

St. Francis Xavier Catholic Primary School

Brief description of the school

St Francis Xavier Catholic Primary School is a Voluntary Aided school. It is an average-sized primary school which educates children from Nursery to Year 6. Our Vision Statement is Let God's love shine in our lives as we care and share and learn together. At St Francis Xavier Catholic Primary School we nurture the children's human wholeness in their developing Christian lives by working with the children and with their parents.

How we identify if your child may need additional help and/or has special educational needs (SEN)

The following policies are used for identifying children and young people with SEN and assessing their needs: Inclusion Policy, Behaviour Policy, Safeguarding Policy, Anti-Bullying Policy, Teaching and Learning Policy and Accessibility Plan. All children's needs are identified and met as early as possible through: observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review). We listen to and follow up parental concerns, and take into account the child's views, wishes and feelings.

How we involve parents and carers in meeting the needs of their child and in whole school developments

At St Francis Xavier all parents of children with special educational needs will be treated as partners as they play a key role in their child's progress. Their feelings, views and wishes form a key part of all decisions made and their participation in the decision making process is regularly sought by staff through regular communication and as a minimum through termly target setting meetings.

How we will involve your child in the planning and review of their support

Our aim is to take account of the views of the child at all times. Therefore, children are invited to attend their Target setting meetings and are asked if they would like to contribute.

Their views will be recorded on their Target Plan. It will be at the Class teachers and SENCO's discretion whether it is appropriate for the child to attend at any meeting.

How we match the curriculum, teaching and learning approaches if your child has SEN

At St Francis the core subjects, reading, writing and maths are very important. We are well equipped with excellent Learning Support Assistants (LSA's) in each class, they are trained in a number of interventions to ensure that all children succeed.

We also believe to develop the whole child it is imperative to deliver skills through the curriculum. We have a curriculum afternoon where the children are taught Art, MLF, IT, History, Geography, Science and Music.

How we provide additional support if your child has learning needs

Our LSA's are skilled in a range of interventions that support all areas of the curriculum. We use data and teacher assessment to make judgements on children that may need support based on targets that have been set.

How we provide additional support if your child has social and communication needs

Our pastoral support worker is trained in a number of social skills interventions, these interventions have been delivered to all staff. Training includes; socially speaking, circle time, lego therapy, speech and language therapy, ASD training, attachment Level 1,2,3 training.

How we provide additional support if your child has physical, sensory and/or medical needs

We are very lucky at St Francis we have a sensory room, with lots of sensory toys, this area is used for all pupils, however heavily used for those with a sensory need. The staff are very aware of sensory overload and when there is a need we have blackout tents to support children that show these needs.

How we provide help to support your child's emotional health and well being

At St Francis Xavier we have a thorough PHSCE curriculum throughout school. Our school ethos demonstrates and our behaviour policy is based upon the 6 Golden Rules and rewarding good behaviour. We run intervention groups to improve the emotional and social development of those children who need extra support in this in, including a rainbows group for children and 1:1 work building social skills and developing appropriate behaviours. Children annually completing a PASS survey to identify any needs and then children with social, mental and emotional health issues are given 1:1 time to work with our pastoral manager or highly trained support staff.

Our Anti-Bullying policy emphasises to all members of the school community that bullying is not acceptable and must be totally discouraged. All staff, including lunchtime staff, have attended training on how to spot and prevent bullying incidents. As a school we hold an annual Anti Bullying week to raise awareness for all children. We have a successful School Council which meet weekly to discuss issues affecting our pupils.

Our Pastoral Support worker is excellent at highlighting these vulnerable individuals and supporting children with a range of needs. She has been trained in rainbows, attachment anxiety and has extensive experience with working with a range of needs.

How we promote developing independence

All children are encouraged to be independent, for those with closely monitored one to one support we ensure that this is reviewed on a regular basis. All adults in school are aware of needs and know that independence and resilience are our aims for our young people.

How we measure and review your child's progress against their targets and longer term outcomes

As a minimum staff, parents and the child will meet three times during the year to review the targets set and if necessary set new targets. Prior to the meeting the child will be assessed on his/her targets and evidence will be shown to the parents in the meeting. The child will also have an opportunity to comment on their targets and what the next steps are. The teacher will review the current Target Plan and will if necessary write a new Target Plan with the help from the parent and child.

Each year, parents are also provided with a written report from their child's class teacher which details their progress.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

Class work is differentiated in small groups and individually when required. LSAs work alongside class teachers to support children with SEN individually or in small groups and to facilitate the class teacher working with children. Good links are made between classroom and interventions to ensure children receive a broad and balanced curriculum.

Resources such as visual aids are used to support children's learning and to improve their learning environments.

How we include children with SEND in the life of our school

The school provides quality first teaching and makes full use of all available resources, before expecting to call upon outside resources. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern should additional action be taken. This may involve looking carefully at how lessons are organised, the classroom, resources, the books and materials they give to each child and the way they teach.

Differentiated support used within our school includes: Use of Learning Ladders for each lesson; Small group work; ELS, ALS groups; Reading recovery; Phonics support groups; Learning mentor for pastoral support; LSA support in lessons; English translation support groups and class based support.

The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. This approach may be different learning materials or special equipment.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The SENCO attends local pyramid meetings and Catholic family meetings local schools once a term. The SENCO also attends, where provided, the Local Authority meetings.

Staff training: PED sessions are provided if and when needed. Training may include use of staff outside school (Educational Psychologist, Visual/hearing impaired).

The SENCO will incorporate staff training in Curriculum meetings i.e. Dyslexia, dyscalculia, ASD, Speech and language, identification of MAT pupils, catering for MAT pupils, assessment of vulnerable groups etc.

The SENCO/SENCO admin or senior leaders make the initial link with outside agencies. Agencies may provide advice and strategies for the class teacher to use, or work alongside the child in class. These agencies will include child health, Children's Community Centres, social services, IFSS, educational psychologist, ASD TEAM, child mental health, speech and language therapists and educational welfare services.

External support and expertise we can call upon to help us to meet children's need

Access to LEA support services or occasional advice on strategies or equipment may make it possible for providing effective intervention without the need for regular input from external agencies. If further assessments are needed; the SENCO, class teacher and parent can consult with the external agencies such as the educational psychologist and other outside agencies, with parent's permission.

How we prepare children to join our school

On entering our school, visits are planned for children and parents to meet staff in their new phase and staff are encouraged to visit children in their current setting or home if applicable.

How we prepare children to move on from our school

When leaving our school, visits are planned to the child's new setting and children are able to meet and familiarise themselves with new staff. When appropriate, staff in our school will provide 'Social Stories' for children about their new class/setting for children to use at school and at home to familiarise themselves with before entering a new phase.

How we deploy our resources to meet the needs of children with SEND

LSA's are trained in many of the interventions that we run through school. Each class is equipped with an LSA each day. We also have 2 HLTA's that are highly skilled within EYFS, Ks1 and Ks2 which provide additional support or run additional interventions for those children with additional needs.

Contacts for more information

Head teacher/ Principal: Nicholas Collins

Chair of Governing Body: Cate Bucknall

Address: Roberts Road, Balby, Doncaster, DN4 0JN

Telephone: 01302 344678

Email: office@xavier.doncaster.sch.uk

Website: <http://www.xavier.doncaster.sch.uk/home>

SEND Policies and SEN Information Report link(s):

<http://www.xavier.doncaster.sch.uk/policies>