

Special Educational Needs and Disabilities (SEND) Information Report

St Francis Xavier Catholic Primary School



‘Jesus Holds Us in the Palm of His Hands’

Approved by:	Miss L. Marshall, Mrs N. Smith and Mrs C.A.Cullen	Date: September 2025-September 2026
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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 [St Francis Xavier Catholic Primary School - Home \(st-francisxavier.sandwell.sch.uk\)](http://st-francisxavier.sandwell.sch.uk)

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?

At St Francis Xavier, we are proud to be fully inclusive and deeply committed to meeting the needs of every child. We believe that every pupil deserves the opportunity to flourish and reach their full potential, and we work tirelessly to ensure that our provision reflects this. Our holistic approach nurtures the whole child, supporting their spiritual, personal, social, emotional, and academic development across all areas of the curriculum. We celebrate diversity and ensure equality of opportunity for all, regardless of gender, ethnicity, social background, religion, sexual identity, physical ability, or educational need. Through our inclusive ethos, we strive to create a community where every child feels valued, supported, and empowered to be the very best version of themselves.

Our school provides for and supports pupils across the four broad areas of need as stated in the SEND Code of Practice (2015, Department for Education and Department of Health):

AREA OF NEED	CONDITION
Communication and Interaction	Autism Spectrum Disorder
	Receptive language/language comprehension
	Expressive language
	Developmental language delay
	Developmental language disorder
	Social communication/interaction
	Speech sound difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia or difficulties in a particular area such as reading, spelling or mathematics.
	Mild and moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Any other social, emotional or mental health difficulties including severe anxiety or worries. These may be temporary or long term and may affect the child's ability to learn or their motivation to come to school.
	Children who experience social, emotional and mental health difficulties may also have additional difficulties.

Sensory and/ or Physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Medical Needs

Please note that children may have difficulties in more than one of the four broad areas of need. These areas of need help to ensure that the correct support and provision is put in place for each individual child.

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

The staff within the school are all trained and have many different attributes and skills. Almost all of the Class Teachers and Teaching Assistants have received the Level 1 Autism Awareness training provided by the Communication and Autism Team (CCAT). Where this has not occurred, it is because they have recently joined St Francis Xavier and there will be plans to ensure they have had the training as soon as possible.

We have a team of 10 teaching assistants, which currently includes one higher-level teaching assistant (HLTA) who are trained to deliver SEND provision.

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Natalie Smith

She works 5 days a week to manage SEND provision alongside duty as the Vice Principal.

Class teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of 10 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEND provision.

Our teaching assistants deliver interventions during registration or at the start of lessons.

- Precision Teaching
- Phonics Interventions
- Direct phonics
- SNIP
- Times Tables interventions
- 1:1 Reading with an adult

- Reading Comprehension Intervention Groups
- Writing Intervention Groups including Handwriting as well as intervention with key writing skills
- Maths Intervention Groups
- Language groups, particularly in Reception class- based on the WELLCOMM pack
- Pre-tutoring of key vocabulary and key concepts especially prior to a new topic
- Small groups or 1:1 for speech clarity and the production of sounds
- Social stories and dedicated social skills groups where children can learn about how to deal with the world around them
- Nurture-type groups
- Emotional Regulation Groups
- Reflexions Mental Health Support
- Lego Therapy

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 SEND and to support their families. These include:

- NHS Speech and language therapists (SALT)
- Educational psychologists (EPS)
- Specialist Advisory Teachers for Learning (SATL)
- Social, Emotional and Mental Health Specialists (SEMH)
- GPs or Paediatricians
- School Nurses
- Pupil and School Support (PSS)
- Complex Communication and Autism Team (CCAT)
- Reflexions (Children's Mental Health Support Team)
- Preventing Primary Exclusions Team (PPE)

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's class teacher.

If you have concerns about your child, please contact their class teacher initially via class dojo or the school e-mail address mmarshall@emmausmac.com FAO the class teacher. You can also speak face to face with your child's class teacher when you collect your child at home time.

They will pass the message on to our SENDCO, Mrs N. Smith, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly on nsmith@emmausmac.com

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 SEND 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 SEND support?

All of our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially/emotionally. This might include reading, writing, number work as well as emotional regulation and wellbeing.

If the teacher notices that a pupil is falling behind, they will 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 support or tuition to try to fill it within the classroom environment e.g. scaffolds/small group work. Pupils who don't have SEND 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 SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO 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 SENDCO 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.

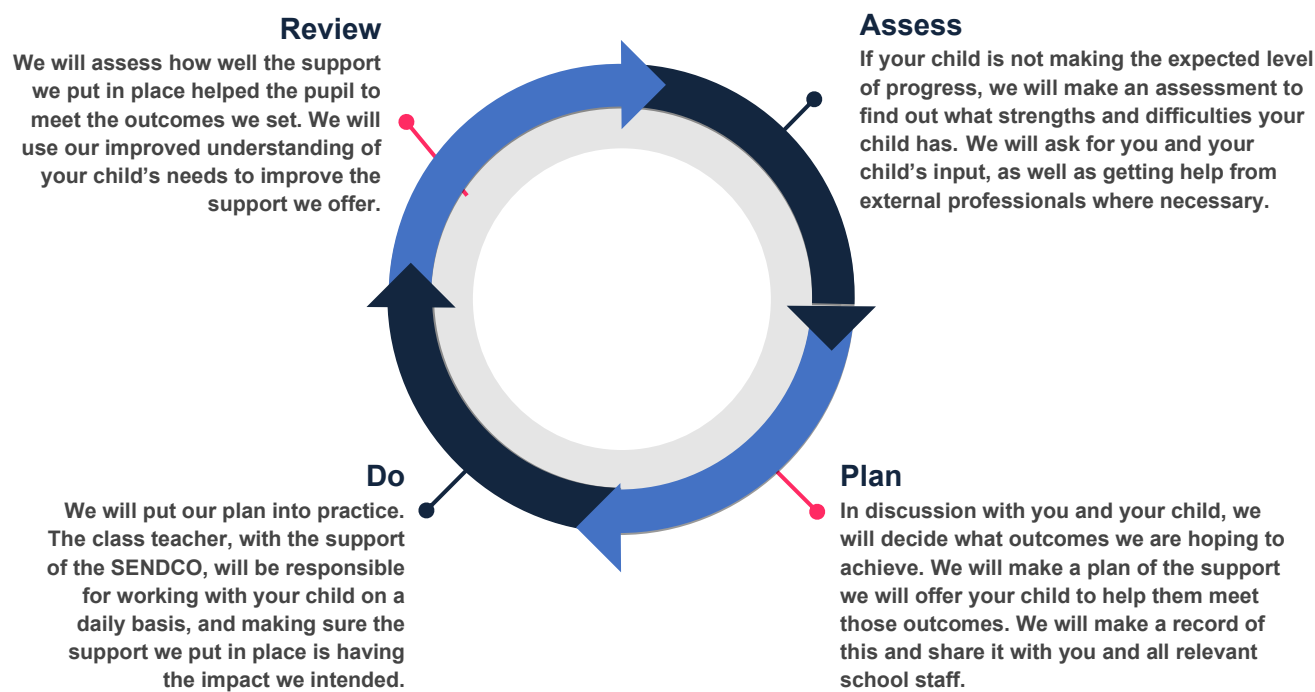
Based on all of this information, the SENDCO will decide whether your child needs SEND support.

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

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**.



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 SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

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

Here at St Francis Xavier, we ensure that parents of children with SEND are fully involved in the planning of personal targets as well as regular communication and meetings to review and report on your child's progress. Opportunities to discuss your child's progress will be offered through termly Parents Evenings as well as ILP or EHCP Review Meetings. Reviews may be with your child's Class Teacher and/or the SENDCO.

ILP's (Individual Learning Plans) are written for children with SEND and have targets set that the children are working on as well as the provision that will be put in place by school and home to help the children achieve their

targets. As the parents you will be invited to review these targets with your child's Class Teacher at the end of each term and to set new targets for the following term. Your child's Class Teacher may feel that these targets need to be adapted before the end of the term if your child has achieved them sooner or if they are not making the expected progress towards their personalised targets.

When setting up ILP's/reviewing ILP's:

- Your child's class teacher will meet you once a 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

You are able to book a meeting with the SENDCO if you need extra support or guidance.

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 SEND 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. To get in touch with your child's teacher you can either speak to them face to face at the end of the school day, send them a message on class dojo or e-mail the school office on mmarshall@emmausmac.com FAO your child's class teacher and the e-mail will be forwarded on to them.

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

The children are fully involved in discussions regarding their outcomes and progress. Class teachers and support staff who are working with your child will regularly discuss with your child what is going well and what the next steps are in helping them to keep making progress. Children are given opportunities to share their thoughts and views on their own learning and understanding.

Children who have ILP's, will be asked to comment on their outcomes and targets where appropriate. The level of involvement will depend on your child's age, and level of competence. We recognise that no two 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?

Your child's teacher is responsible and accountable for the progress and development of all the 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 in every year they are at St Francis Xavier.

We will adapt how we teach to suit the way each pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work (where needed), adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, modelling, or scaffolding concepts etc.
- Adapting our resources and staffing
- Using recommended aids and assistive technology, such as laptops, coloured overlays, visual timetables, larger font, reading pens, visualisers etc.
- Teaching assistants will support pupils on a 1-to-1 basis when needs are complex or if it is specified in an EHCP.
- Teachers and teaching assistants will support pupils in small groups when they need extra support and guidance across the curriculum.

We may also provide the following interventions:

- Precision Teaching
- Phonics Interventions
- Direct phonics
- SNIP
- Times Tables interventions
- 1:1 Reading with an adult
- Reading Comprehension Intervention Groups
- Writing Intervention Groups including Handwriting as well as intervention with key writing skills
- Maths Intervention Groups
- Language groups, particularly in Reception class- based on the WELLCOMM pack
- Pre-tutoring of key vocabulary and key concepts especially prior to a new topic
- Small groups or 1:1 for speech clarity and the production of sounds
- Social stories and dedicated social skills groups where children can learn about how to deal with the world around them
- Nurture-type groups
- Emotional Regulation Groups
- Reflexions Mental Health Support
- Lego Therapy

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 throughout each term
- Reviewing the impact of interventions throughout each half-term
- Using pupil questionnaires
- Monitoring by the SENDCO and SLT during pupil progress meetings with teachers
- Using provision maps to measure progress
- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

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

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will get a delegated budget up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school support pupils with disabilities?

- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We value all our pupils and are committed to providing a fully accessible environment, which includes all pupils, staff, parents and visitors – regardless of their: education, physical, sensory, social, spiritual, emotional and cultural needs. We have ensured that the school is fully accessible having made various adaptations in recent times and review this annually in line with this plan and other health and safety related policies in school.
- Here at St Francis Xavier, we are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. This also supports staff understanding of the

Department for Education (DfE) document 'Keeping children safe in education' in which reference is made to provision that overcomes barriers to inclusive learning and social development.

- We have included a range of stakeholders in the development of this accessibility plan, including the Local Governing Board (LGB); the senior leadership team; staff members; pupils and parents. The LA is aware that children have the right to be educated in the school of their choice and this will not be inhibited by disability.
- You will find our accessibility plan on our website alongside our SEND policy. It will outline how we aim to ensure the following areas:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
 - Improve the availability of accessible information to disabled pupils

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council or other pupil groups e.g. Liturgy Leaders, Caritas Ambassadors, Science Ambassadors, Digital Leaders, Eco-Council, Reading Rangers, Mini Vinnies, Play Pals, Sports Leaders etc.
- Pupils with SEND are also encouraged to be part of extra-curricular clubs and nurture groups to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by offering them 'Talk Time' or including them in Social Skills Groups.
- We offer nurture sessions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please refer to our Anti-bullying policy and school charters.

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

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend transition meetings at the end of the year when the pupil's SEND is discussed
- Schedule transition days and lessons/story times with the incoming teacher towards the end of the summer term
- Provide opportunities for SEND pupils to have extra transitional visits to their new classrooms during quiet times for familiarity with the new environment.

Between phases

The SENDCO of the secondary school have handover time with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Transition groups in preparation for the secondary school move
- Learning how to get organised independently

- Plugging any gaps in knowledge

15. What support is in place for looked-after and previously looked-after children with SEND?

Miss Laura Marshall will work with Mrs Natalie Smith, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND support plans or EHC plans are consistent and complement one another.

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

Complaints about SEND provision in our school should be made to the Principal, Miss Laura Marshall or the Vice Principal and SENDCO, Mrs Natalie Smith 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.

17. 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 the Sandwell local offer. Sandwell Metropolitan Borough Council publishes information about the local offer on their website: [Family Information Service Hub | Sandwell Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Sandwell Sendiass: Home](#)

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

- [IPSEA](#)

- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

18. 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 EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil’s needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENDCO** – the special educational needs and disabilities co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision which meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages