

# St Francis RC Primary School



## Special Educational Needs and Disabilities (SEND) Information Report 2025-2026

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The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for children with SEN.

The information published below will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The following document details St Francis R.C. Primary School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Manchester's Local Offer, which details the provision available in all Manchester schools.

### **What is SEND?**

Quality first teaching for all children is at the heart of what we deliver at St Francis. This means that a range of adaptations, supported by the Education Endowment Foundation, are used and appropriate learning objectives are set for all children with a curriculum matched to their needs. Classes are supported by teaching assistants and children are frequently offered additional small group work.

However, for some children there will be occasions when further additional support may be needed to help them to achieve their learning. At different times in their school life a child may have a Special Educational Need/ Disability (SEND) which means they need to access support over and above what is provided for all children.

There are four main areas of need, as set out in the 2014 SEND Code of Practice. These are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory & Physical Needs

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. We promote high aspirations, independence and equality, celebration of every success and the development of the skills necessary for adult life.

### **Steps to identifying children with SEND**

Step 1- Quality First teaching for all children. Regular assessments take place. Whole school data is tracked.

Step 2- Pupil Progress meetings take place termly between the Headteacher and the class teacher. Pupils who are falling behind are identified and discussed, and individual targets are set and support offered. Parents/carers are notified of concerns.

Step 3- If the pupil continues to struggle to make progress towards set targets despite high quality provision and targeted support, the child will be placed on the SEND register and

parents/carers informed. Targets are adapted further and additional support continues to be allocated.

Step 4- If the pupil continues to struggle to achieve targets, specialist outside agencies are approached to carry out assessment, depending on area of need. This could be an Educational Psychologist or Speech and Language Therapy. A feedback meeting with parents/carers is held and a personalised support plan is planned.

Step 5- If the child's needs are complex and long term an application for an Education Health Care Plan (EHCP) can be made, with parental permission. A meeting with parents and relevant agencies is held prior to the application being made.

### **How we support children with SEND.**

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. There is an important emphasis on high quality teaching for all children and how this can help all children to make progress. However, many children at some time in their school life, will need extra help. Therefore, we offer the following support for children with SEND.

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered.
- Matching activities to the ability/ need of each child.
- Adapting learning materials such as equipment and activities to suit each child's needs
- Other small group support to promote skills identified in the child's tracking sheet
- Using additional adults within the classroom to support vulnerable learners
- Offering support at playtimes and lunchtimes

With the permission of parents, we may seek additional advice from outside specialists such as speech and language therapists, occupational therapists, health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to school on how best to support the child
- Suggest resources that would help the child make progress

Our teachers and teaching assistants work in partnership with parents/carers and the SENDCo to find ways to support each child with their needs, including offering parents ideas about how to help their child at home.

Our school staff set targets for children with SEND which are shared with parents/carers on a termly basis. We will always accommodate parents/carers if they want to discuss their child's needs.

It is important that children know their targets and understand the reason why they are working on a target. At the start of a new personal learning plan, staff will spend time with the child talking through their new targets.

If your child has Special Educational Needs/ Disability the SENDCo will:

- Ensure the right support is put in place for each child
- Advise teachers and TAs on how to help each child
- Ensure parents have access to their child's targets
- Arrange training for staff so they understand each child's needs
- Work closely with parents and listen to any ideas or concerns they might have
- Work with other professionals who may be able to help individual children

### **Personal Learning Plans**

All teachers are aware that children learn in different ways and high-quality teaching and classroom adaptations provide the majority of SEND support. A termly support plan is completed for each child which sets out a small number of SMART targets that the child will focus on. This does not cover the totality of the approaches being used, but it is a tool to track whether specific interventions are successful and the child is making progress.

### **Evaluating the effectiveness of provision for children with SEND.**

An 'Assess – Plan - Do – Review' approach is taken for all children with SEND.

Pupil progress meetings are held every term between SLT and the class teacher to discuss progress and next steps for individual children. A review of targets and support takes place for each individual pupil. Staff deployment is carefully considered following these meetings and changes to Teaching Assistant timetables takes place to reflect the needs of the children in each class.

The SENDCo is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of provision made for children with SEND.

### **Looked After Children (LAC) AND Special Educational Needs and Disabilities (SEND)**

LAC children who are identified with SEND will follow this procedure and social care will be kept fully updated at PEP reviews. The Designated Person for LAC is Mrs Anne O'Dwyer.

### **Education, Health and Care Plans (EHCPs)**

If a child's needs are complex and long term we may ask the Local Authority to carry an assessment for an Education, Health and Care Plan.

This is a detailed assessment of the child's needs. Parents/ carers, the school and a range of professionals will be asked to provide written reports.

At the end of the assessment phase the Local Authority will consider these reports to help to decide whether or not to issue an Education, Health and Care Plan for the child. If they do, this is a recognition from the Local Authority that additional resources are needed to help your child, although the school continues to fund a significant proportion of this.

Parents/carers also have the right to ask the Local Authority to carry out this assessment.

EHCs are only appropriate for a small number of children.

The Information Advice Service can offer further advice to support you with this matter.  
[parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

Parent Confidential Helpfile: 0161 2098356 (Monday to Friday 8:30am-4pm)

### **Continuous professional development.**

The SENDCo is responsible for ensuring that all teaching staff receive appropriate training and support.

In addition, different members of staff may receive specific training related to SEND, depending on the children they are supporting.

All staff are encouraged to be reflective practitioners and adapt their practice as necessary over time.

Children with SEND will, when appropriate, access specialist support services including:

- Speech and Language Therapy
- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Services)
- MThrive
- School Health
- Bridgelea Outreach
- Specialist teachers from VI AND HI Service
- Rhosey

These services work alongside school staff and inform them of programmes, strategies and resources that will further support the children with SEND. School staff then implement these approaches. Specialist services also attend reviews and can offer additional evidence and support when applications for statutory assessment are made.

### **Wellbeing**

St Francis is keen to understand the emotional well-being of all its pupils. The school offers a wide variety of pastoral support and SLT hold regular pastoral meetings to review all vulnerable children and any other children who are causing concern.

There is also a robust PSHE curriculum embedded throughout the school designed to celebrate differences, encourage mutual respect and tackle issues such as bullying. The faith life of the school also strongly promotes equality, respect and forgiveness.

Extra care is taken to ensure children with SEND have access to support. Where there are concerns for the wellbeing of a child with SEND, staff are proactive in raising it with SLT. Children with SEND are then prioritised for targeted support. Staff are also proactive in liaising with parents/carers to explore what approaches might be best in supporting their child.

The SENDCo also makes referrals into CAMHS/ MThrive, in partnership with parents.

### **Extra-Curricular Activities**

Consideration is given to the allocation of places on extra-curricular activities. Children with SEND are prioritised for places, to ensure they can access at least one activity per year if they wish to do so.

A TA is provided to support children with SEND during these sessions where necessary.

### **Transitions**

Some children find transition difficult. We aim to support all children through their transition either from EYFS into KS1, KS1 to KS2 and into secondary school. We ensure that children who find transition into a new class difficult are thoroughly supported through visits to their new class in the summer term, meeting new class teachers, accessing a transition booklet to take home to refer to over the summer, meetings with class teacher/ SENDCo and parents/carers wherever possible.

Transition from primary school to high school is planned carefully for children with SEND. All key information is passed over to the high school during the summer term. Additional meetings for children with EHCPs are held, involving parents and the high school where necessary. Additional visits to the new setting are made by the child, accompanied by a member of staff. As many additional visits as is appropriate can be arranged.

### **Concerns About School's Provision.**

Should you feel that you are unhappy with the support your child with SEND is receiving from school, make contact with the class teacher in the first instance to discuss your concerns.

If your concerns continue, you can contact the SENDCo on [senco@stfrancisrcps.co.uk](mailto:senco@stfrancisrcps.co.uk), or the Headteacher.

In the unlikely event that your concern is not resolved, then please contact our SEND Link Governor, Mrs Maree Jordan.

### **Link to the Manchester Local Offer**

Each local authority must produce a local offer. Find below the link to Manchester's local offer.

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

### **Who can I contact for further information?**

If you have any further queries about St Francis RC Primary School, please contact the school office on 0161 2233457 and ask to speak to the SENDCo.