



Franche Community Primary School SEND Information Report

Family
Respect
Aspiration
Nurture
Creativity
Health
Enjoyment

Our Values and Vision



Our high expectations enable all pupils to continue to become healthy, happy lifelong learners who embrace challenge and have the confidence to take risks in pursuit of their goals.

As a school, we are proud to have designed our purposeful, creative curriculum, which embeds key skills and knowledge through a wide range of exciting opportunities and enriching experiences to best meet pupils' needs and foster a love of learning.

Our Golden Rule, 'Treat other people as you would like them to treat you' and our Franche Values underpin our school ethos. These ensure that our pupils feel safe, develop a strong sense of community and understand the importance of respecting others and celebrating difference.

Last reviewed on: 04.09.23

Next review due by: 04.09.24

What is the SEN Information Report?

The Special Educational Needs and Disabilities (SEND) Code of Practice, from the Children and Families Bill 2014, requires every school to produce an annual SEND Information Report. This report gives information about our school's offer to all pupils, and explains particularly how a child with Special Educational Needs is supported at our school.

Our SEND Information Report (SIR) must be displayed on the school's website and must be linked to the Local Authority's Report. The Local Authority Report for Worcestershire County Council is known as the 'Local Offer'. The purpose of the Local Offer is to provide clear and transparent information about the range of educational services and provision in the local area. To view Worcestershire's Local Offer [click here](#).



What are Special Educational Needs and Disabilities?

During a child or young person's school life, they may have a special educational need. The SEND Code of Practice 2014 defines SEND as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

A) Has a significantly greater difficulty in learning than the majority of others the same age, or

B) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational needs and provision can be considered as falling under four broad areas:

Area of Need	For example, a child or young person may:
Communication and interaction (C&I)	<ul style="list-style-type: none">- have speech, language & communication difficulties which make it difficult for them to make sense of language.- have speech, language and communication difficulties which make it difficult for them to be able to, and understand how to, communicate effectively and appropriately with others.- have diagnoses of ASC (Autistic Spectrum Condition), Aspergers, with associated communication difficulties.
Cognition and learning (C&L)	<ul style="list-style-type: none">- learn at a slower pace than others their age.- have difficulty in understanding parts of the curriculum.- have difficulties with organisation and memory skills.- have a specific difficulty affecting one particular part of their learning performance such as in English or maths.
Social, emotional and mental health (SEMH)	<ul style="list-style-type: none">- have difficulty managing their relationships with other people.- be withdrawn, or behave in ways that may hinder their and other children's learning.- demonstrate difficulties with their health and/or wellbeing.- have difficulty understanding or regulating their emotions (e.g. anxiety, anger)- have a diagnosis of ADHD (Attention Deficit Hyperactivity Disorder).
Sensory and/or physical(S/P)	<ul style="list-style-type: none">- have visual and/or hearing impairments.- have a physical need that means they must have additional ongoing support and equipment.- have difficulties with sensory processing.- be under-sensitive or over-sensitive in any of the 5 areas:

	proprioception, vestibular, auditory, oral sensory and tactile
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What is the role of the Special Educational Needs and Disabilities Co-ordinator (SENDCO)?

Our SENDCO, Mrs N McLean, is responsible for the day to day operation of the SEND Policy and co-ordination of specific provision to support individuals with additional needs. It is also the role of the SENDCO to provide professional guidance to colleagues, and work closely with parents/carers and other agencies.

In addition, the SENDCO will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND 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 Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Work with the Designated Safeguarding Lead (DSL) to ensure close monitoring of possible safeguarding challenges for pupils with SEND.

What is the role of the Special Educational Needs and Disabilities Governor?

The SEND Governor, Mr R Hart, must ensure the SEND policy is compliant with the current DfE and local authority requirements, as well as making sure the necessary support/provision is being provided for any child who attends Franche Community Primary School.

The SEND Governor will also:

- Help to raise awareness of SEND 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

- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

What is the role of the Headteacher?

The Headteacher, Mrs E Dixon, is responsible for the day to day management of all aspects of the school; this includes support for children with SEND. She may delegate her responsibilities to the SENDCO and Class Teachers, but must remain responsible for ensuring that every child's needs are being met.

The Head teacher must also ensure that the Governing Body are kept up to date with issues relating to Special Educational Needs and Disabilities.

What is the role of the Class Teacher?

Every class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND Policy

Who forms the SEND team at Franche Community Primary School?

<u>Staff</u>	<u>Role</u>
SENDCO	Mrs N McLean
SEND Governor	Mr R Hart
Headteacher	Mr E Dixon
Designated Safeguarding Lead	Mrs P Woodward
SEND Administrator	Miss I Caleb
Assistant Headteacher (Rec/Y1)	Mrs S Holloway
Assistant Headteacher (Y2/3/4)	Miss E Running
Assistant Headteacher (Y5/6)	Mr R Watkins
Email: office@francheprimary.worcs.sch.uk Phone: 01562 751788	

Identification and Support

Our support process is shown below and follows the 'Waves of support' as detailed in the Local Offer:

Wave 1

Wave 1 describes Quality First Teaching (high-quality inclusive teaching which takes into account the learning needs of all children). It includes providing adaptive teaching approach and creating an inclusive learning environment. (All children have an entitlement to quality first teaching; therefore Wave 1 is not classified as SEND support).

Wave 2

Additional to Quality First Teaching some pupils may require specific, time-limited interventions, provided to help accelerate progress to enable them to work at or above age-related expectations. They are often targeted as a group of pupils with similar needs. Again, these interventions are not necessarily deemed as SEND support.

Wave 3

SEND Support

There are children whose needs cannot be fully met through Wave 1 and 2 and may require specific support which is 'additional to or different from' the adapted curriculum. Specific support may include things such as a more specific learning programme, specific targeted interventions, extra support from a teacher or teaching assistant, or the involvement of external agencies (for example. Speech and Language Therapy). Children receiving SEND support, with parental consent, will be placed on an internal SEND support register to monitor additional provision and ensure effectiveness. Children at Wave 3 will have their needs met using the **Graduated Approach**, which is outlined below. The aim of Wave 3 provision is to provide additional support to accelerate progress and enable the child to achieve their full potential. When this is achieved a child will be taken off the SEND support register and will continue to have their needs met through Wave 1 and 2 level of intervention.

Wave 4

Education, Health & Care Plan (EHCP)

There may be some children with more complex needs that require additional support, above what is provided at SEND Support. The school, parents/carers or professionals may suggest that Worcestershire County Council carries out a needs assessment called an Education Health and Care Assessment or EHC assessment with a child. During the EHC assessment, the Council will expect to see evidence of the action taken by the school as part of the Graduated Approach (see below).

Education, Health and Care Plans have replaced Statements of Special Educational Needs and Learning Difficulty Assessments. The Plan is put together by professionals in education, health and social care to make sure children with SEND have a package of support to help them through to adulthood (until they are 25).

How is a child identified as needing additional support?

A child may be identified as needing additional support through the following ways:

- Concerns raised by class teacher.
- Concerns raised by parents/carers.
- Child identified as working below age related expectation.
- Classroom assessments.
- Concerns raised by external professionals such as a GP or Paediatric Team.
- Concerns raised by a previous school or pre-school setting.

How do I raise a concern as a parent/carers?

Initially, the first step would be to talk to your child's class teacher about your concerns. However, if you feel that you would prefer to speak to a senior member of staff, ask to arrange an appointment with the SENDCO (Mrs N McLean), Safeguarding Lead (Mrs P Woodward) or the Headteacher (Mrs E Dixon). Appointments can be arranged in person, by phone or at the school's main reception. Please see the school contact details on page 2.

What happens when a child is identified as needing SEN support?

A four-part cycle, known as the **Graduated Approach** is used to ensure children identified as needing SEN support make good progress. The graduated approach starts at whole-school level as teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children, but where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.



For more information about the 'Graduated Approach' please refer to '**The Graduated Response in Worcestershire**' document displayed on our website or [click here](#).

The Graduated Approach

Assess

In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs; this is done through gathering on-going, day-to-day assessments to make judgements about the progress a child is making. A clear understanding of a child's needs is critical to plan effectively, determine appropriate provision and make adaptations to teaching that will lead to good progress and improved outcomes for pupils.

Where concerns about a child's progress continue, despite making adaptations to teaching, further discussions will be sought with the child and their parents/carers. On occasions, a child may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate.

This could include:

- Standardised reading, spelling or mathematics tests.
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

Plan

The 'plan' stage involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning should involve the child, parents/carers and staff from the school who know the child well (class teacher, teaching assistant and SENDCO). Where other professionals are working with the child, they should also contribute to planning.

The initial step of the planning process includes agreeing specific targets in order to focus attention on key areas; the targets should aim to support the child to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used.

This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.

A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified. This will be set out in a document known as an **Individual Provision Map (IPM)**.

Do

In the 'do' stage of the graduated approach, the teacher, SENDCO and teaching assistants are responsible for making sure the child's needs are being met through high quality teaching, and that targeted interventions are taking place regularly and effectively. Work taking place during targeted provisions should be fed back to the class teacher and recorded where necessary to enable effective reviewing at the next stage.

Review

In the 'review' stage of the graduated approach, targeted provision and adaptations to high-quality teaching, (as outlined on the child's Individual Provision Map) will be reviewed to reveal impact.

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review stage shows a child has made really good progress, this may mean they no longer require the additional provision made through SEND support. If this is the case, the child is likely to be taken off the SEND register and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.

How are parents/carers involved in the Assess, Plan, Do, Review process?

The involvement of parents/carers in the cycle is of paramount importance; school and home should be working in partnership to ensure the best outcomes for the child. We acknowledge and draw on parental knowledge and expertise as you know your child best.

In the initial **assess** stage, any concerns raised by a teacher or the SENDCO will always be discussed with the parents/carers as a first step. Actions based on these concerns will not be taken before any discussions have taken place. The class teacher, alongside the SENDCO may call a meeting to discuss any concerns, or this may be discussed at Parents' Evening. Parents/carers and the school will then decide together the next steps, whether this is to continue with assessments, **plan** additional support based on assessments already completed, or involve external agencies.

If external agencies are involved, parents/carers will always be given an opportunity to meet or speak with the professional and will be given a copy of any reports produced. Following the receipt of professional advice, parents/carers and the school may then meet again to **plan** additional provision based on the recommendations received. All additional provision planned will be added to the child's Individual Provision Map (IPM).

There will be 2 Parents' Evenings across the academic year, which provide the opportunity for parents/carers to meet with the class teacher to discuss how the provision is being implemented and the impact this is having. The child's IPM will be shared with parents/carers, which details the additional support that is in place. The SENDCO will also offer appointments during Parents' Evening should parents/carers wish to discuss the support in more detail. Additional to this, class teachers and the SENDCO are always happy to arrange separate meetings at anytime to discuss progress. Please speak directly to the class teacher or phone the main office to arrange this.

During the **review** stage, parents/carers will be invited in to review the impact of the provision detailed on the child's IPM and create new targets based on progress made.

How is the child involved in the Assess, Plan, Do, Review process?

The child is always at the centre of every part of the assess, plan, do, review process and their needs, aspirations and suggestions will shine throughout. During the **assess** stage, the child's view will hold first importance; we endeavour to gain their view on what works best, what barriers there may be and what their goals are. The child's views, in combination with the views of parents/carers and school staff, will form the basis for the appropriate assessments to be carried out.

During the **plan** phase the Individual Provision Map (IPM) will be created, which the child will be invited to contribute to. The outlined provision will then be implemented and the child's views throughout will be taken into account. During the **review** phase the child (age appropriate) will be invited to discuss their progress and review the current targets.

Which specialists may be part of the Assess, Plan, Do, Review process?

As a school, we work closely with many external agencies that we feel are relevant to supporting individual children's needs within our school including:

- Learning Support Team
- Behaviour Support Team (Unity Academy)
- Health services including: GPs, CAMHS, Clinical Psychologist, Paediatricians, Education Mental Health Practitioners, Speech and Language Therapists, Occupational and Physiotherapists
- Children's Services including: Early Help Teams, Social Workers, Educational Psychologists and Specialist Advisory Teachers
- Mentor Link
- Complex Communication Needs Team
- Educational Psychology
- Reach 4 Wellbeing Team & Education Mental Health Practitioner Team

How will the curriculum be adapted for my child?

All learning activities within class are planned and delivered using adaptive teaching methods, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a range of different levels of work set for the class, however on occasion this might be individually adapted.

Children with SEND will be provided with relevant resources, support time and an individualised learning programme to support their specific needs. Adaptations may also be made to the learning environment where needed, in order to help fit the needs of some children. The class teacher will work closely alongside the SENDCO to ensure all aspects of the curriculum are accessible for every child. The long-term curriculum plans

are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.

How will children with additional needs be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and will discuss this in advance with parents/carers.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of extra-curricular clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis, and individual provision made to support individual needs where this would benefit the child.

How does our school make special arrangements for looked after Children (LAC) with SEND?

- We have an allocated Designated Teacher (Mrs S Holloway) for looked-after children as well as a SENDCO, and although these roles are carried out by different individuals they work closely together to ensure relevant school staff fully understand the implications of a child both being looked after and having SEND.
- We consult with the virtual school – Head Teacher, SENDCO and Designated Teacher as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child.
- We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.
- We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.

How does our school ensure children with SEND are safeguarded?

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We know that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to

the child's condition without further exploration;

- These children being more prone to peer group isolation or bullying (including prejudice based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges;
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content, repeating the content/behaviours in school and/or the community and not understanding the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison between the Designated Safeguarding Lead (or a Deputy) and the SENDCO. We will consider putting additional pastoral support, along with support for communication, in place to safeguard children.

What training have school staff supporting children with SEND had?

Staff at Franche have developed a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. The school has established a whole-school approach designed to support with children's individual needs.

Some TAs are deployed in classes to support children on a 1:1 or small group basis on targeted tasks. We look to ensure that we have a variety of skills among our staff body in order to enable us to support children in the best possible way.

Support staff have received training on: *Team Teach, Attachment, Foetal Alcohol Syndrome, Dyslexia, Dyspraxia, the use of Clicker 8, Precision Teaching, Autism in the Early Years, Phonics and Rapid Reading*. We also have on site Speech & Language Therapists three days a week, who are available to provide training for support staff on the delivery of targeted interventions and use of universal strategies to support any child with speech, language and communication difficulties.

In addition to this we have three trained THRIVE practitioners, and two members of staff trained in Mental Health First Aid. These staff members work together to form a Mental Health Team, to ensure children's mental health and wellbeing is effectively supported in school.

The school operates an internal training programme for support staff, facilitated by key members of staff. Whole group sessions or bespoke support based upon the needs of both children and staff are timetabled when needed.

How is the effectiveness of the provision made for children and young people with SEND evaluated?

- Through regular monitoring of all children with SEND, to ensure that academic progress is being made against National/Age Related Expectations (ARE) and that the gap is narrowing between them and their peers.

- By reviewing the children's targets on their IPM's and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND register when they have made sufficient progress – parents will always be informed if this has taken place.
- Through regular monitoring of interventions to ensure they are making an impact.
- Staff receive regular training on the areas of SEND and how to support children with additional needs. Staff will be asked to complete questionnaires to highlight areas they require additional training on.
- Regular learning walks are completed to ensure there is a whole-school approach to supporting children with additional needs.
- The SENDCO reports to the Head Teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND meets every half term with the SENDCO. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

[How will the school prepare and support my child when joining the school, or transferring to a new school?](#)

We encourage all new children to visit the school before they start attending Franche Community Primary School. For children starting in Reception, the Head teacher and Early Years Phase Lead hold a meeting for parents in the summer term before their children attend Franche. The SENDCO is also present to answer any questions.

A transition form is sent to all pre-schools and other schools before children transfer to Franche. The Reception Class Teachers visit all the children's previous nursery or school settings and also arrange a home visit to take place in the first week of the autumn term in order to help children, parents and staff to get to know each other, establish routines and have a fuller picture of the child.

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed at the earliest point to ensure support is planned appropriately. When a SEND child is transition to secondary school, a meeting with always been arranged with the SENDCO of the receiving school to discuss the child's needs and the support they require. Parents/carers will sometimes be invited to attend these meetings, depending on need.

If a child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools. Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. Children on

the SEND register will receive a transition passport to support transitioning to the next year group, and some children (dependent on need) will be invited to do additional transition visits over the summer holidays. We can also create 'social stories' with/for children if transition is likely to prove challenging.

At any point where a child with SEND is preparing to leave our school, we can arrange additional visits for the child to the next school to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition and we welcome and participate fully in these opportunities.

Behaviour and Attendance

The behaviour of pupils in school has a real impact on children's education and achievement. For children who have SEND or additional needs, such as those with speech and language difficulties, autistic spectrum disorders and/or social, emotional and behavioural difficulties it is very important that school staff work with parents/carers and professionals to identify and meet children's needs so that difficulties in communication, learning and behaviour can be addressed without delay. It is especially important for school to prevent behavioural difficulties through the use of agreed policies, teaching and learning approaches and supportive action.

The school has adopted a Behaviour and Exclusion Policies, which should be read in conjunction with the SEND Information Report. If a child has significant behaviour difficulties, a Pastoral Support Plan (PSP) is drawn up in collaboration with school staff, parents/carers, and where appropriate, external professionals to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons for the behaviour.

The school works closely with the Positive Behaviour Team who provide training as deemed appropriate e.g. Team Teach. In some instances, the school may draw on additional resource provision e.g. Unity Academy. The school has adopted an Attendance Policy which is available on the school website. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Service, and/or the Education Investigation Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the class rewards, termly rewards and the presentation of certificates.

Behaviour and Exclusions are overseen by The Senior Leadership Team. Only the Head teacher can make the decision to exclude.

Pastoral Support

Franchise is an inclusive school that prioritises every child's emotional and spiritual development. The class teacher has overall daily responsibility for the pastoral (well-being), medical and social care of every child in their class; should they have any concerns, parents/carers will be informed and additional support may be implemented. The school has two Mental Health Leads (Mrs N McLean, SENDCO and Mrs P Woodward, DSL), who have created a Mental Health Waves of Support, which provided an overview to support children mental health and wellbeing. This can be found on the school website.

The school currently has staff members that are THRIVE trained (THRIVE is a modern and effective method of supporting children's emotional, social and mental health development); in addition the school also has Senior Leaders who are Mental Health First Aid trained, meaning the school has staff with high levels of expertise in support children's mental health and wellbeing. Franche is a provider of the Reach 4 Wellbeing and Education Mental Health Practitioner schemes run by the NHS to help support children displaying signs of anxiety and poor emotional wellbeing.

For some children who may find lunchtimes challenging, the SEND team run a lunchtime chill out club to provide children with an alternative to going on the playground; the children have a choice of activities and the opportunity to relax and talk to staff if needed.

Any additional staff working with children requiring support during the school day will work under the direction of the SENDCO and Designated Safeguarding Lead.

Who can I contact for further information?

General information relating to SEND can be found within the SEND policy. This can be found on the policy page of the school website.

For more specific queries, you should discuss matters with your child's class teacher in the first instance. It may then be appropriate to discuss further with the SENDCO. Please find names of the SEND team on Page 2.

Should you be unhappy about the provision in school, please refer to the school's complaints policy which is available on the policy page of the school website.

Who should I contact if I would like my child to join the school?

As this is a local authority maintained school, parents should approach School Admissions Worcestershire or contact the school office on 01562 751 788 or email office@francheprimary.worcs.sch.uk.