



St Francis Church of England Voluntary Aided Primary School

Love: for God, each other, our learning, and the world.

Special Educational Needs (SEN) Information Report

Policy: Drawn up by SENCO in consultation with staff and governors.

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Version	Date	Description of changes and person/organisation responsible
2.0	25.09.2025	Becky Fullarton: provided up to date information, edited some wording, clarified being on SEN register is same as having IEP, added in our vision to show how we work at St Francis.

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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 special educational needs support works at St Francis Primary School.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://stfrancis.swindon.sch.uk/policies/>

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?

St Francis is a mainstream Primary school with maintained Nursery provision. It caters for children from aged 3 (Nursery) to aged 11 (Year 6). Although the school does not have specialist resource provision, it caters for pupils with a range of additional educational needs.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Moderate learning difficulties
	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) also known as attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Becky Fullarton.

Mrs Fullarton has worked at St Francis Primary for over 20 years and has taken on the role of SENCO for the past 8 years (Achieved National Award in Special Educational Needs Co-ordination in 2019)



Mrs Kerrie Dunn-Christensen is currently supporting Mrs Fullarton in her SENCO role.

Mrs Nadia Kahn works with Mrs Fullarton to provide administrative support in the area of SEND.

Mrs Fullarton works from Monday to Thursday.

Teachers

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

Teaching assistants (TAs)

We have a team of skilled TAs, who are trained to deliver SEN provision.

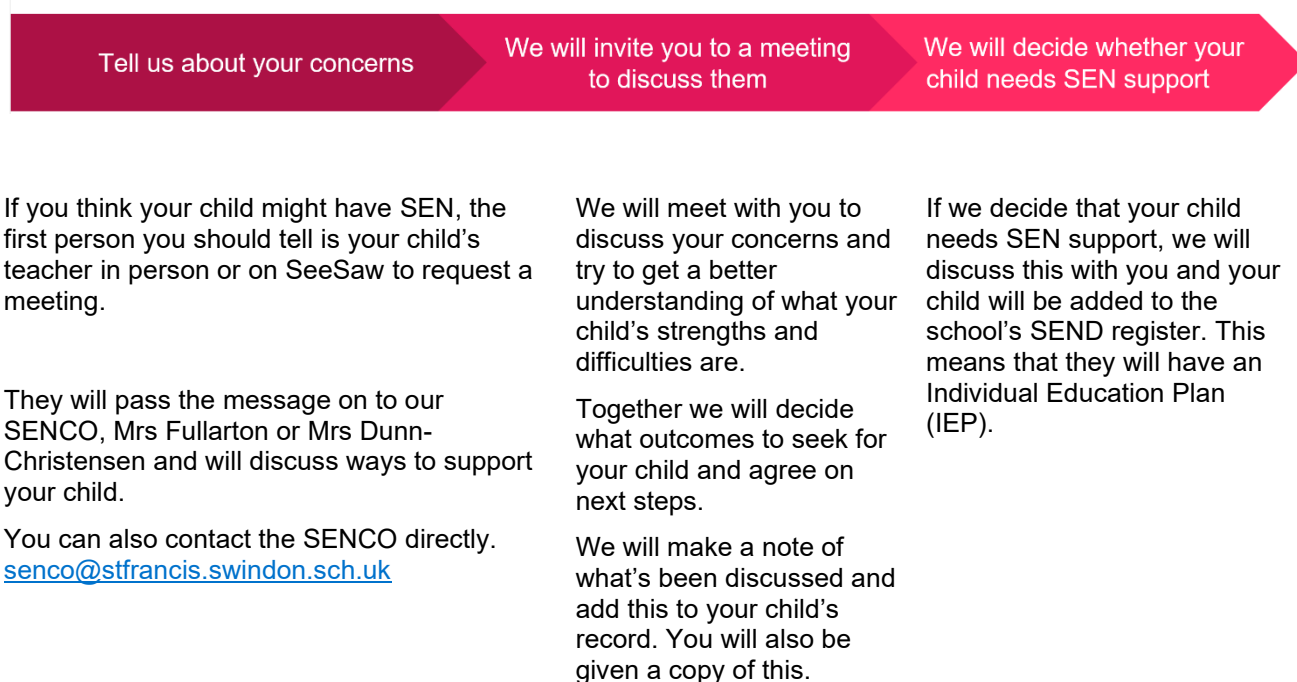
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational Psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Nylands Outreach team (SEMH Support: Social, Emotional and Mental Health)
- Advisory Teacher for Physical Disability
- Swindon Autism Support Service (SASS)
- Advisory Teacher for Visual and Hearing Impairment
- Assisted Technology Service
- Early Intervention Lighthouse Team (Parent Support)

Further information can be found at [Swindon Local Offer - Swindon SEND Local Offer](#) – this is Swindon Borough's site for information for children and young people and their support in Swindon.

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



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include number work, reading, writing, or communicating, interacting or ability to focus and concentrate.

If the teacher notices that a pupil is falling behind, they 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 ~~tuition~~ support to try to fill it. Pupils who don't have SEN 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 SENCO, and will contact you to discuss the possibility that your child has some barriers to their learning, which may mean they have special educational needs (SEN).

Class teachers, teaching assistants and the SENCO may 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 SENCO 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 this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision, and an Individual Education Plan will be shared with you.

If your child does need SEN support, their name will be added to the school's SEND register. The class teacher may want to meet with parents and the SENCO in a joint problem-solving meeting.

5. How will the school measure my child's progress?

At St Francis, we recognise that progress for children with Special Educational Needs (SEN) can look different for every child. Guided by our school vision—a love for God, for each other, for learning, and for the world—we use a range of approaches to understand and celebrate each child's growth.

We measure progress through:

Ongoing Teacher Assessment

Teachers continuously assess children's learning and development during lessons, using their professional judgement to identify small steps of progress and areas needing support.

Observations

Regular observations help us understand how children engage with learning, interact socially, and apply skills in different contexts. These are especially valuable for children whose progress may not be fully captured through formal assessments.

Formal and Informal Assessments

We use a variety of assessment tools, including standardised tests where appropriate, as well as tailored assessments that reflect individual learning goals. These may include phonics checks, reading and maths assessments, or bespoke tools linked to EHCP outcomes.

Individual Education Plans and EHCP Reviews

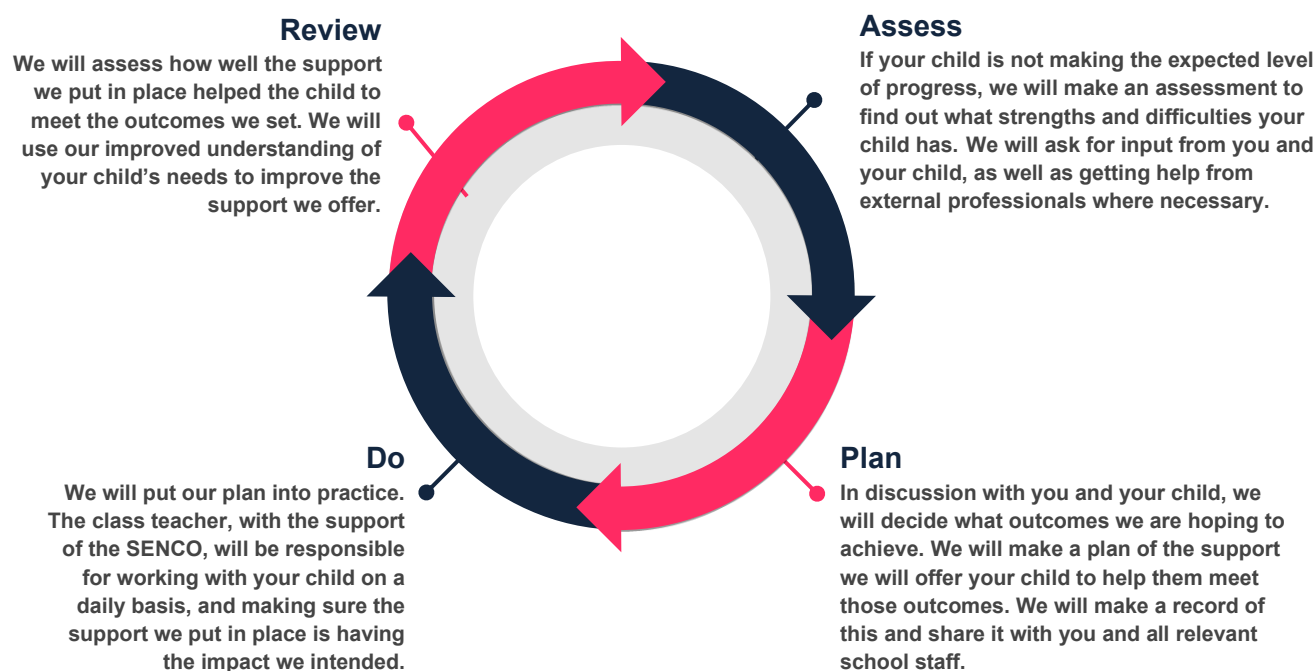
Progress is also tracked against personalised targets set in Individual Education Plans (IEPs) or Education, Health and Care Plans (EHCPs), ensuring that each child's unique needs and aspirations are at the heart of their learning journey.

Pupil Voice and Parent Feedback

We value the insights of children and their families. Listening to their experiences helps us build a fuller picture of progress and wellbeing.

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. This might be a phonics or reading intervention using Little Wandle.

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 SEN 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?

We will review these targets on the child's IEP termly and inform you of your child's progress.

Your child's class teacher will meet you 3 times a year, 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

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. 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 SEN 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 in person or on SeeSaw to organise a meeting.

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

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 video, PowerPoint or drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Children with an Educational Health and Care Plan (EHCP) will complete 'This is Me' with a member of staff.
- When children join our SEN register, we create a pupil profile or front sheet with each child to show their voice in the process.

8. How will the school adapt its teaching for my child?

Your child's teachers are 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 our school. All teachers are teachers of children with SEND providing Quality First Teaching.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended strategies such as sensory breaks, physical breaks, wobble cushions, software to aid writing and physical adaptations to the classroom environment.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Working with Teaching Assistants in a small group or in 1:1.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Forest School SEN Group
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Spell checkers Dyslexia friendly fonts (please see more in our Dyslexia Policy)
	Moderate learning difficulties	Clicker 8, Nessy intervention, phonic catch-up groups, Number interventions
	Severe learning difficulties	Following an EHC Plan
Social, emotional and mental health	ADHD, ADD	Quiet workstation, movement breaks, Forest School SEN group
	Adverse childhood experiences and/or mental health issues	Nurture groups (ELSA) Assistant Educational Psychologist
Sensory and/or physical	Hearing impairment	Assistive technology, visuals
	Visual impairment	Enlarged text, position in classroom
	Physical impairment	SPARKs intervention for fine and gross motor skills, sensory activities, adapted toilets and aids for walking

These interventions are part of our contribution to Swindon's SEND local offer.

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/swindon-send-local-offer/>

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 each term
- Reviewing the impact of interventions after 6 - 8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress

- Using a variety of assessment tools termly
- Holding meetings with parents, staff and sometimes external professionals (SEN Meeting, TAF or EHA meetings)
- 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's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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

All of 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 trips to Braeside Education Centre and Plas Pencelli Outdoor Education Centre.

All pupils are encouraged to take part in school trips, climbing on site activities, swimming and encounter days.

We think carefully about the environment of our school and its ability to welcome neurodiverse pupils. The school is supported by the Assistive Technology advisory teacher and Physical Disabilities teacher, when necessary, to advise with modifying the environment and accessibility to curriculum.

If you would like any information in a different language, we will do our best to accommodate this.

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 they can be included. We encourage all children to apply for roles of responsibility such as being a member of the school council, monitoring jobs, play leaders and house captains.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admissions policy has been created to reflect the Christian foundations and the community focus of the school. The oversubscription criteria reflect the governors wish to offer Christian service in education and offer places to children who regularly attend worship and who live in the parish, also to children living close to the school according to the order of criteria in the admission policy. St Francis CE Primary School follow Swindon LA jointly co-ordinated admission arrangements for admission to primary school in September 2024. Children with an EHC Plan which names St Francis Primary will be admitted before any other places are allocated.

13. How does the school support pupils with disabilities?

Children who have been identified as having special educational needs will receive additional support. The amount, type and frequency of support will depend on the needs of the child. Sometimes this will be done in

class, either by the class teacher or the teaching assistant. Sometimes the child might be withdrawn from class to work on a specific programme either 1:1 or in a small group. Teachers are responsible for the organisation of the additional support. The SENCO works to support, monitor the impact of and advise with this work. The SENCO works with the assigned Governor for SEND to monitor the impact of the additional support in place.

Children may be given an IEP (Individual Education Plan). This will ensure they are working on targets that will help them move their learning forward. If this is the case this will be discussed with you at regular intervals initially using phone, email and meetings. This will also be discussed with your child, involving them in the process and obtaining their views at an age-appropriate level. Some families may be asked to complete (with the SENCO or SLT) an EHA (Early Help Assessment) which captures a full picture of your child's needs. Following the completion of this, the school may hold TAC (Team Around the Child) meetings where other professionals will also be invited to ensure we are supporting your child in the best possible way.

Children with more complex needs may be given an Education, Health and Care Plan which captures the full range of their needs and how to support them. This is reviewed on an annual basis, to which you will be invited to contribute. Children with an EHCP will also be invited to contribute by completing a document called 'This is Me'.

Other documents to read that talk in more detail about we support pupils with SEND are:

- SEND Handbook for Parents and Carers
- SEND Policy
- Accessibility Plan

These are available on the school website here: <https://stfrancis.swindon.sch.uk/policies/>

14. 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:

- Our school vision is: a love for God, a love for each other, a love for learning and a love for the world. This underpins all that we do for children with SEN at St Francis. Therefore, we always strive to be curious and caring in nurturing each child's development.
- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by two ELSAs (Emotional Literacy Support Assistants) and an Assistant Educational Psychologist. They have dedicated time working with individuals or small groups of children. Children who need extra support emotionally or socially are signposted to this support.
- We run a lunch club for children who need a quieter place to eat for a variety of reasons
- We have quiet zones as part of OPAL play such as the Peace Garden and the Art Gazebo.
- St Francis holds a Friendship Fortnight each year with the aim of promoting better understanding of what is and is not bullying. Pupil views on how they are getting on, are regularly sought as part of the Annual Review process. Pupils are always encouraged to share any worries or concerns with known adults on a day-by-day basis.
- We also have a Family Worker from the Early Intervention Lighthouse team, who can support children and their families with home life, social and emotional.

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

Between years

We place great value on finding out about the needs of our children before they join us. Before joining Nursery, all children and parents are offered a home visit so that parents can discuss any issues they may have and share information. This is also done for all children who will join Reception but have not been part of the school's Nursery setting. Information and Induction packs are given to Nursery and Reception parents. Teachers have open communication with the school SENCO before children attend school. As part of the induction pack, all families receive the school's SEND Handbook for parents which explains the process.

Children who join at other points in the school are quickly assessed and needs, should they present, are also raised with teachers and parents and SENCO. All parents receive the school SEND handbook for parents as part of their prospectus/induction pack.

Where SEND has been identified by a previous school or setting, the SENCO works to gain as much information about the previous setting and the package previously in place. Equally, files and information from our school are sent on promptly to a receiving school to ensure that the receiving school has all the information needed.

For some children moving between year groups or key stages can cause challenge and so extra work is put in place, such as writing social stories or creating transition books as well as extra class visits to make sure that the transition is as smooth as possible.

Staff and the SENCO work closely with Secondary staff to ensure that they have a good understanding about a child's needs. For all children, there will be a focus on addressing their concerns about next steps. For those for whom the concern is greater, extra visits and work will be put in place.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Millsop will work with Mrs Fullarton our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. The Swindon Virtual School works in partnership with school to ensure that the pupil is supported to fulfil their potential at all stages of their education.

17. Who can I contact for further information?

The first point of contact is always your child's class teacher. All teachers are teachers of pupils with SEN and have a great deal of knowledge in how to support your child. They will then discuss these concerns with the SENCO and work together to find the best way to overcome the barriers to learning that some children find.

The SENCO Mrs Fullarton is available to discuss more specific concerns. Mrs Fullarton works Monday – Thursday: senco@stfrancis.swindon.sch.uk

The arrangements for handling complaints from parents of children with SEND, about the provision made at the school, is described in the Complaints Policy on the School Website. This explains the clear steps that should be taken. <https://stfrancis.swindon.sch.uk/policies/>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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

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.

More details are on Swindon Local Offer website.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. We hold termly parental SEN coffee mornings for any families that want to learn more, share concerns and be part of our community.

Lighthouse is the Early Intervention Team working within our school. Lighthouse holds drop-in sessions at our school regularly – you will meet one of the team (Gayle Wollen) to have a short, informal, 1-1 chat about anything causing worry or stress in your home. You can also access parenting programmes such as Family Foundations and Family Links.

To see what support is available to you locally, have a look at the Swindon Local Offer Website <https://www.swindon.gov.uk/sendlocaloffer>

Our local special educational needs and disabilities information, advice and support (SIAS) services are: <https://www.swindonsias.org.uk/>

Local charities that offer information and support to families of children with SEN are:

Swindon Carers www.swindoncarers.org.uk/

BeU Swindon <https://beuswindon.co.uk/>

Sandbox offers free online resources for mental health and wellbeing <https://beusandbox.mindler.co.uk/>

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

- [IPSEA](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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
- **SENCO** – the special educational needs 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 SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- **TAC/TAF** – Team around a child / Team around a family
- **EHA or C** – Early Help Assessment or Conversation
- **ELSA** – Emotional Learning Support Assistant
- **EP** – Educational Psychologist
- **AEP** – Assistant Educational Psychologist
- **SLT** – Senior Leadership Team
- **IEP** – Individual Education Plan
- **LA** – Local Authority