St. Francis Catholic Primary School

Headteacher: Mrs C. Peear

ST. FRANCIS MISSION STATEMENT

Jesus said, '"love one another as I have loved you."

Our aim is to make St. Francis School a loving community, respecting every child and every adult, caring for God's world and helping each other to do our best as we grow together in Christ.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

DRAFT SEND INFORMATION REPORT

Document Detail	
Category:	Curriculum
Authorised By:	Curriculum & Pupil Related Committee
Chair of Governors Signature:	

Issue Date:	November 2026
Approval Date:	*In review*
Review Date:	November 2027

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties (SpLD), including difficulties with literacy, numeracy and aspects of learning such as working memory and processing.
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Anxiety and emotional regulation difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All teachers in school are responsible for the teaching and learning of pupils with SEND. The SENCO will support the teachers in ensuring pupils have the correct provision to be able to achieve their full potential. Specific provisions will be delivered by fully trained teaching assistants or specialist teachers. For pupils who require a high level of support and supervision, this will be provided by all the adults in the class.

Our special educational needs co-ordinator, or SENCO

Our SENCO is: *Mrs Russell*

Mrs Russell achieved the National Award in Special Educational Needs Co-ordination (NASENCO) in 2024 and has several years' experience of inclusive teaching practice across all Key Stages.

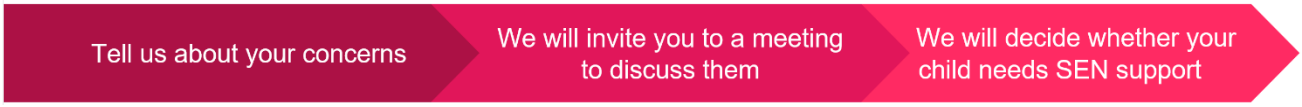
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Specialist teachers

Staff use Essex County Council's Ordinarily Available: Inclusive Teaching Framework and Ordinarily Available: Targeted Support guidance to develop inclusive practice. Staff training is planned in response to identified pupil needs and professional development priorities. Details of training undertaken can be provided by the school.

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this by making an appointment via the school office. They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include day to day learning tasks or through standardised tests.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

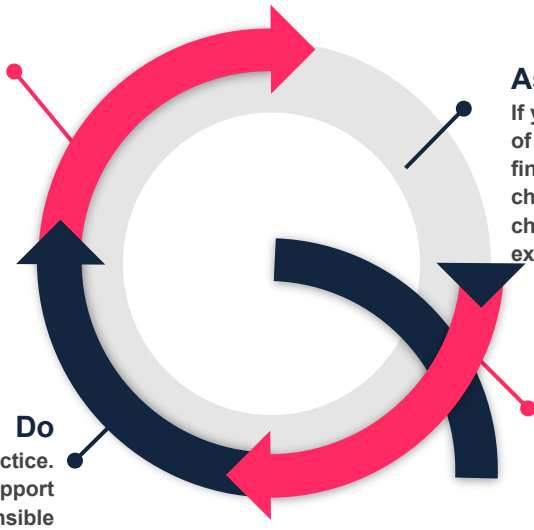
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

We consider a child's communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs. A child may need support even when their academic attainment is in line with age-related expectations. Teachers use Essex's Ordinarily Available: Inclusive Teaching Framework to identify barriers and consider appropriate classroom adjustments. Support does not depend on a formal diagnosis.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**:



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Where additional SEN support is needed, the school uses the graduated approach alongside Essex's Ordinarily Available: Targeted Support guidance to plan strategies and interventions. We agree outcomes with pupils and parents, record the support to be provided and review its impact. Essex One Planning approaches may be used where appropriate to coordinate and review support.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you each term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Our curriculum is adapted so that all pupils can achieve. Where appropriate for the pupil, they will access the same learning as their peers. For a small number of pupils, learning may be personalised to ensure that the provision meets their individual needs.

Our approach is informed by Essex County Council's Ordinarily Available: Inclusive Teaching Framework, which describes inclusive teaching approaches that can benefit all pupils, and its Ordinarily Available: Targeted Support guidance, which helps schools identify additional strategies matched to individual needs. These approaches may include visual supports, adapted instructions, additional processing time, structured routines, targeted communication work and personalised strategies. Support is based on assessed needs rather than a diagnosis alone.

Further information can be found in Essex County Council's:

- Ordinarily Available: Inclusive Teaching Framework – which outlines inclusive teaching approaches and adaptations that should be available to all pupils.
- Ordinarily Available: Targeted Support – which provides guidance on additional strategies and interventions for pupils who require more targeted support.

Your child's teacher is responsible and accountable for the progress and development of all pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum throughout their time at our school.

We will adapt our teaching to meet each pupil's individual needs. There is no 'one-size-fits-all' approach to adapting the curriculum. We consider each pupil's needs to ensure that the adaptations we make are meaningful and effective.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, through flexible grouping, individual support, or adapting the teaching style or content of lessons.
- Adapting our teaching, for example, by allowing additional processing time, pre-teaching key vocabulary or reading instructions aloud.
- Adapting our resources and the deployment of staff to meet pupils' individual needs.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger print, where appropriate to the pupil's needs.

Examples of the types of support we offer are outlined in the table below:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now and Next Board Personalised learning Quiet working areas
	Speech and language difficulties	Implementation of Speech and language therapy plans
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Dyslexia friendly font Number visuals
	Moderate learning difficulties	Personalised learning
Social, emotional and mental health	ADHD, ADD	Quiet workstation Task planners Visual timetables
	Anxiety and emotional regulation difficulties	Access to a trusted adult Pastoral support Quiet spaces Emotional regulation strategies Visual supports
Sensory and/or physical	Hearing impairment	Use of a radio aid system, where recommended by the specialist hearing support team Ensuring that pupils are seated appropriately in the classroom.
	Visual impairment	Larger Print Brailler machine Touchtype machine
	Physical impairment	Accessible environment Adaptive aids as needed. Adapted PE lessons and access to sports activities.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

When reviewing targeted support, we consider the pupil's and parents' views, progress towards agreed outcomes and the impact of the strategies used. We may continue, adapt or increase support, seek specialist advice or consider further assessment as appropriate.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Additional equipment or facilities
- Additional adult support, specialist resources or targeted interventions
- Further training for our staff
- External specialist advice or support

We first consider how existing school resources, inclusive teaching and ordinarily available targeted support can meet your child's needs. Any additional provision will be based on their assessed needs and, where applicable, the special educational provision specified in their Education, Health and Care Plan (EHCP).

Where appropriate, we will seek advice from external professionals to help us identify the most effective support for your child.

We will use the resources available to the school to meet pupils' needs. Where additional funding or specialist provision is required, we will work with Essex County Council through the relevant processes, involving parents in discussions about their child's support.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are committed to ensuring that all pupils, including those with SEND or disabilities, have opportunities to participate in the wider life of the school alongside their peers.

All pupils are encouraged to take part in extra-curricular activities, before- and after-school clubs, school visits, residential trips, sports days, school plays and special workshops.

We consider pupils' individual needs when planning these activities and make reasonable adjustments to support their participation. This may include adapting activities, providing additional resources, arranging appropriate adult support where reasonable, or making changes to the venue or arrangements.

For before- and after-school clubs, we consider each pupil's individual needs and any reasonable adjustments that may be required to support their participation. Arrangements are considered on an individual basis, taking account of the nature of the activity, the pupil's needs and the resources available.

For school visits and residential trips, we carry out individual risk assessments where appropriate and work with pupils, parents and relevant professionals to identify how activities can be accessed safely and inclusively. Where particular arrangements present difficulties, we will explore reasonable alternatives to enable the pupil to participate as fully as possible.

No pupil will be excluded from an activity simply because they have SEND or a disability. Decisions about participation will be based on individual circumstances, with reasonable adjustments considered to support inclusion.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Children with special educational needs or disabilities (SEND) who do not have an Education, Health and Care Plan (EHCP) can apply for a place at St Francis Catholic Primary School through the usual admissions process.

Where a child has an EHCP, applications are managed through the local authority's SEND team, which follows the statutory consultation and school-naming process.

We are committed to ensuring that children with SEND are not unfairly disadvantaged during the admissions process. Further information about our admissions arrangements and criteria can be found in our school's Admissions Policy.

13. How does the school support pupils with disabilities?

We are committed to ensuring that pupils with disabilities have equal opportunities to access learning and enrichment activities within the school.

We work closely with parents, specialist teachers and our SEND Inclusion Partner to identify pupils' individual needs and consider reasonable adjustments to support their participation in school life.

Our school has a sensory room, which is used by a range of pupils to support their individual needs.

Our school site includes older buildings and some first-floor classrooms that are accessed by stairs. We consider individual accessibility needs and reasonable adjustments to support pupils in accessing the school environment. Further information about physical accessibility and planned improvements can be found in our school's Accessibility Plan.

Parents are encouraged to contact the school to discuss any specific accessibility needs or to request a copy of the Accessibility Plan.

14. How will the school support my child's mental health and emotional and social development?

We support pupils in developing their emotional wellbeing, social skills and confidence, ensuring that their individual needs are recognised and understood.

Pupils with SEND are encouraged to take on responsibilities within the school and participate fully in school life, helping to develop their confidence, independence and sense of belonging.

We provide additional pastoral support where needed, including opportunities for pupils to spend time with a familiar, trusted adult whom they feel comfortable talking to. Our specialist wellbeing mentor also provides support to pupils who may need additional help with their emotional and social development.

Staff monitor pupils' wellbeing and listen to concerns raised by children and their families. Where appropriate, we consider targeted emotional and social support, reasonable adjustments and advice from specialist services to help meet individual needs.

We have a zero-tolerance approach to bullying and are committed to providing a safe and supportive environment for all pupils. Any concerns about bullying are addressed in accordance with our school's behaviour, anti-bullying and safeguarding procedures.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We recognise that moving between classes or schools can be particularly challenging for some pupils with SEND. We aim to make these transitions as smooth as possible by planning ahead and working closely with pupils, parents and staff.

Between year groups

To help pupils with SEND prepare for a new school year, we:

- Arrange a transition meeting involving the current class teacher and the receiving teacher to discuss the pupil's individual needs and the support that works well for them.
- Arrange opportunities for pupils to spend time with their new teacher towards the end of the summer term.
- Offer enhanced transition opportunities towards the end of the summer holiday, where appropriate, so that pupils can visit their new classroom and become familiar with the environment.

Between schools

- When your child moves to another school, we will work with you, your child and the receiving setting to support a smooth transition.
- We will discuss the information that needs to be shared, including your child's strengths, needs and effective support strategies, in accordance with our information-sharing responsibilities.

Between primary and secondary school

Our SENCO liaises with the receiving secondary school's SENCO to discuss the needs of pupils with SEND and the support required to help them settle into their new setting.

Pupils may be supported through:

- Transition visits to their allocated secondary school.
- Opportunities to develop independence and organisational skills in preparation for secondary school.
- Where appropriate, additional transition arrangements may be considered to meet individual needs.

16. What support is in place for looked-after and previously looked-after children with SEN?

The SENCO will work, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Parents are encouraged to discuss concerns with the class teacher or SENCO. Formal complaints are considered under the school's published complaints policy, which sets out the steps for raising and escalating concerns.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Essex County Council's Local Offer here.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is Essex SEND IASS:

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Further information for families is available through the Essex Local Offer and Essex SENDIASS. Parents can also ask the school about Essex's Ordinarily Available Inclusive Teaching and Targeted Support guidance and how it informs provision for their child.

19. Glossary

Access arrangements – Special arrangements to allow pupils with SEND to access assessments or exams.

Annual review – An annual meeting to review the provision in a pupil's Education, Health and Care Plan (EHCP).

Area of need – The four broad areas of special educational need are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

CAMHS – Child and Adolescent Mental Health Services.

Differentiation – When teachers adapt how they teach in response to a pupil's individual needs.

EHC needs assessment – An assessment carried out by the local authority to decide whether a child needs an Education, Health and Care Plan.

EHC plan (EHCP) – An Education, Health and Care Plan is a legally binding document that sets out a child's needs and the provision required to meet those needs.

First-tier tribunal/SEND tribunal – An independent tribunal where parents can appeal certain local authority decisions about EHC needs assessments or plans, or bring certain disability discrimination claims.

Graduated approach – An approach to SEN support that follows a continuous cycle of assessing a pupil's needs, planning support, putting the support in place and reviewing its effectiveness (Assess, Plan, Do, Review).

Intervention – A targeted approach to teaching or supporting a pupil, with a specific outcome in mind.

Local Offer – Information published by the local authority about the services and support available for children and young people with SEND in the local area.

One Planning – Essex's person-centred approach to identifying needs, planning support and reviewing progress with pupils, parents and professionals, using the Assess, Plan, Do, Review cycle.

Ordinarily Available: Inclusive Teaching Framework – Essex County Council guidance describing inclusive teaching approaches and adjustments that should ordinarily be available to all pupils in mainstream schools.

Ordinarily Available: Targeted Support – Essex County Council guidance describing additional strategies and support for pupils with identified special educational needs.

Outcome – A target or intended improvement for a pupil with SEND. Outcomes may relate to learning, communication, independence, wellbeing or other areas of development.

Reasonable adjustments – Changes that schools must make, where reasonable, to avoid disabled pupils being placed at a substantial disadvantage.

SEN – Special Educational Needs.

SENCO – Special Educational Needs Co-ordinator.

SEND – Special Educational Needs and Disabilities.

SEND Code of Practice – Statutory guidance for organisations supporting children and young people with SEND.

SEN Information Report – A report that schools must publish on their website explaining how they support pupils with special educational needs.

SEN support – Special educational provision made to meet the needs of pupils with SEN who do not have an EHCP.

Transition – When a pupil moves between year groups, phases of education, schools or other settings, or prepares for a new stage of life.