



St John and St Francis Church School

Westonzoyland Road
Bridgwater
Somerset
TA6 5BP

Headteacher Mr Duncan Gordon

SEND Information Report

SEND provided for at St John and St Francis Church School

St John and St Francis Church School is proud to be an inclusive and safe learning environment for all children. We work with a range of external agencies to provide the best learning opportunities we can for children with a wide variety of additional needs.

For children who have social and emotional difficulties we have a trained Emotional Literacy Support Assistant (ELSA). She works alongside the SENCo and Parent and Family Support Advisor (PFSA) to help those children develop their awareness and ability to manage their emotions, and their social skills and provide wider support to families.

For children with Speech, Language and Communication difficulties, we work alongside the NHS speech and language therapists in delivering therapy sessions based around a given care plan. This is overseen and reviewed by NHS specialists at least once a year, and they come in to train and support school staff in delivering these sessions.

For children with fine or gross motor control difficulties we work alongside Occupational Therapists in delivering sessions based on the care plan. Again the therapists come in to support and train staff in these interventions. They also support families where a child has difficulties around sensory processing, and again would issue a care plan which school staff would implement throughout the school week.

If your child has a visual or hearing impairment, we may access advice on adapting the setting and our practice, as well as ensuring we have all of the right equipment from the hearing impairment or visual impairment support services.

Children with more complex medical needs may have specific support named for emergencies, and staff may be sent on additional training to ensure they are confident in administering medicines as appropriate and following other care and management plans.

If your child is having trouble accessing their learning and making progress their needs will principally be met through high quality, well differentiated class teaching, delivered by the class teacher who knows them best. If they are concerned that additional support is needed they may refer to the SENCo who may carry out some assessments. If these assessments highlight more complex needs then a specialist advisory teacher from the Learning Support Service may be invited in to give additional advice.

For children with more complex needs around both learning and behaviour, we might involve an Educational Psychologist.

All of these agencies would be brought in with your consent, and you would be a part of the process, meeting with them to give a detailed history and the current position at home for them to look at alongside the view from school. They would usually observe the child in class, meet with school staff, and may withdraw the child for some 1:1 work in order to get a full picture of them as a learner. Following this visit they would then produce a written





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report including recommendations for support in class, and suggestions for support at home. We would use this as the basis for the support we deliver in school.

School approach

We strive to support all children in developing independence alongside their academic skills, and as such, we tend not to allocate a 1:1 support worker to any child all of the time. For the majority of the school day, all children will work within their classes receiving high quality, differentiated class teaching by skilled and experienced members of teaching staff. Most classes have additional support staff in the mornings who may work with small groups of children, or if needed for certain sessions support individual children. In the afternoons small group and individual interventions will be carried out by both support and teaching staff, targeting children with difficulties in specific areas. These groups will change over time, and will not be limited to children on the SEND register. Every child will be encouraged to try independent tasks every day, but these will be carefully focused to be within the individual child's capabilities, as part of the high quality differentiation within every class.

SENCo details

The SENCo at St John and St Francis Church School is Mrs Suzanne Crane. She works full time, but due to teaching commitments is not always available. If you cannot reach her on the phone, the office will be able to help you make an appointment.

Staff training

We are constantly updating staff training. All support staff delivering intervention programmes receive full training prior to the interventions beginning, and whole staff training is delivered through INSET days in school, and training courses run by external agencies. In some cases, training will be delivered which is specific to the needs of individual children's needs, particularly in the case of medical issues.

Consultation

Consultation with children and parents plays a vital role in ensuring the accurate identification of and provision for each individual child's needs. Through the course of the school year, your child's class teacher and support staff will get to know them the best and will talk with them on a daily basis about a wide range of issues. In some instances the SENCo may also get involved in talking to individual children about their experiences in school and what could be done to improve them.

Parents are invited to Parents evenings in the Autumn and Spring terms, and a report is sent out in the Summer term. In addition to this, the SENCo or class teacher may ask to see a parent at a separate time to discuss specific issues. Parents can of course also request meetings with class teachers and SENCo if they have concerns about their child's learning.

If external agencies are involved in supporting the school in providing the best opportunities for your child, parents may also be called in to meet them to provide a detailed history and view of the current situation for that child.

If your child has complex needs, you may be invited to an Annual Review, along with external agencies, in order to review how the provision is meeting the need to date, and to plan the next steps for moving forward. This process includes consultation with children, although young children would not be invited to attend the meetings. Older children may





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be invited to attend part of the Annual Review meeting, if they would be able to cope with it – there are a lot of adults and it could be intimidating for them.

Effectiveness

The effectiveness of provision for children with SEND is being constantly monitored to ensure that it is effective as possible. This is done through discussions with children, observations in class of individual children, observations of intervention sessions, book and planning scrutinies and so on. External agencies work with staff delivering specialised interventions such as speech and language therapy or occupational therapy, in order to ensure that the staff delivering them have the right level of expertise and confidence.

External Agencies

We work closely with a range of external agencies in order to ensure we are meeting the needs of all children as fully as possible within a mainstream setting. These agencies include NHS provision from Occupational Therapy, Speech and Language Therapy and Physiotherapy in addition to education based advisors such as the Learning Support Service, Educational Psychologists and the Autism and Communication Support Service. We are also able to access support from the Physical Impairment and Medical Support service and hearing and visual impairment support services.

We would not contact any of these agencies without signed consent from parents.

This process usually involves a classroom observation, a meeting with school staff and a meeting with parents in order to give the advisor the most detailed picture possible of the strengths and difficulties of each individual.

Transition

Change is always challenging. For children with SEND this can be a cause for great distress and anxiety. We have a range of measures in place to support transitions between year groups and classes, including meet the teacher/transition afternoons prior to moving up in September.

For children entering their reception year this is a massive change. Those identified by Pre-Schools as having additional needs will have a School Entry Planning Meeting in the summer term. This would involve all of the professionals involved in supporting and advising the family and pre-school. At this meeting we set out the strengths and difficulties of the individual in order to plan for a smooth entry to school, ensuring that as many things are in place as possible in preparation for September.

For children moving from year 6 up to secondary school, the SENCo from the secondary school would meet our SENCo to discuss each individual child who requires additional support. We make recommendations for how they can best be supported and where their key areas of strength and need lie in order that the secondaries can plan in advance which staff they need and what programmes and support are required throughout the year group. If you have any concerns regarding transition to the next year group, your child's class teacher will be able to explain the process in detail.

Compliments, Complaints or Concerns

Your first point of contact will always be your child's class teacher – they are the people who work with them every day and have responsibility for planning and delivering lessons that meet the needs of all children. If you feel your concerns have not been fully





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addressed, you might contact the Special Educational Needs Co-ordinator (SENCO) to discuss your concerns in more detail.

If you feel the situation has still not resolved you could seek additional guidance from the Head Teacher (Mr Duncan Gordon), or the Chair or Governors (Mrs Yvonne Rouffet).

Additional information and advice

Somerset's County wide Local offer can be found at the following address:

Special Educational Needs and Disability Information, Advice and Support (SENDIAS):
(01823) 355578

