

St. Francis School Special Educational Needs (SEN) Information Regulations

.....every child matters, every moment counts.

This SEN information report is a new duty on schools under section 69 of the Children and Families Act 2014. From September 2014 all schools have to publish this report on their website. At St. Francis School we have consulted with governors and parents in writing this report. It tells you about our school and how we can meet the Special Educational Needs of our pupils. If you would like more information about our school, please contact us and you will be very welcome to come along for a visit.

Who to contact to discuss how SEN are met at St. Francis School:

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OVERVIEW OF ST. FRANCIS SCHOOL

St. Francis is an all age special school for children aged between 2 and 19 with severe learning difficulties or profound and multiple learning difficulties. Many of the pupils have additional sensory, physical, emotional, behavioural and communication needs. A number of children's need fall within the autistic spectrum. We have considerable expertise in meeting all these needs.

St. Francis is Federated with Heathfield School, which is an MLD provision for pupils aged 4 – 11 with moderate learning difficulties.

St. Francis School Local Offer

This document details all aspects of the school provision for Special educational Needs. Key questions are listed followed by answers.

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 St. Francis School 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 St. Francis School 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 St. Francis School 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 for the majority of the time.
- Staff are trained to undertake a wide range of medical and care procedures.

Therapy and Social Care Support

St. Francis School 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.
- We currently purchase sessions from a private occupational therapist to lead in sensory integration.

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 a fully inclusive school 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. This is one of the strengths of the school.

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. Students

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 a caring and friendly school. Children at St. Francis School are happy and they feel safe. We are a small school 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 school 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 a school council which gives 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. Staff will always contact you if there are any concerns. The school has a Designated Safeguarding Lead (DSL) and three 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 St. Francis School have severe learning difficulties 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 the school 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 the 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 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 school 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 school each week.

We have a NHS and a Hampshire County Council Speech and Language Therapist (SLT). 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.

We purchase sessions from an occupational therapists to advise on Sensory Integration programmes.

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

All the staff at St. Francis School 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 (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 two 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.

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

We have a hydrotherapy pool on site.

We have an extensive programme of activities and visits:

- Boating including katanuig 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 for post 16 pupils and Key Stage 4
- Activities at the Peter Ashley Centre – climbing, bushcraft, archery
- 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, 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 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 school 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 and will meet or contact you if we need further information. We also appreciate parents 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 currently involved in your education setting? How can I be involved?

You are welcome to visit or contact the 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 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 St. Francis School 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 half termly newsletter with information and photographs of class and school events and activities.

Who can I contact for further information?

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

Our website contains further information <http://www.st-francis.hants.sch.uk>
