



Frenchay C of E Primary School

SEN Information Report 2023 – 2024

Our School

Our School Vision

At Frenchay C of E Primary, our core belief is that there are no limits to how much our children can achieve as we believe anything is possible. Through the Christian foundation of our school, twinned with a focus on the Christian values, our children thrive in an environment and a community where they belong, they learn to be the best person they can become.

Through our holistic, child centred approach we are inspired by God's love for us, we are a vibrant learning community who value history, empower all and work together to create limitless opportunities and lifelong learners.

What does this mean in practise? We aim to:

- Create lifelong learners who always challenge themselves and aspire to know more.
- As a vibrant learning community in which we '**belong**', we are ambassadors within our community at all levels, locally, nationally and globally. We ensure we are positive role models in all we do.
- By valuing history (both local and worldwide) we learn to reflect and evaluate in order to inform our future.
- By empowering all we build our resilience. This enables us to try new things, to try again when we don't succeed and learn from our mistakes in order for us to '**become**'.

Our vision encompasses all that we are and all that we want to be. Our future is going to change as we grow, as we welcome new pupils, parents/carers, governors and staff. The strength of our community combined with our vision and values will enable us all to:

- **Believe** in each other, faith, our community, our families and friends
- **Belong** to our community, our school, our families and faiths
- **Become** the best we can be.

November 2024 Information

Frenchay C of E Primary School currently has 193 children on role (November 2023)

There are currently 23 (12%) children on SEND register with a range of needs.

8 children have an EHCP (4%) and 15 children have a SEND Support Plan (8%)



Meet our SENCO



The SENCO is Mrs Gemma Morris.

If you would like to contact Mrs Morris, please call school on **01454 511 004** or email her at

gemma.morris@frenchayprimary.org.uk

Mrs Morris works on Tuesdays and Wednesdays.



Special Educational Needs

At Frenchay C of E Primary School, we support children with a variety of special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

Frenchay Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have 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.

(SEND Code of Practice 2015).

SEN is categorised into the following areas in the SEND code of practice:

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



Identifying and Assessing Need

At Frenchay, we work closely as a team and quickly get to know all children.

We formally assess all children's progress in reading, writing and maths three times a year.

If staff have a concern about a child, they will discuss these with parents/carers and the SENCO.

A child may then be placed on a monitoring register and we will carefully review their attainment and progress.

If the child continues to fall behind or make limited progress, in consultation with parents/carers, we will decide if they need to be placed on the SEN register and will invite you in for a meeting.

A Support Plan will be co-produced by the child, parents/carers, class teacher and SENCO. This is a profile of your child's strengths, interests and challenges that they may face day to day at school. It highlights strategies that can help with learning and ideas of how you can also help your child at home.

The Support Plan will contain short term targets and interventions or resources that will be used to help your child achieve those targets.

The Support Plan is reviewed and shared with you and your child three times a year. Support is provided using the Graduated Approach as identified within the SEND Code of Practice. This consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows.



Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

For some children, with more complex needs, an Education, Health and Care Plan may need to be applied for. We work closely with parents/carers, SEN professionals and the local authority if this need arises.

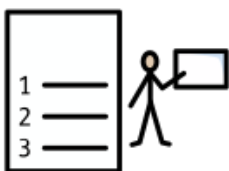


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.





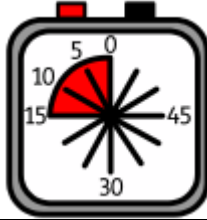



At Frenchay C of E Primary, all teachers are responsible and accountable for the progress and development of all children in their class including where children are accessing support from teaching assistants or specialist staff.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking

		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction
		
Calming activities	Sensory Circuits	

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent/Carer Consultations

At Frenchay C of E Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Parents/Carers are invited to attend 2 parent's evenings during the year. One in the Autumn term and one in Spring.

Teachers also write a formal end of year report for all children in the summer term.

If your child is identified as having SEND and has a Support Plan in place, you will also be invited to meet with your child's class teacher to review progress and update targets 3 times a year.

For children with an EHCP, they will also have an annual review meeting to review the outcomes of their EHCP in addition to the above meetings. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

In some instances, there may be additional support for a child transitioning from school to home though a home school link/diary put in place.

In addition to this, there are opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum.

Your child's class teacher or the SENCO can also suggest ways and strategies to help your child with specific areas of need including reading, writing, spelling, maths or social skills and emotional wellbeing.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children who have a Support Plan contribute to the process by sharing their views on their strengths and needs. They will also be asked what strategies and support they find useful.

Pupils with an EHCP will contribute their views as part of the annual review process and will be invited to attend part of the annual review meeting.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

Teachers and the Senior Leadership Team review progress in Pupil Progress Meetings and discuss next steps.

Staff meetings are used to discuss and share ideas to ensure up to date research and policy is in place.

We review children's individual progress towards their Support Plan targets at regular intervals, as a minimum every term.

We establish children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

We ask our children if they feel the adjustment or intervention is helpful and makes a difference.

The Senior Leadership Team and SENCO monitor the impact of interventions.

We regularly use tracking tools to update targets and measure progress.

We hold termly reviews for children who have an Education Health and Care Plans, Support Plans and those requiring specialist support.

We hold annual reviews for children with Education Health Care Plans.



Staff Training

At Frenchay C of E, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.













When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.





The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

We also have access to training provided through the cluster for a wide range of SEND.

Below are some of the areas our staff have completed training in.

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Sand Tray Therapy	Forest School and Outdoor Learning	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training and Manual Handling	Emotional Literacy Support (ELSA)	Speech and Language

			
De escalation	Attachment	Dyslexia friendly classrooms	Sensory needs



Transition Support

Nursery to Reception

In the summer term, we hold teddy bears picnics for our new reception starters. This enables the children to meet their new class teacher, key adults and some of the children who will also be joining their class.

In September, the reception class teacher will carry out home visits. This enables the teacher to meet each child in their most familiar environment and get to know them and their family better.

The class teacher also liaises with each child's pre-school setting to find out about their development against the Early Years Foundation Stage curriculum. For children who have already been identified as having SEND, the class teacher and SENCO may observe the child in their pre-school and will have a handover meeting with the SENCO there. We can then ensure necessary provision is put into place before the child starts school in September.

All children in reception begin with a settling in period, where they attend for half days and build up to full days.

Some children may require a personalised transition plan when joining school which could include a reduction in hours.

Transition to Reception, and then into each successive year-group, is supported by meetings and taster sessions in each new class.

End of Year transition

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.



Some children may need further support such as a transition booklet with pictures of the new classroom and key adults.

Class teachers meet with each other during the summer term to discuss the needs of the children and share SEN support plans.

Secondary Transition

We make links with secondary schools so that we can share information and ensure the transition is as smooth as possible.

All Year 6 pupils are prepared for transition through class and group activities.

	<p>For some pupils it may help to carry out these activities in smaller groups with an adult or occasionally on a 1:1 basis.</p> <p>Some pupils may benefit from additional visits to their secondary school and we can help to arrange this.</p> <p>Some pupils benefit from individual visits to their secondary schools supported by our staff.</p> <p><u>Mid-Year new starters</u></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We also make links with the SENCO at the child's previous school.</p>
 <p>Outside Agencies</p>	<p>We access external specialist support from outside agencies for children as required. These include:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Occupational Therapists • Behaviour Support • School Health Nursing Team • Inclusion Support • Community Paediatric Services • Educational Psychologists • Child and Mental Health Service (CAMHS) • Social Services • Special Needs and Autism Advisors <p>Some of these services are arranged through our school, others are accessed via your child's GP. The SENCO can offer advice around accessing such support.</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will arrange a meeting with you to share the advice.</p>
 <p>Clubs and Trips</p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips including residential. We strive to make sure all trips and activities are accessible for all learners. Ratios of staff to children are adjusted to make this possible. Parents/Carers of children with specific disabilities or medical needs are consulted in the planning stages and an individual risk assessment is carried out if needed.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p>

	<p>Please read the school's accessibility plan for further information about the steps we have taken to ensure children with SEND can access our school.</p>
 <p>Complaint Procedure</p>	<p>Your first point of contact is your child's class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Mr Dave Williams – Chair of Governors Mrs Shirley Allingham – SEND Governor</p>
 <p>South Gloucestershire Local Offer</p>	<p>The South Gloucestershire Local Authority Local Offer can be found at https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=NkongJNLbul</p> <p>Parents/Carers may also like to contact SEND and You. More information can be found here: https://www.sendandyou.org.uk/</p> <p>You can also contact: South Glos Parent Carers (sgpc.org.uk)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="1018 1003 1428 1102">  </div> <div data-bbox="1050 1124 1356 1243">  </div> </div>