

St Francis Xavier Catholic Primary School
SEND Annual Information Report 2026-2027



All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND). Within this report you will find information about the provision that we are proud to offer at St Francis Xavier Catholic Primary School to support our children with SEND.

At St Francis Xavier, we want to give our children the best education that we possibly can. We recognise the fact that all children are different and have diverse learning needs and we strive to be as inclusive as possible. Our high expectations for all pupils extends to just that – ALL pupils. Every child is different – every child is special. For some children, arrangements are made that go beyond the core offer to all pupils in order to include them as much as possible in all that St Francis Xavier has to offer and provide.

At St Francis Xavier, we aim to:

- Provide an equal and accessible curriculum for all the children in our care
- Develop a partnership with parents at all times
- Identify a child's needs as soon as possible and support them individually
- Include and consider views of parents and children with SEND
- Where possible children will be involved in the development of their own programmes

For further information, please contact the schools SEND Coordinator:

SEND Coordinator: Miss Rebecca Gardner
Email: Admin@francisxavier.co.uk

Lead Governor for SEND: Mrs Elizabeth Cotterill
Email: Admin@francisxavier.co.uk

The kinds of special educational needs that are provided in school.	At St Francis Xavier School, we aim to support all pupils with their learning journey and embrace an inclusive and aspirational ethos. We strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils. Under the SEND Code of Practice 2014 (updated in 2015), a child has a special educational need if they have the same provision that is “additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”. The SEND Code of Practice 2014 (updated in 2015) also explains that “Special educational needs and provision can be considered as falling under four broad areas; 1. Communication and interaction 2. Cognition and Learning 3. Social, mental and emotional health 4. Sensory and/or physical needs. Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset”. At St Francis Xavier School, we have had experience of supporting children and young people with: • Social communication difficulties and Autistic Spectrum Condition; • Speech, language and communication needs; • Moderate and specific learning difficulties; • Attention Deficit and Hyperactivity Disorder; • Social, emotional and mental health difficulties; • Attachment issues; • Hearing impairment and physical difficulties. We also have children who are being assessed for additional needs but do not, as yet, have a diagnosis.
The name and contact details of the SENCO (Special Educational	For issues or concerns relating to SEND and Inclusion, parents or carers can choose to contact the named people in the order below:

Needs Co-ordinator) and further contacts where parents/ carers may have concerns	• Class Teacher • SEND Coordinator (SENDCO) – Miss Rebecca Gardner • Head Teacher – Mr Tom Hoyes • Named Governor with a responsibility for SEND – Mrs Elizabeth Cotterill. Miss Gardner can be contacted through the school office. Telephone 01302 344678. Families can also access independent support and advice around SEND and any concerns about their child's SEND needs from the SENDIAS Team: https://www.doncaster.gov.uk/services/schools/sendias For information regarding outside agencies within Doncaster Local Authority and Doncaster NHS Trust, please refer to Doncaster's SEND Local Offer at: http://www.doncaster.gov.uk/services/schools/local-offer-send
Policies for identifying children and young people with SEND and assessing their needs	At St. Francis Xavier School, we have a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website. Parents or Carers and pupils are invited to comment on any school policy by emailing the school. This is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs and Disabilities: • SEND Policy • Accessibility Policy, Audit and Accessibility Plan • Admissions • Behaviour Policy • Safeguarding Policy • Health and Safety Policy • Anti-bullying Policy
Arrangements for consulting the child and parents or carers of those with SEND and involving them in the child's education	If your child is identified as not making progress, or there are concerns around a possible difficulty which has been observed at school, we will set up a meeting to discuss this with you and your child in more detail and to; • Discuss the concerns from both the school and parent/ carer's viewpoints • Discuss the processes and next steps for supporting your child in school • Plan any additional support your child may need

	• Discuss with you any referrals to outside professionals to support your child if appropriate at that time. The pupil and parent or carer voice is also a vital part of the setting of outcomes. The aim is that families will be involved, wherever possible, in the reviewing of the progress of pupils who are supported with a SEN Support Plan or an Education, Health and Care Plan (EHCP). The Support Plans will be reviewed three times a year, with meetings planned wherever possible to involve the class teacher, the family, and, if appropriate, the SENDCO. Ongoing monitoring and reviewing of your child's progress will be made by the class teacher, the SENDCO and the Senior Leadership Team. Meetings will be held with the parents or carers if it is felt that the accumulated evidence indicates towards difficulties that may require additional outside agency involvement. If agreed, the written consent of the parent or carer will be sought so that a referral can be made to the appropriate Local Authority or NHS Service. Wherever possible, meetings with outside agencies will be planned to involve the parent or carer. If this is not possible, families will be informed of any visit or observation with opportunities for questions to be raised and feedback provided after the visit. Parents and carers will also be invited to have full participation in the Annual Reviews for those children and young people with an Education, Health and Care Plan (EHCP). The school welcomes parents or carers to make contact with the school through the either the class teacher or via the school office. Parents and carers should initially speak to the class teacher about any concerns. If appropriate, a meeting will then be arranged with the SENDCO or the Safety Manager and the class teacher.
Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review	Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed by the Headteacher SENDCO in reading, writing and mathematics, as well as other curriculum areas Following a monitoring process, if a pupil is requiring substantial 'additional to or different from' support, a meeting will be held with the parent or carer to discuss the pupil's placing onto the SEND Register. At this meeting, the class teacher with the SENDCO will;

- Discussing the key concerns, including those the parent or carer may have
- Plan any additional support the pupil may need
- Discuss with the parent or carer the process for involving any outside professionals to support the pupil. At this meeting, the class teacher and SENDCO will discuss the recommendation that the pupil is entered onto the School's SEND Register.

SEND-registered pupils will have a SEND Support Plan with short term outcomes set that are designed to identify needs and plan for provision to address these needs. Progress against these outcomes will be reviewed regularly (three times a year), evidence for judgements assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/ carer voice included. The thoughts and opinions of the parents and carers are recorded as part of this process, as well as pupil voice. Copies of the Reviews and Plans are sent home.

The SENDCO will also monitor progress within any individual work and in any group in which they take part. Regular book scrutiny and lesson observations will be carried out by the SENDCO and members of the Senior Leadership Team. These take place to ensure that the needs of all young people are met and that the quality of teaching and learning is high.

The progress of young people with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/ carer voice included. The parents or carers are invited to submit a personal family report, which is fed back to the Local Authority. It is the aim of the school to involve the pupil as appropriate. This will often include their participation in part or all of the Annual or Transfer Review Meetings.

At the end of Year 6, all young people are required to be formally assessed. The government requires all schools to do this and the results are published nationally.

It is the aim of the school to work in partnership with families. When a pupil has Special Educational Needs and/or disabilities, it is very important that the school and the families have regular contact through formal and informal communications. At St Francis Xavier, all parents, carers and families have access to:

- An 'open door' policy which welcomes parents or carers to come into school and speak to the class teacher about any concerns they have after the end of the school day.
- Parents Evenings held in the autumn and spring terms to discuss the pupil's progress
- A Yearly Report distributed summarising the progress over the academic year with targets set to support the transition into the next year.
- Transitional Meetings for parents and carers and visits for pupils entering the Foundation Stage 1 (Nursery) and 2 (Reception), held in the Summer Term before entry.

In addition to the above and the processes involved for the SEND Assess, Plan, Do and Review cycles and the EHCP Annual Review processes, parents and carers and pupils on or about to be entered onto the SEND Register can also access:

- Use of a SEND Class File, used to record the ongoing progress made towards the short term outcomes set at the last SEND Support Plan meeting. This book records examples of work and where short term targets are being worked towards/met.
- Appointments to meet class teacher, SENDCO and Headteacher.
- Informal events such as coffee meetings as opportunities for parents, carers and families to meet the SEND Team and to support each other as a SEND community.

Each pupil produces a One Page Profile with the support of the Class Teacher or a Learning Support Assistant. The One Page Profile is in the pupil's voice, outlining what they like best about themselves, what is important to them and how they prefer to be best supported in their learning. This also records the pupil's personal aspirations, goals and hopes.

For those pupils whose Special Educational Needs require support through Early Help, the School will work with the pupil (in collaboration with the parents or carers) to have their thoughts and wishes recorded in the Early Help Assessment.

In all areas of SEND the school aims to use clear, unthreatening, child-friendly language. Where possible, the documents used on a day-to-day classroom basis accessed by the pupil are presented in such a way that enables the pupil to personally contribute to the monitoring of their progress.

	The pupil's personal interests and strengths are incorporated where possible in both their targets and the one-to-one or small group activities designed to work towards the achievement of their targets. This strategy engages the pupil, building their confidence to enable them to then attempt new and more challenging aspects of the curriculum.
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society	We recognise and understand that moving between schools or even between classes can be a troubling and anxious time for both pupils and their families. We aim to, where possible, prepare for any change as early as possible, working with the pupil and family to put in place a transition plan. If your child is joining us from another school: • We will contact the school's SENDCO and request any information, about any special arrangements or support that will need to be made for the pupil. Where possible, a planning meeting will take place with the SENDCO from the previous school. • We will make sure that all records about the pupil are passed on as soon as possible. Wherever possible, these are hand-delivered to ensure security of information. • The pupil and parents or carers will have the opportunity to view the school and meet some of the staff and the new class. • If the pupil would be helped by a book/passport to support them in understanding moving on, one will be made for them with contributions from the previous school. If your child is moving to another school: • We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school. • We will make sure that all records about the pupil are passed on as soon as possible. Wherever possible, these are hand-delivered to ensure security of information. • If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them. When moving classes in school: • Information will be passed onto the new class teacher in advance and in most cases, a planning meeting will

	take place with the new teacher. SEND Support Plans will be shared with the new teacher. • Pupils will have the opportunity to be taught by their new teacher in their new class before the end of the previous year. • If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them. Additional transitional visits will also be arranged if needed. In Year 6: • The SENDCO and Year 6 teacher will discuss the specific needs of your child with the liaison teachers from your child's secondary school (typically the Head of Year 7). • The SENDCO will meet with the SENDCO or SEND Teams of the secondary schools when passing on records and documents. An overview document is made for each child. • If your child has an EHC Plan, the SENDCO from your child's next school will be invited to the Year 5 and Year 6 Annual Review meetings. • Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. • Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school. • If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.
Approach to teaching children and young people with SEND	The Senior Leadership Team and the Governing Body are responsible for the designation of budgets within the school. The Headteacher directs the deployment of Teaching Staff and Learning Support Assistants. As mentioned previously, graduated approach, where needs are assessed, planned for and then reviewed (known as Assess, Plan, Do, Review) forms the basis of the adaptations and support for pupils. Those on the SEND register have a Support Plan, which outlines their needs and the outcomes to help them make progress. Pupils with more complex needs may have an EHCP. A Learning Support Assistant is assigned to each class to support all pupils, including those on the SEND register. As well as helping to develop relationships with pupils in class through regular contact, the Learning Support Assistants are able to deliver interventions for targeted pupils, including those with SEND. Some Learning Support Assistants have

	been specifically designated to support our pupils with EHCPs. Working alongside class teachers and the SENDCO, these Learning Support Assistants help to deliver the provision outlined in an EHCP. All pupils have access to and are supported by differentiated planning and Quality First Teaching, delivered throughout the school. This takes into account the ways in which all pupils learn individually, the class teams adapting their teaching styles as appropriate to their needs, strengths and interests. Through ongoing assessment, class teams monitor the procedures, ensuring that the support offered is appropriate.
How adaptations are made to the curriculum and the learning environment of children and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for pupils with SEND	Class teachers plan lessons according to the specific needs of all groups of young people in their class and will ensure that your child's needs are met through a variety of means: • Learning Support Assistants, under the direction of the class teacher, can adapt planning to support the needs of the pupil where necessary • Specific resources and strategies will be used to support the pupil individually and in groups. Adapted resources e.g. practical resources, working wall displays, table top reminders, visual timetables • Planning and teaching will be adapted, on a daily basis if needed, to meet the pupil's learning needs • Where necessary, support from Outside Agencies (direct working and advice for staff) • Break time monitoring and intervention where necessary • Support for parents through the EHM (Early Help Module – formerly, the Common Assessment Framework) as needed • Home-school liaison and differentiated homework tasks Additional sessions such as Lego Therapy activities, Physiotherapy activities, handwriting and motor skills may also be offered as needed.
The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured	The school has a programme of training and support to enable all staff to improve the teaching and learning of pupils, including those with SEND. Whole school training will be delivered on SEND issues, including writing and monitoring outcomes in SEND Support Plans. Learning Support Assistants will have access to the above training and will also receive training on the use of the Sensory Room, supporting early communication skills and developing independent working. Emphasis will be placed on ensuring a consistency of approach across the school for

	those pupils on the SEND Register. Staff will have electronic access to all training and resources. The SENDCO attends the Local Authority's termly SEND Network Meetings and attends any relevant training and courses in order to update the school with changes and developments in SEND, both locally and nationally. Individual Class Teachers and Learning Support Assistants may also attend training courses or invite external agencies into school to deliver training that are relevant to the needs of specific pupils in their classes. The SENDCO will liaise with Learning Support Assistants to disseminate information and train individual members or groups of staff if necessary, as part of this.
Evaluating the effectiveness of the provision made for children and young people with SEND	The school budget, received from the Education Funding Agency and Doncaster Local Authority, includes money for supporting pupils with SEND. The Head Teacher decides on the deployment of resources for SEND in consultation with the school governors, the SENDCO and the Leadership Team on the basis of the needs in the school. The SENDCO and the Senior Leadership Team discuss all the information they have about SEND in the school, including: • The pupils receiving extra support already • The pupils needing extra support • The pupils who have been identified as not making as much progress as would be expected. From this information, they decide what resources, training and support is needed. The school also identifies the needs of vulnerable pupils on a provision map. There is a Provision Map for each pupil who requires one. This is a record of every intervention and strategy of support for each pupil on the SEND Register. The Provision Map is also a tool for the Senior Leadership Teams, SENCo, Class Teachers and Teaching Assistants and is also used in the transition process. The cost of each intervention is calculated and recorded, with interventions and programmes of intervention continually monitored, reviewed, adapted and changed accordingly. Changes are made as needed, so that the needs of young people are met, and resources are deployed as effectively as possible. The SENDCO monitors the effectiveness of interventions, feeding back to the Senior Leadership Teams.

	At the appropriate time, advice is sought from outside agencies with any recommended and/ or necessary equipment hired or purchased. The school has a growing bank of resources in school including intervention programmes, information, guidance packs, books and equipment to support specific needs.
How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND	St Francis Xavier School strives to achieve participation for all and achievement for all by creating an inclusive 'can do' attitude among our pupils. We value high quality teaching and learning and, as such, each pupil within the school is formally monitored as part of a review process The majority of learners with SEND are differentiated for by subject teachers adapting the curriculum as set out in the updated Teachers' Standards 2021. More information is available on these at https://www.gov.uk/government/publications/teachers-standards The school aims to be inclusive of all its pupils, respecting individual educational and behavioural needs. We recognise that different strategies for learning are necessary, using a range of teaching approaches based on the experiences of our pupils. The school will also: • Ensure additional support/ adult provision to enable access of all areas of the school • Ensure that the classroom environment is adapted for the needs of specific pupils • Adapt the curriculum and the lessons through which it is delivered, including the resources, equipment, organisation of lessons • Ensure that the PSHE curriculum includes issues of disability, difference and valuing diversity, including opportunities to speak and address issues during class Circle Times • Provide differentiated support, small group work, intervention activities and groups, in addition to phonics groupings. • Work towards the books and materials purchased contain themes and examples of characters with SEND, portraying positive role-models and images • Ensure full participation in extra-curricular activities, including swimming for Year 5 pupils, unless this is not

	appropriate for the individual pupil as requested by the parents or carers • Give parts to pupils in class collective worships or Masses presented to the school and wider community, including their families and parish • Ensure pupils are given appropriate and achievable jobs and responsibilities depending on their strengths or interests • Ensure that pupils are encouraged to be part of Breakfast and After-School Clubs, fully inclusive extra-curricular activities and social groups • Ensure differences are respected and celebrated in classroom topics and that achievements are recognised in Celebration Assemblies The school will discuss individual pupils with their parents or carers to ensure that all barriers are removed. The pupil will be actively encouraged to participate in all areas of school life, with an aim to work in partnership with families to provide encouragement and support.
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying	We recognise that some pupils have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural or communication difficulties, and anxiety. All classes follow a structured PHSCE curriculum to support this development, including areas of emotional health and wellbeing, antibullying and developing friendships. In addition for those pupils who find aspects of this difficult, we offer: • Support and advice from CAMHS. This could include more individual input for those with complex needs • An anti-bullying policy reviewed regularly and in response to incidents. • Working closely with the Designated Teacher for Looked After Children to develop the support necessary for those pupils who may have both SEND needs and significant trauma from previous experiences. • Social groups that can focus on a variety of different social and emotional needs, depending on the pupils involved. • Circle Times in classes where pupils can share thoughts and discuss feelings. All pupils in the group are expected to

	develop empathy, understanding that all in the school community are equal and belong to that school and wider community. • The setting of outcomes which are realistic of their attainment so success can be achieved, developing self-esteem and confidence. The school aims to work in partnership with families. Through meetings in school, staff may offer support from or provide contact information to outside agencies and groups. This may be through the Early Help, Counselling or Parenting Programmes. As part of this, an Early Help Assessment of the situation may be established with the permission of the family, in order to co-ordinate the educational, medical or social agencies through regular meetings (known as 'Team Around the Child' or 'Team Around the Family' Meetings).
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families	At St. Francis Xavier School, we work actively with additional support from external agencies in order to assist the school in meeting the needs of young people and their families. The focus is on providing the right help at the right time. Examples of some of the external provision utilised in school is listed below: Local Authority Provision delivered in school: • SEN Team – offering support and advice to both the school and families • Autism Outreach Service (ASCETs – Autism and Social Communications Education and Training Service) • Education Psychology Service • Sensory Service for pupils with visual or hearing impairments • SENDIAS - support for parents • Virtual School (supporting the Education for those with Looked After Child status) • Outreach Support from the Special Schools (e.g. Stone Hill, Heatherwood, etc.) • Behaviour Outreach Support Service (BOSS) • Pre-School Inclusion Team Health Provision delivered in school: • Speech and Language Therapy • School Nursing • Occupational Therapy • Physiotherapy • Child and Young Persons Mental Health Service (CYPMHs – formerly CAMHS)

	Other External Agencies: • General Development Assessment Team (GDA) • Children's Centres • Early Help (under Doncaster Children's Services Trust) • Intensive Family Support Service (under Doncaster Children's Services Trust) • Social Care (under Doncaster Children's Services Trust) • Education Welfare Service All of the above bodies, including health and social care can be accessed through the school, at the appropriate time. These are all linked to educational provision. Those bodies which can be accessed through the school are contacted via a referral system. A meeting will be held with the pupil (where appropriate) and their family to discuss the concerns raised and the action to be taken. All services and outside agencies require a referral form to be completed, outlining the reason for the referral and a number of details necessary for processing this into their systems. The parents or carers of the child will need to sign their consent that action is taken. In most cases following a referral, contact will be made through a telephone call, email or letter to the family. Each service or outside agency has their own system for supporting a child. The family will be provided with information as to whether the child will have an appointment in school or if the family needs to attend an appointment at a specific establishment (such as a clinic or hospital).
Arrangements for handling complaints from parents of children with SEND about the provision made at the school	At St. Francis Xavier School, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all young people, including those with SEND, is carefully planned and mapped out with a focus on enabling pupils to achieve their full potential and planned outcomes. If you feel that you would like to discuss the provision in place for your child then please contact the SENDCO, Miss Gardner. If you wish to discuss these concerns further, then you can ask for a further appointment with the Head teacher Mr Hoyes.. The SEND Governor,

	Mrs E Cotterill, is also available, via appointment, to discuss your concerns. In addition to this, further guidance can be found in the Complaints Policy available on the school website.
Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published	What is the Local Offer? • In accordance with the Children and Families Act 2014, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. • The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. • The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area. This School SEND Information Report utilises the Local Authority's 'Local Offer' to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. To view Doncaster's 'Local Offer', please view: https://www.doncaster.gov.uk/services/schools/local-offer-send