St Francis' Catholic Primary School's

Special Educational Need and Disabilities Information Report September 2026

Provision: Mainstream Primary ages 4-11

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This document has due regard to:

- Children and Families Act 2014
- Health and Social Care Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Children Act 1989

It also reflects guidance including:

- SEND Code of Practice (2015)
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.

The Surrey Local Offer:

https://www.surreylocaloffer.org.uk/

The Surrey Local Offer site contains a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedure for requesting an assessment for an Educational Health and Care Plan (EHCP).

You will also find:

• where to go for advice and guidance on SEN and Disability matters:

• health and care services

Welcome

At St Francis' Catholic Primary school, we believe that every child is a unique gift from God and should be supported to flourish academically, socially, emotionally and spiritually. We are committed to providing a nurturing, inclusive and ambitious learning environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), are welcomed, valued and supported to achieve their full potential.

This report outlines how we identify, support and monitor pupils with SEND and explains how parents, carers and pupils are involved in shaping provision. It also provides information about the services, expertise and resources available within our school community.

	Questions	**School Response**
1	How does St Francis' Catholic Primary School know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?	We monitor the progress, attainment, development and wellbeing of every child throughout their time at St Francis'. Class teachers regularly assess pupils' learning and are often the first to identify concerns regarding progress, communication, social interaction, emotional wellbeing, physical development or learning needs. Identification may arise through: • Communication with previous setting • Teacher observations. • Assessment information. • Discussions with parents or carers. • Information from previous settings. • Advice from external professionals. • Pupil voice and self-reflection. Where concerns are identified, a Record of Concern (ROC) may be completed. This enables school staff to gather evidence, consider strengths and barriers, and identify appropriate adjustments within the classroom environment. Parents are fully involved throughout this process. If concerns remain after an appropriate period of monitoring and support, a pupil may be placed on the SEND Register and an Individual Support Plan (ISP) developed.

2	How will St Francis' Catholic Primary School staff support my child?	The primary support for every child is high-quality classroom teaching. Our teachers carefully adapt learning to ensure all pupils can access the same ambitious curriculum. Adaptive teaching strategies may include: • Visual aids and scaffolds. • Pre-teaching key vocabulary. • Explicit instruction and modelling. • Flexible grouping. • Additional adult guidance. • Assistive technology. • Alternative recording methods. • Adjusted resources and tasks. For pupils requiring additional support, teachers and the SENCo work together using the graduated approach of: • Assess → Plan → Do → Review This ensures that provision is responsive, personalised and effective. All pupils on the SEND Register have an Individual Support Plan which identifies: • Strengths and interests. • Areas of need. • Agreed outcomes. • Classroom strategies. • Additional provision. Support is reviewed and adjusted regularly to ensure it remains needed, responsive and impactful.
3	How will the curriculum be matched to my child's needs?	We believe pupils with SEND should enjoy the same ambitious curriculum as their peers wherever possible. Teachers use detailed knowledge of pupils' needs to remove barriers to learning through: • Adaptive teaching • Clear routines and structures. • Visual supports. • Carefully sequenced learning. • Vocabulary development. • Retrieval practice. • Targeted questioning. • Practical learning opportunities. • Specialist resources where needed. We work closely with specialist services to ensure adaptations are informed by the latest advice and best practice. Services we work with include: • Woodlands School Outreach Service

		• Xavier Inclusion Forum • Surrey's Specialist Teachers in Inclusive Practice team • Mental Health Support Team • Speech and Language Therapists At St. Francis' we believe that the child and their needs must be at the centre of all decision making and where appropriate, the pupil is involved in discussions about their learning; the extent of this is dependent on age, need and ability. We provide a wide variety of opportunities for children to express and share their views on all aspects of school life, including peer and self-marking and through Pupil voice. It is very important to us that each child has opportunities to be involved in assessing, planning, doing and reviewing their learning and SEND support. Children are able to do this by feeding into their ISP documentation review and for children with EHCPs through attendance at their annual review.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2) We firmly believe in developing a strong partnership with parents/carers as this will enable children and young people with SEN to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The SENCO is available at termly parents consultation where parents are invited to meet with their class teacher to discuss their child's progress. All parents of children on the SEND register have the opportunity to meet with the SENCO to discuss the support that the school are providing, evaluating impact and success and supporting the parents/carers in knowing how they can help their child at home. Parents of children with an ECHP will be invited to their annual review where their ideas will be shared along with all professionals working with the child and the yearly targets and focus will be jointly written/agreed between all parties. Either the parents/ carers or the school may wish to call annual reviews more frequently. We have very strong links with outside agencies and pride ourselves in taking a multi-

		agency approach. It is important that the complexities of children with SEND are discussed by a range of educational professionals and plans are drawn up together with parents/carers to support them and ensure that the children's needs are being met.
5	What support will there be for my child's overall well-being?	At St Francis' Catholic Primary School, we recognise that positive self-esteem and emotional wellbeing are fundamental to a child's success, happiness and engagement in learning. We are committed to providing a caring, nurturing and inclusive environment where every child feels safe, valued and supported. Our dedicated staff team works closely with children and families to support pupils' physical, social, emotional and intellectual development. This is underpinned by our broad and balanced Personal, Social, Health and Economic (PSHE) curriculum, which helps pupils develop the knowledge, understanding and skills needed to maintain positive mental health, build resilience and form healthy relationships. We use the Zones of Regulation approach across the school to help children identify, understand and manage their emotions. This shared language enables pupils to talk confidently about their feelings and develop appropriate strategies to support their emotional regulation. We have a zero-tolerance approach to bullying and child-on-child abuse. We recognise that all forms of abuse are unacceptable and will never be dismissed as "banter", "just having a laugh" or "part of growing up". Through our policies, curriculum and pastoral support, we work proactively to prevent bullying, address any concerns promptly and ensure all children feel safe, respected and included. Where pupils have medical needs, Individual Healthcare Plans are developed in partnership with families and healthcare professionals. Medication administered in school is carefully recorded and monitored to ensure pupils receive the correct support. Several members of staff are trained in First Aid and Paediatric First Aid, ensuring that appropriate care is always available. Pupils with SEND may access a Lunch Club where appropriate. This provides a supportive environment in which children can develop social skills, build friendships, increase confidence and participate in structured activities within a smaller group setting. Attendance is monitored closely to ensure pupils are able to access learning and support consistently. Any concerns regarding attendance are reviewed through regular meetings

		involving class teachers, the SEND team and families, enabling early intervention where required. We work in partnership with parents, carers and external agencies whenever necessary to ensure that every child receives the support they need to thrive both academically and personally.
6	What specialist services and expertise are available at or accessed by St Francis' Catholic Primary School?	Our SENCo is an experienced fully qualified teacher, who has completed the NPQSENCO and is a member of the Senior Leadership Team (SLT). She is further supported by an experienced team of teachers and LSAs who work together to ensure that all children receive the support they need to achieve their full potential and enjoy learning, including children with SEN needs in the areas of: - Communication and interaction (CoIN) – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. - Cognition and learning (LAN) – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. - Social, emotional and mental health difficulties (SEMH) – for example, where children and young people have difficulty in managing their relationships with other people or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing. Staff have received training in Emotion Coaching and the use of Social Stories to support our pupils. - Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. The Xavier Multi Academy Trust also provide additional staff who can come into school and support your child, these include; • Educational Psychologist • SEND Lead Advisor • Safeguarding Lead Advisor

		External advisors may also come into School to work alongside the SEND team from Surrey LEA these currently include; • STIPs Teachers from Surrey LEA • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher • REMA support teachers • Educational Psychologist School also sources external support from; • ASD Outreach Service • Referrals to Mindworks and CAMHS (Child and Adolescent Mental Health Service) • Mental Health Support Team • School Nursing Team
7	What training have the staff supporting children and young people with SEND had or are having?	The SENCO is a qualified teacher and a member of the Senior Leadership Team, ensuring that inclusion and provision for pupils with SEND remain a key strategic priority. The SENCO holds the National Professional Qualification for Special Educational Needs Coordinators (NPQ for SENCOs), providing specialist expertise to lead and develop SEND provision across the school. Professional development is an ongoing priority. The SENCO and Learning Support Assistants regularly engage in continuing professional development through both St Francis' Catholic Primary School and the Xavier Catholic Education Trust, ensuring that practice remains current and responsive to pupils' needs. Learning Support Assistants have received training in the Maximising the Impact of Teaching Assistants (MITA) principles, enabling them to promote pupil independence and provide effective support within the classroom environment.
8	How will my child/young person be included in activities outside the classroom including school trips?	We are a fully inclusive school, where all children are included in all parts of curriculum, including activities outside the classroom. Our aim is to include all children on educational visits. We have a range of provisions to support and promote this, including: ✓ extra support in order that we meet statutory required adult to child ratios on our trips when needed; ✓ one-to-one support, where necessary; ✓ funding can be accessed for families who might not afford the cost; ✓ working closely with parents to ensure we have all details about the child prior to an outing.

		A risk assessment is carried out prior to any off site activity to ensure nobody's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Children with SEN and/or disability are welcome in all aspects of school life: joining clubs like netball or football, attending school trips including residentials and after school clubs are encouraged.
9	How Accessible is the school environment?	We value and respect diversity in our setting and do our very best to meet the needs of all children. St Francis' Catholic Primary School has accessible classrooms. The building is accessible to wheelchairs and disabled toilet facilities are provided. Our Accessibility Plan is published on the school website. All correspondence is conducted in English, however every effort is made to translate when necessary for letters or meetings. Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress.

10	How will St Francis' Catholic Primary school prepare and support my child to join the school, transfer to a college or the next stage of education and life?	We are a fully inclusive school which admits pupils with SEN and disabilities. Admission criteria for children with disabilities will follow the admissions policy agreed by the school's governing body. We encourage all new families to visit our school prior to starting and our SENCO is usually available at Open Evening or during School Tours for any immediate questions. Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum. Appropriate support and training will be provided for staff if necessary. If a child with SEND joins St Francis' Catholic Primary School, where appropriate, we: • contact/visit the previous setting in order that we understand the full needs of any child; • write a social story with the child, if transition is potentially difficult; • involve multi-agency colleagues to be included in the process where appropriate; • invite the child to come in for parts of the school day.

		Induction processes for children who join the school mid-year includes assessments, familiarization and contact with families to Full and thorough transition meetings are held between our year 6 staff/SENCo and secondary school destinations. During these meetings we share an overview of our learners who have SEN. 'What works well' is shared so that transition to the next phase is made as smoothly as possible. We discuss worries and give the children time to prepare for the change, providing information about the new setting and what to expect. Children with additional needs are offered extra transitional days and additional support in transition. When parents/carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or SENCo during Years 5 and 6. If your child has an EHCP, the annual review in Year 5 will be used to support in selecting the most appropriate school for the child, alongside discussions around transfer to secondary school. Wherever possible, the new school will be invited to attend in the following Year 6 annual review to discuss needs and enable a smooth transition.
11	How are the school's resources allocated and matched to children's special educational needs or disabilities?	At St. Franciss' Catholic Primary School, we place great importance and value on meeting a child's needs to the best of the school's ability with the funds available. We have an experienced team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children and individual's needs. Children are supported by their teachers and LSAs at a level reflective of their needs based on their progress. A tailored package of support is carefully matched to each student's needs as they evolve. This can include social support, teacher and/or LSA support in lessons, small group work and IT support. Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.
12	How is the decision made about what type and how much support my child will receive?	We believe that all children are entitled to good or better quality first teaching. The SENCo and class teachers work closely together to discuss each child's needs and what support would be beneficial for them. We work with a continuous cycle of assess, plan, do and review, to identify the best support for each child.

13	How are parents involved in the school? How can I be involved?	Parents are invited in regularly to information evenings to discuss curriculum and learning and to individual parent meetings to discuss progress throughout the year. Parents are always welcome to request a phone call or to make an appointment at a mutually convenient time whenever the need should arise. We encourage parents /carers to get involved in their child's education. Some of the ways that you can get involved are: • Hearing your child read and supporting them with their home learning • coming to our open days and many other events for parents and other family members; • attending school celebrations, Masses and performances; • joining the PTA and attending events; • attending parents' evenings;
14	Who can I contact for further information.	The School SEND Policy is available on the school website. SENCO: Ms Stansbury Email: senco@stfrancis.surrey.sch.uk School Admissions: Mrs Soares Email: office@stfrancis.surrey.sch.uk If you are unhappy with the level of SEND support provided, please raise with the Headteacher in the first instance. The Xavier complaints procedure can be found on the website. The Local offer for Surrey SEND can be found at: www.surreylocaloffer.org.uk