
- Site management staff
- Pastoral staff

The following externally employed professionals, where required, work alongside staff to ensure pupils' needs are met:

- School nurse
- Community nurses
- Physiotherapist
- Occupational therapists

- Speech and Language Therapists
- Paediatricians
- Learning Disability Team (social care)
- CCAMHS
- Educational Psychologists
- Social Services

Transport to and from school is organised by the Local Authorities.

6. COMPLAINTS ABOUT SEN PROVISION

The Federation aims to provide a high quality education and service for all its pupils. Complaints and concerns regarding provision are treated seriously and are seen as a constructive part of school development. The Federation has a Complaints Policy available for further information (available on the school websites).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that any school or local authority has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

7. THE LOCAL AUTHORITY LOCAL OFFER:

Our local authority's local offer for pupils with SEND is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

8. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

10. USEFUL / FREQUENTLY ASKED QUESTIONS

How does your education setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?

If your child comes to the Federation they will already have been identified as having special educational needs. They will already be known to health professionals, portage or the Local Authority because of their special needs and medical conditions or receiving support from any of these professionals they may recommend us to you.

All referrals and admissions are dealt with by the Local Authority special needs team.

If your child comes to us in the nursery we will assess their needs and request a statutory assessment. If your child is coming from another setting they are likely to have an Education Health Care Plan (EHCP) already in place.

How will the education setting staff support my child / young person?

Teaching and Learning

At the Federation teaching and learning is adapted to meet the pupil's personal development needs. It is a highly modified and adapted National Curriculum. Each pupil has their own personalised learning pathway. The starting point is the child and their specific learning priorities. Skills are broken down and taught in small learning steps. Learning is tailored to your child through personal learning goals. Targets and outcomes are negotiated with parents/carers, the school staff and other professionals. Children are encouraged to learn in the style that motivates them. Our specialist curriculum is effective because we believe that children and young people learn when they are fully engaged and having fun.

If your child comes to the Federation they will benefit from a dedicated and devoted staff team who are trained in specialist approaches. Our staff ratios are high and your child will be in a class with a teacher and a number of learning support assistants. Class sizes are very small.

Health Support

- We have a qualified nurse on site at St Francis for the majority of the time.
- Staff are trained to undertake a wide range of medical and care procedures.

Therapy and Social Care Support

The Federation is committed to working in close partnership with health and social care professionals. Your child will benefit from a multi-professional approach to meet their needs. Many clinics and social care meetings are held in school.

- We have NHS physiotherapists and occupational therapists in school each week.
- We also have three Speech and Language Therapists who visit each week.

These professionals devise therapy programmes which our experienced class staff deliver.

Sensory Support

We work closely with the Teacher Advisory Service for sensory needs.

If your child has an additional need such as a hearing or visual impairment we will arrange for

the Hampshire teacher advisers to visit, assess their needs and provide advice to the school.

Communication Support

Communication needs will be supported and will be met by the schools working in close collaboration with the therapists. In addition, there is a member of staff who has received specific training for AAC and has responsibility for this across the Federation. Your child will be assessed for a range of high and low tech approaches to support their communication including Eye Gaze and symbol based communication systems. We also use Makaton (signing system) and PECS (Picture Exchange Communication System), Body signing and Objects of Reference to support learning.

If appropriate an AAC (Augmentative and Alternative Communication) assessment and intervention will be provided.

Behavioural and Emotional Support

All pupils will be given the emotional support they need to be safe and comfortable in school. Individual Behaviour management programmes and plans will be in place for children who require additional support. These will be developed with the parents/carers.

How will the curriculum at your education setting be matched to my child / young person's needs?

We are fully inclusive schools and offer a wide and varied curriculum which will be tailored to your child's needs through personal learning goals' targets and outcomes.

Every pupil has a personalised learning pathway.

Class teaching, small group teaching and individual work ensures a flexible approach in meeting your child's needs.

Any barriers to learning are identified and strategies put in place to reduce them. We have exceptionally high expectations of all our learners and all staff have a 'can do' mind-set.

Staff are experienced in working with children who have a range of complex needs. We use ICT equipment in each class to support learning. We will match the approach and equipment to meet your child's learning needs. We have a vast range of computer access equipment including switches, touch screens and Eye Gaze.

We use a wide range of specialist approaches and adapt these to meet individual needs: These include PECS (Picture Exchange communication System), Makaton (Signing system) and some TEACCH methods (Treatment and Education of Autistic and related Communication for Handicapped Children; this is a very structured approach).

We believe in praise and building self-esteem by celebrating achievement. Your child's learning will be monitored by the class teacher and staff, their progress celebrated within class through praise and in school assemblies in which we present achievement certificates, which are related to the school values.

We make extensive use of the creative arts and play activities to motivate pupils.

We adapt our approaches to meet the changing needs of the pupils as they go through the key stages. Each department has a leaflet which can be seen on our website. Pupils in key stage 4 and Further Education undertake a range of accredited courses via ASDAN (Award Scheme Development Accreditation Network).

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

We encourage regular contact with parents/carers and recognise the expertise they have with regard to their children. We use a daily contact book and phone calls to ensure parents are aware of their child's day to day progress. You are welcome to contact the class teacher to discuss your child's progress.

The SHIP (School Home Integration Programme) has a member of staff who can support families with care, behaviour and education in the home.

In addition to monitoring your child's progress we will write personal learning goals and share them with you. We have regular multi professional team meetings and our end of year school reports and Parents/Carers Consultation Evening will tell you about your child's academic, physical and independence skills progress. In addition your child's progress will be discussed in their EHCP Annual Review meeting.

We use a variety of measures to assess and monitor each child's progress. These include levels of learning, Impacts, personal learning goals, accreditation, teacher assessment and general observation. Annual targets are set for each pupil, which are monitored termly.

Other ways in which progress is recorded are:

- Evidence folders with photographs and comments
- Video and photographs
- Written accounts
- Communication Assessments
- Pupil's learning

What support will there be for my child / young person's overall wellbeing?

We pride ourselves on being caring and friendly schools. Children at the Federation are happy and they feel safe. We are small schools and staff know and enjoy being with the children.

This positive rapport with children creates a nurturing environment which is engaging and fun. As a Federation we will encourage your child to develop their life relevant and self-help skills, confidence, self-esteem and independence.

We have a high adult to child ratio and so there is always a friendly ear or observant member of staff to address any of your child's concerns.

We have two school councils which give children a say in many aspect of school life. They meet regularly and are made up of voted members from each class. There is also at least one representative from this group who attends Campus Council meetings.

Many of our children have intimate care needs and we ensure that these are met sensitively in hygiene rooms that provide privacy and the equipment necessary to ensure children are safe. We have an intimate care policy. We understand that toileting is an important part of school life and ensure the children's dignity is maintained at all times.

Class staff take pastoral responsibility for your child along with the School Nurse and/or designated pastoral staff. Staff will always contact you if there are any concerns. The Federation has three Designated Safeguarding Leads (DSLs) and four deputy DSLs to ensure any welfare concerns are monitored and appropriate action taken.

How does your education setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?

All children at the Federation have moderate, severe or profound and multiple learning difficulties.

Your child's needs will have already been identified. Other professionals and the Local Authority will help advise you on which school will best meet your child's needs. They may recommend that you visit us to find out more about our schools and we would welcome the opportunity to meet with you to look around the school. You are welcome to bring your child with you. Some people find it useful to bring a friend or family members with them on the visit.

The size of each school and the ratio of staff to children ensure that all children are monitored closely. When any issues or concerns are identified they are dealt with quickly. Parents/carers are informed and involved in any concerns.

What specialist services and expertise are available at or accessed by your education setting?

We have a number of professionals working at the Federation to support school staff and your child.

NHS Nursing Service helps to support the medical needs of the pupils. We have regular clinics which run from the school, such as wheelchair clinics, orthotics clinics and Paediatrician clinics.

If your child has a visual or hearing impairment they will be visited by the appropriate Special Teacher Advisor to ensure that the school has in place what your child needs.

The NHS Physiotherapist and Occupational Therapist are in St Francis school each week.

We have a NHS and a Hampshire County Council Speech and Language Therapist (SLT) in each school. They cover aspects such as feeding and dysphagia along with speech development work. They visit on a review and appointment basis as need requires and will assess your child's speech, language and communication needs.

The Educational Psychologist (EP) carries out assessments for the initial EHCP process and, also advises in specific cases as required.

What training are the staff supporting children and young people with SEN and Disabilities had or are having?

All the staff at the Federation are highly experienced in working with children who have complex learning difficulties. Regular training is carried out and additional training is provided if a need is identified.

All staff receive core training in child protection, moving and handling, Team Teach (positive strategies for managing behaviour), emergency medication and therapy programmes. We provide on-going training in communication and staff are involved in curriculum development and school improvement priorities. Development and improvement plans are in place for all staff as we continually strive to raise standards.

How will my child / young person be included in activities outside the classroom including school trips?

We have a number of adapted minibuses and a people carrier, and the staff who drive them are trained under a Hampshire approved driving scheme. Children regularly go on school and class trips. The activities we plan will take into consideration your child's learning and physical difficulties.

Although we pride ourselves on being inclusive, outside providers may not have the equipment or expertise needed and we tailor some activities to the children. In such cases we look closely at what alternative can be provided for your child to ensure they have an enriched curriculum.

We have a hydrotherapy pool on site at St Francis and a small swimming pool at Heathfield.

Pupils may access a local swimming pool throughout their time in school.

We have an extensive programme of activities and visits across the Federation:

- Boating including katanuing and paddleboarding
- Work awareness and work placements, where appropriate
- Use of outside grounds
- Weekly class bus trips which are connected to topic themes, ASDAN work and independence and personal development
- Swimming
- Visiting different spaces – large, small, quiet, atmospheric differences
- Theatre visits
- Cinema visits
- Visits to local shops and facilities
- Residential trips
- Activities at the Peter Ashley Centre – climbing, bushcraft, archery (St Francis)
- Specialised visitors from outside
- Specialist teachers – dance/drama

How accessible is the education setting?

If your child uses a wheelchair (manual or powered) or a walker they will find the school building fully accessible.

If your child requires positional changes and opportunities to get out of their wheelchair this will be facilitated by trained staff and classes, the sensory room and other areas of the school have either overhead hoists or the use of a mobile hoist.

Each classroom has access to adapted toilets with overhead hoists and changing beds.

Additional equipment will be provided if these facilities need adapting for your child's needs e.g. a toilet support frame for weight bearing children.

The grounds are fully accessible for children in wheelchairs and for those using walkers.

How will the education setting prepare and support my child / young person to join the education setting, transfer to a new education setting or the next education stage and life?

If your child is in the nursery we will work with you in applying for an EHCP. Once this has been completed your child may stay on with us in Year R and continue through the school unless a different setting is agreed. By this time the school will be well known to you.

If your child stays with us we will arrange a transition into each key stage.

At the age of 14 a transition review will take place. This will look at the options post 16.

If appropriate, at St Francis pupils can stay on to the age of 19 and attend Jo Collet House (our Post 16 Provision).

The school staff work closely with school leavers and their parents/carers to enable a smooth transition into the next phase of education or adult placement.

How are the education settings resources allocated and matched to children and young people's Special Educational Needs and disabilities?

Our most valuable resource is our skilled staff and we maintain a high staff ratio to ensure all children make the best possible progress in a happy, safe and positive environment.

Your child will benefit from small class sizes and resources such as our soft play room and sensory room. The Federation has a range of communication equipment which can be used with your child.

If your child requires equipment our therapists will assess their needs. Through regular internal class reviews and progress meetings with therapists we will ensure that the best equipment is provided to meet individual needs.

We welcome an open dialogue with parents/carers and will meet or contact you if we need further information. We also appreciate parents/carers keeping in touch with us to ensure a dialogue is on-going regarding meeting individual needs.

How is the decision made about what type and how much support my child / young person will receive?

These decisions are based on continuous monitoring and assessment. Regular meetings ensure unmet needs are identified and we then take steps to address these needs. If you have concerns regarding your child we would encourage you to contact us at the earliest possible time to ensure we address them.

Our approach to support is based on small classes and high staff ratios. On entry, speech, language and communication, occupational therapy and physiotherapy needs are assessed and equipment and support arranged as required. The majority of therapy input takes place in class within general learning activities and is managed by the class teams. This means children continue to be involved in class activities and enjoy joint therapy sessions with their friends.

In addition, for pupils who require additional communication, we run individual sessions and speech and language groups.

How are parents/carers currently involved in your education setting? How can I be involved?

You are welcome to visit or contact either school at any time. If possible, make an appointment to make sure that your child's class is on site and that staff are available. The Executive Headteacher or a member of the Senior Leadership Team will always be available during term time.

You will be involved and included through the EHCP process, and daily contact through the school-home link book. Your child's teacher will contact you if there are any aspects of the child's day they need to discuss. We will also encourage you to contact us with your concerns and to pass on any information that the class may need.

You will be welcome to come to our school events such as performances, sports days, Harvest Festival and the occasional tea party or school picnic.

We have a Friends of the Federation group which fund raises for us and you are welcome to join this. We also have a Governing Body that sometimes has vacancies for parent governors.

We send home a fortnightly Federation Newsletter with information and photographs of class and school events and activities.