

SEN Information Report





ST FRANCIS OF ASSISI

CATHOLIC PRIMARY SCHOOL

SEN Information Report

Date: Sept 2025

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The kinds of SEND we provided for.

St Francis of Assisi Catholic Primary School is a one-form entry mainstream primary school which caters for children aged between two and eleven years old. We are proud to be an inclusive school. This is achieved by including all learners, setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning for individuals and groups of pupils.

St Francis also has a Key Stage 2 SEN Unit for children who have ASD/Speech, Language and Communication Needs.

Currently the school provides provision to meet the needs of a variety of special educational needs in the following areas:

- Social, emotional and mental health difficulties
- Cognition and learning
- Communication and interaction

Sensory and physical

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Children are identified as having special educational needs through a variety of ways including the following: -

- Children identified in pupil progress meetings as performing significantly below age expected levels or not making good progress. During these meetings staff will discuss any additional provision / interventions that needs to be put in place.
- Regular consultations between class teachers and the SENDCo.
- Formal termly tests support teacher assessments
- Trackers are used to monitor progress across school
Targeted learning plans (TLPs) are agreed between class teacher and parents to focus on specific goals and targets and to monitor progress. Reviewed half termly.
- All teachers are responsible for identifying children with special needs and work closely with the schools SENDCo. If there is a concern, parents will be informed at the earliest opportunity.
- Parents who are concerned that their child may have special needs are encouraged to meet with the SENDCo to discuss their concerns.
- Termly meetings take place between teachers and SENDCo to write class provision maps and monitor interventions.
- Liaison with external agencies e.g. Community Paediatrician, CAMHS, Educational Psychology Service, Speech and Language Therapy Service
- Liaison with previous school or setting, if applicable.

What should I do if I think my child may have special educational needs?

At St Francis of Assisi, we have an open door policy and welcome parents to discuss any concerns with regards to their children.

In the first instance contact your child's class teacher. If you still have concerns, you can contact the SENDCO – Mrs S Lamph

We pride ourselves on building positive relationships with parents. We are open and honest with parents/carers and hope that they are able to do the same with us.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

- When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them. Maintaining children's self-esteem and confidence is crucial, we make sure we celebrate their successes with them.

- For children with an EHC Plan, their views are shared within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views.
- Children contribute their views on attainment and progress, aspirations and goals during the production of TLPs.
- Children work with their teacher or with the teaching assistant to produce a Pupil Passport. They record 'What people like and admire about me, what makes me happy and how I want to be supported'. These profiles are updated at least annually.
- Children's views are gathered in surveys completed by SLT and Subject Leaders.

Children are informed of progress daily as part of our feedback policy.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- If school thinks a child would benefit from some additional support in school to meet a special educational need then parents/carers will be invited into school for a meeting with the SENCO.
- Parents/carers are invited to contribute to the TLP review meeting on provision and progress. Parents/carers can also contribute views at parent's evening twice a year.
- Parent/carers views are also collected throughout the year through questionnaires and surveys online.
- Parent/carers are invited to induction meetings for EYFS; meetings regarding SATS in Year 2 and 6; phonics meetings in Year 1 and other curriculum area meetings.
- School operates an 'Open Door' policy and parents are welcome to contact staff either before or after school to request an appointment with your child's class teacher with any concerns that they may have.

How will the curriculum be matched to my child/young person's needs?

- Quality first teaching, enables us to provide most of the differentiated learning within the classroom. Teachers have high expectations for all children at our school.
- To enable each child to reach their potential, it is the responsibility of the class teacher to plan learning experiences that enable each child to learn new skills and consolidate skills already learned.
- Scaffolds and support are put in place to help children work as close to the age-related expectations as possible.
- Children with a high level of need will have an individual targeted learning plan (TLP).
- Some children may at times, need to access small withdrawal groups or intervention programs. This is always based on an assessment of need and all children are still fully included in a wide range of class based learning activities.
- The curriculum and learning is differentiated according to each child's needs so that they can access the learning in their own way. This may be done through use of alternative resources, technology, adult support or differentiated activities.
- The use of additional adults to support some children is planned, and consistently monitored and reviewed.
- School will always consider the advice from specialist external agencies (such as speech and language therapy, Educational Psychology, physiotherapy) when planning the curriculum.
- Additional resources may need to be put in place for some children to help them to reach their full potential. For example, coloured exercise books or overlays, writing slopes, pencil grips, headphones, adapted keyboards and mice and talking lids

How accessible is the school environment?

At St Francis of Assisi we offer an education in a modern school environment that is fully accessible and inclusive of all, including those with additional needs whether they are physical, sensory, social, spiritual, emotional or cultural. The school has ensured that that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. The school car park has a barrier operated by a keypad. Parents with disabilities and parents of children with disabilities are given the code to enable them to park at the main entrance.

The site is relatively new and accessibility was a consideration during the planning of the school. The needs of pupils, parents, staff, governors and other users with physical difficulties and sensory impairments has been a priority when making further improvements and refurbishments of the premises. The furniture throughout the school is the correct size for the age of the children in each class, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings have been further developed. Accessible disabled parking spaces are available in the school car park. The main entrance door has a ramp and automated entrance door.

The site is all on one level, all curbs are dropped for wheelchair and pram access. There is a disabled toilet with changing bed and a shower which is accessible to children, staff, parents and visitors, where appropriate. Each classroom is fitted with an appropriate exit to the outside area.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

- Pupil progress meetings with SLT and teaching staff are used to identify needs across the school.
- Children with specific needs have resources allocated to them where appropriate. Recommendations from Health Professionals, Educational Psychologists, Specialist teachers and Children's Social Care are prioritised.
- Through 'assess, do, plan, review' process children's needs are identified so that the resources can be allocated to where the need is greatest and to ensure support is appropriate and accurately matched to all children's needs.
- Children with SEND are supported on a daily basis. The SENDCo works closely with the support staff to ensure that support is delivered effectively. Inset training using materials from The National College, SHARES, EEF and NASEN is provided to ensure the best practice is implemented for the optimum levels of progress.
- Parents/carers can contribute views and ideas to provision at TLP and parent's meetings.
- Accommodations are put in place when children sit SATs and in-house assessments these include extended time, extra and extended breaks, and reading and seeing accommodations (for example, large-type test books or Braille test books). When sitting examinations children with SEN can be supported 1 to 1 as appropriate for the needs of the child).
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How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- Maths and Literacy targets are agreed with the children termly.
- Termly pupil progress meetings enable the class teachers and senior leadership team to discuss the children's progress.

- We hold two parents' evenings per year and every class teacher will write a detailed report near the end of the school year about your child's attainment, progress and achievement.
- Each class teacher creates their own provision map, which records the different interventions put in place to meet a child's needs as well as tracking the progress made.
- Individual Targeted Learning Plans (TLPs) are produced termly and are regularly shared with parents and children.
- Provision Maps are completed by each teacher and intervention is delivered by a Teaching Assistant with advice from the teacher, SENDCo and any other programmes made available by other professionals.
- Within the early years, each child has a learning journey which is updated at least weekly and is available to parents at any time.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

- The SENDCo attends regular Cluster meetings provided by Lancashire Education Authority to keep up to date with practice and provision for SEND.
- The SENDCo is a member of the SHARES Cluster of schools which is a group of SENCOs from local primary schools who work collaboratively to improve SEND provision in our schools.
- All staff have regular training for a wide range of intervention programs and strategies so that the planning and delivery of specific learning activities can produce the best outcomes.
- Medical staff, such as school nurses, deliver training regarding medical needs as required.
- Speech and Language Therapists regularly come into school to work with children with Episode Plans.
- A teacher and two teaching assistants have been trained to further support children with speech and language needs through NELI, Wellcome and Talk Boost
- Teaching Assistants supporting children with ASD and Speech and Language difficulties attend courses provided by the Speech and Language Therapy Service.
- In the case of children with hearing impairment (HI), Visual impairment (VI) or medical needs, specialist support, equipment and training is provided by School nurses or other professionals as appropriate.
- Referrals are made to the Inclusion & Engagement Support Team to access support from Specialist Teachers.
- Staff from the West Lancashire Inclusion Hub (WISH) based at Kingsbury, support our staff where appropriate in regards to ASD and behaviour.

- A number of staff across the school are regularly trained in Paediatric First Aid
- Expert advice will be accessed as and when a need arises that staff have not previously supported.
- Referrals are made to the School Nursing Team, Children & Families Wellbeing Team, the Family and Early Help Team, Child Action North West and Compass Bloom as needed.
- The SENDCo is currently working towards the National SENCO Award.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- When new children join St Francis', they are welcomed by a class buddy who will support them in finding their way around and settling into routines.
- The Wellbeing mentor runs a range of lunch and break time clubs to help children develop social skills and build friendships.
- We offer a flexible approach to your child's introduction to school with a number of visits and a taster day.
- Within the Early Years we offer home visits to further support your child's transition.
- The year 6 teacher holds meetings with the heads of year 7 for all the feeder secondary schools. Information is shared about children's medical needs and friendship groups along with information about special educational needs.
- Throughout the year the children are involved in a range of sports and drama activities provided by the high school.
Children in year 5 visit Our Lady Queen of Peace during the summer term. Year 6 attend several information and open days throughout the year. Information about feeder secondary schools is displayed in the school porch and also put onto the weekly newsletter.
- There are also pupils in year 6 who have secured a place at a different high school and a range of transition activities are also arranged with the relevant high school. For example, attending open days and learning days, pupils and staff completing questionnaires, primary and secondary school staff meeting to discuss individual children's strengths and areas for development.
- For SEND children's transition, depending on the child's needs a separate transition plan may be put into place to allow the move to be as smooth as possible. The SENDCO at the secondary school may be invited into school to meet the child, attend the annual review meeting (if the child has an EHCP) The transition plan will address any possible barriers that may arise throughout the transition period, resources and strategies will be put in place, such as a map of school, visual timetable and home school liaison book.
- The Inclusion Manager will support parents by making referrals to external support such as the Children & Families Wellbeing Service and the Information, Advice and Support (IAS) Team.

- If your child transfers to another school, we liaise closely with the receiving school through the use of document transfer, offering face to face meetings, providing a one-page profile about your child and ensuring that we forward tracking details including levels of attainment.
- Parents know that if they are in need of any help with filling out forms etc, we are only too happy to help. Staff in the school office will make appointments where necessary.
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How will my child/young person be included in activities outside the classroom, including school trips?

- St Francis of Assisi is an inclusive school. We will make every effort to enable all children to have access to all learning experiences.
- We will work closely with parents, health and other professionals to provide support in order that a child can have access to any activity.
- After school clubs will provide additional staffing and resources so that all children can be included.
- Parents/carers are invited to a meeting to ensure children's needs are met before a trip commences. Risk assessments are carried out by staff and a pre-visit when necessary.
- Children in year 5 and 6 have the opportunity to go on a residential holiday for two nights in the summer term. This can be subsidised for pupil premium children
- Support is offered to children at break and lunch time where appropriate

What support will there be for my child/young person's overall well-being?

- St Francis of Assisi strives to ensure that the children in our care are happy, secure and have excellent emotional wellbeing.
- The Head Teacher, School Business Manager, SENDCo and Site Supervisor carry out Risk Assessments where necessary.
- All medicines are recorded in a medicine file and kept in a locked cabinet along with details of dosage, parents sign a form to grant authorisation to the school to administer medicines to their child.
- If care plans are required, parents will be directly involved in creating the care plan alongside the SENDCo and with advice from the doctor or health professional. This information is usually relayed to school through a letter sent by the child's doctor.
- If we are informed of any allergy by parents, it is good practice to contact the School Nurse to ask for advice about setting up a care plan.
- In case of a medical emergency, school procedure

is to call 999 first and then parents after. Information about how to conduct medical emergencies is displayed in the school office by the telephone.

- School has had a defibrillator installed.
- Care plans are passed on to the relevant Class Teacher and kept in an inclusion file which is made available to Teaching assistants and or supply teachers. The master copy is kept in SEN records. Photographs and information about children with medical conditions are displayed in the staff room and school kitchen.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.
- For those staff involved with children who have allergies or asthma training is provided for epi pens and inhalers by the school nurse. Our school has a Wellbeing Mentor who is a trained counsellor. This invaluable resource allows children to express concerns they have in a caring environment and also allows children to feel safe and happy at our school, with emotional issues being resolved quickly and sensitively.
- Members of staff are always available in the mornings and at the end of the school day either on the gate or within the entrances to school.
- Infant children are all handed over directly to the person collecting them at the end of the day.
- A teacher supervises each playtime in addition to Support Staff. At lunchtime Welfare Assistants and Support Staff supervise and assist children in their play. They also supervise children in the different play/social areas.
- Parents can access the Policies for school on the school Website

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- Children, parents and outside agencies, as well as staff within school, are invited to annual reviews for children with EHCPs. Parents contribute to Annual Reviews and receive copies of all relevant paperwork concerning their child. Where

possible pupils are also asked to attend and to make a contribution to the review. Pupils' progress is monitored throughout the school and pupils with SEN are also monitored through the Provision Maps. Where a child's SEN makes it difficult for a child to make expected progress PIVATs assessments are used to set targets and measure progress. Targeted learning plans are produced termly or half termly depending on the circumstance they are progressive and monitored regularly to ensure progress.

- Termly pupil progress meetings analyse the progress of identified groups. Our SEND provision ensures that all vulnerable groups are monitored for their rate of progress and that where progress has not been made, interventions are put in place to ensure progress will be made.
- The SENDCo completes an annual report which is shared with the Governing Body. This details the achievement of pupils with SEND and the overall quality of provision for pupils with SEND.

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How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

St Francis of Assisi is in the Local Authority (LA) of Lancashire. Every LA has a local offer to their residents for SEND. You can view Lancashire's LAs local offer at www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx

- If it is considered appropriate, school may refer your child for an assessment from a specialist external agency. We will always seek your permission before doing so.

There are a wide range of specialist external agencies including:

- Specialist Support Teachers.
- Occupational Therapy
- Physio Therapy
- School Nursing Service
- Health Visitor
- Educational Psychology
- Speech and Language Therapy
- Behaviour Support
- Child and Adolescent Mental Health
- CANW
- Outreach support from specialist teachers
- Support for children with a hearing impairment.
- Support for children who are visually impaired

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

- If parents/carers wish to discuss something about their child, they should first contact the class teacher. This can be through the school office or through the class dojo.
- If required parents/carers can then contact the SENDCo directly by telephone or through the school office.
- If required parent/carers can then contact the headteacher through the school office.
- Meetings held with parents/carers are recorded on CPOMS and an agreed action taken and added to the initial concern. An agreed method of communication will be made between school and parents/carers regarding follow up of the issue.
- Should all other methods be exhausted, the formal complaints policy can be found on the school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

- The SEND page of our school website signposts parents/carers to contact details for support services.

If you live in Lancashire you can get information, advice and support around special educational needs and disabilities (SEND) from the Information, Advice and Support (IAS) Team.

The IAS Team was previously the SEND Information Advice and Support Service (SENDIASS) and the Child and Family Support Team. You may also have heard of the Parent Partnership Service which SENDIASS replaced in 2014

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <https://www.sfoa.lancs.sch.uk/key-information>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>