



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



### SEN Information Report Academic Year 2025 – 2026

#### **SEND at our school**

At St Francis of Assisi Catholic College, we endeavour to meet the needs of all students, including those who have Special Educational Needs and Disabilities, as far as is compatible with the efficient use of school resources.

We believe that every child matters and we work to the best of our ability to ensure that all barriers are lifted for students with SEND, so they can achieve their fullest potential and access the curriculum confidently. We believe that students with SEND are entitled to this provision. We work collaboratively in our setting, between the SEND, Welfare, Attendance and Pastoral teams. All teachers provide Quality First Teaching within the classroom and fully embrace the fact that every teacher is a teacher of SEND. This work includes the implementation of various strategies which provide differentiation. We pride ourselves on getting to know our students well, so that we can fully understand what they need to be equipped with, in order to access the broader curriculum, making the appropriate reasonable adjustments required. We value the importance of building strong relationships with our families, and strongly believe that, in working in close partnership, we can provide a comprehensive and effective graduated approach to students' learning. Maintaining healthy communication between all stakeholders is key to our way of working.

At St Francis of Assisi Catholic College, the SENCo works in synergy with external agencies, to gain the best advice for students and to ensure the right support is provided for our students with SEND. This work is completed with the: the Educational Psychologist, Speech and Language Therapist, Hearing and Visually Impaired specialist teachers and the Local Authority. This network of professionals are linked to our school and provides the best service for what is needed for individual students. Our Speech and Language Therapy work also provides support for students with a stammer and difficulties with understanding and accessing language. The combined effect of the work we do is invaluable for our students and their families.

We work with students who have a variety of Special Educational Needs, as well as medical needs and disabilities. This includes social, emotional and mental health needs. St Gabriel's is a calm space that our SEN students are able to access when they need to which enables them to emotionally regulate, so they are able to continue with their learning and make expected academic progress. We work closely with students either in the capacity of group work to help with their learning or on a one-to-one basis, if required. The SEND Team currently comprises the SENCo, a SEN Administrator and one Learning Support Assistant per year group. We endeavour to aid our students who experience emotional stress in the most sensitive and supportive way possible; we listen carefully to what they have to say and liaise with parents and guardians and help students to work their way through difficult periods. Although we manage the needs of our students effectively, we call upon outside professionals when we need additional support. We use various tools for the identification of learning difficulties and baseline tests of our Year 7 students upon entry to the school, we offer additional transition support to secure an effective start to secondary education and track and monitor academic progress for students with SEND. Our aim is to help students develop into confident and able learners who are prepared for adulthood; we embrace our school motto 'only the



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



best is good enough' and encourage the love of learning, by providing excellence for all. This is done via promoting our students to take on roles of responsibilities within our setting such as school council and peer mentoring.

At St Francis of Assisi Catholic College, we currently provide support for a range of SEN including:

- Cognition and learning which includes moderate and multiple learning difficulties such as dyslexia, ADHD and dyspraxia.
- Communication and Interaction which include Autistic Spectrum Condition and speech and language difficulties.
- Social and Emotional Mental Health Difficulties such as depression and anxiety.
- Sensory and/or physical needs such as hearing, visual and physical disabilities.

We currently have 122 with SEN code K in our setting. We have 38 students who have an Educational Healthcare Plan.

### Identifying students with SEN and assessing their needs

SEN information transfers across from Primary schools and a robust approach to transition ensures that the SENCo liaises with Primary school SENCos to ensure all information regarding our SEN students is captured. Furthermore, we collate and scrutinise data on entry to St Francis to ensure students are placed appropriately within the curriculum. However, if a need becomes apparent, internal referrals are made to the SENCo by the teaching and pastoral communities in our setting. The work that ensues comprises of broad and written feedback from teachers, followed by a lesson observation by the SENCo and a possible screening. Parents are consulted at the start of this process and student voice is also captured. If appropriate external agencies are involved, appropriate referrals are made to the Paediatric team, if necessary, and finally, a learning support plan is written with the student is added to the SEN register. During this time, academic progress is tracked and monitored to show if students in line with their expected levels of progress and against their peers. Or if they fail to match their previous rate of progress or close the attainment gap against their peers.

### Consulting with parents and students

We observe the graduated approach at St Francis of Assisi Catholic College and involve student and parent voice at every opportunity. This feeds into the writing of a Learning Support Plan which is reviewed annually prior to a parent consultation evening. We recognise that parents and carers hold key information – the knowledge and experience contribute to the shared view of the best way to support learning. Our parent workshops and forums held each term offer an opportunity for us to build positive relationships with families and share good practice. Parents are invited for meetings in school where appropriate. Targets are reviewed and plans for future outcomes are discussed which also revolve around preparation for adulthood. All students with an EHCP will have an annual person-centred review where everyone understands the outcomes sought for each student and what the next steps are.



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



### Assessing and Reviewing Students' Progress Towards Outcomes

Academic data is captured throughout the academic year and tracked and monitored. The SENCo works collaboratively with teachers to carry out clear analysis so that a holistic view of the student can be constructed. From this work, teachers can make a referral to the SEN department for specific intervention work such as handwriting, speech and language therapy, Lexia Literacy support, EAL and social skills and communication work. In addition to this, we will offer pre and post tutoring where needed and preparation for adulthood. In Key Stage 4, we offer a Talk for Work Programme which build links with industry and promotes presentation work. If a SEN student is underachieving, all of the above will be considered, as well as close work with Heads of Departments and teachers to outline what needs to be done to support further.

### Phase transfers and Preparation for Adulthood

In addition to the detailed induction for all Year 7 students, regular reviews are in place for students leaving our setting and this is completed with our Careers Officer. All future pathways are explored and discussed prior to decisions being made and this includes visits to post 16 settings. We use guide indicators from Preparation for Adulthood as a benchmark to ensure we are preparing our young people for the best opportunities available to them once they leave our setting. It is of the utmost importance to us that our students leave St Francis are able to live a dignified life and become positive members of the communities they reside in. Part of this process means that we focus on supporting our students to make appropriate decisions about choosing options so that pathways are aligned from Year 9 onwards.

### Our Approach to Teaching students with SEN

At St Francis, we embed Quality First Teaching throughout our classroom practice. Workbooks are used across the board and the curriculum is structured so that all lessons follow the same process, including teacher explanations, teacher modelling, self-assessment and peer assessment, leading to big and small questions which forge the way for the beginning of the next lesson. The structure provides a sense of belonging for students and the expectations are kept high. The use of explicit teaching means that work is differentiated implicitly, and information is presented in a clear and manageable way. The workbooks are a fast-paced knowledge-based way of working which allows our students to remain attentive and engaged in their learning. The workbooks are a reference for students so they can overlearn and build their retention and working memory, we encourage parents to re-visit work with their child to support this. Schemes of learning are in place so we can prepare both students and parents/carers regarding forthcoming topics.

### Identifying pupils with SEND and assessing their needs

St Francis of Assisi Catholic College recognises the four SEN profiles as identified in the SEN Code of Practice, 2014.

These are:

- Communication and Interaction



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

On entry to the school, students will be assessed using prior information from the primary setting together with a range of standardised tests. From this, students will be offered a tailored package of intervention according to their individual needs. The SEN department staff work alongside subject staff who alert them when any student is not making expected progress. Again, the revised SEN Code of Practice is used as a guide and therefore a lack of progress is classified as one which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers Consideration and support is also given to those students who may not have a SEN but fall into one of the following categories and as such their needs may impact on progress and attainment.
- Disability (the Code of Practice outlines the "reasonable adjustments" duty for all settings and schools provided under the current Disability Equality Legislation).
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO and an internal referral process will begin. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work with the team around the child to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

### The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to identify barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### 1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### 2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place and the expected outcomes.



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



All learning support plans are shared in ClassCharts.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### 3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

A Provision Map is used to manage and track SEN Provision and progress. This is managed by the SENCO and the SEN Administrator with input from all staff.

**Wave 1:** High quality first teaching and differentiation within an appropriate teaching set is always the first step in responding to all our students who have or may have SEN.

However, where a child is not making the expected progress subject teachers seek the advice and guidance of the SEN specialist teachers and support staff. This may take the form of additional intervention work delivered outside of the curriculum.

The Assess, Plan, Do, Review approach as recommended within the revised SEN Code of Practice is used to deliver effective provision. This details the student's strengths, areas of need and what teaching strategies and resources work well for them. This information informs teacher planning. This information is updated by the SEN Administrator on a regular basis. The SEN database has been recently revised to include a detailed record of each student's learning support plan.

**Wave 2:** Following on-going monitoring students may be offered time specific intervention delivered by our Learning Support Assistants. This would be regularly reviewed and adjustments made accordingly. If following at least two cycles of the assess, plan, do, review process and the students is still failing to make expected progress, despite appropriate intervention it may be deemed necessary, at this point, to place the student on the SEN register at the single category of SEN Support.





## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



**Wave 3:** Where a student's challenges continue a range of individual programmes are delivered by one of our highly qualified and experienced Learning Support Assistant's:

- Small group intervention to develop; literacy, numeracy, speech and language or social skills.
- One to one intervention with individual and specific learning programmes

Any, and all provision, is arranged following consultation and discussion with students, parents/carers and staff. At this point specialist services such as Speech and Language, Psychology Service, Autism Outreach may also be involved.

All provision and intervention is regularly reviewed and its efficacy monitored to ensure that the student continues to make progress and fulfil their potential.

## Levels of support

### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

On the census these pupils will be marked with the code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

On the census these pupils will be marked with the code E.

## Additional Support for Learning

The SEN team will offer additional support for students depending on the need which is presented. Homework Intervention takes place daily from 3.30pm to 4pm whereby students of SEN can receive one to one support and complete their homework in school so there can be clear lines between home and school.

## Expertise and Training for Teachers

Teachers are given expert training which is delivered by the SENCo which incorporates information from outside agencies and other professionals. We deliver training which will match the needs of the students in our setting. This training is delivered in person and is kept in the CPD Hub for teachers to refer to and re-visit when they need to. Our new teachers also receive SEN training on arrival to St Francis.



## Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



### Evaluating the Effectiveness of SEN Provision

Students of SEN are encouraged to become resilient and independent in their approach to their education, personal targets help achieve this. We firmly believe that healthy challenge for our students is a key to success in the future. At each review, the graduated approach is adopted so that we can develop and change strategies and recommendations. Parent and student voice is integral to the work we do and is captured annually. This will also feed into inset day training. When liaising with SEN students we offer various mediums so they can communicate with us in the most effective way. Tracking changes on Learning Support plans is key so that we can see how students are changing and developing.

### Enabling students with SEN to engage in activities available in school

Progress for students with SEN in our setting is not only measured via data, but by participation in wider school community – this helps students develop confidence, independence and take on roles of responsibility which essentially helps them to prepare for life after school. Students are encouraged to attend extra-curricular activities, and reasonable adjustments are made, if necessary, so that these are accessible to them. For trips, a risk assessment is completed, and all needs are considered carefully so that students can attend safely and participate fully. All students are encouraged to participate in school activities.

### Complaints about SEN Provision

Complaints about SEN provision should be made to the Headteacher in the first instance. Please refer to the school's complaints policy.

### Contact details of support services for parents of students with SEND

SEND Local Offer website for parents. Here you will find help, advice and information about the services available for your child or young person, from birth to 25 years, with a Special Educational Need or Disability (SEND).

<https://send.walsall.gov.uk/>

This also accessible via our school website, parent bulletin and social media.

Walsall Parent Carer Forum

<https://facewalsall.wordpress.com/whats-on/>

Walsall Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

<https://family-action.org.uk/services/walsall-sendiass/>





### Mission Statement

To provide an excellent education for all. One which holds faith and love at the heart of all that we do. We want everybody to develop and fulfil their potential whilst part of our community and beyond.



Walsall SENDIAS staff work between 9am and 5pm, Monday to Friday. We do at times leave the office for events and community outreach, so please phone ahead before visiting the office. We do have a 24-hour messaging service on 01922 612008 or you can email us at: [Walsallsendiass@family-action.org.uk](mailto:Walsallsendiass@family-action.org.uk) Phone: 01922 612008

- Write to: Manor Farm Community Centre, King George Crescent, Walsall WS4 1EU
- [Find us on Facebook](#)

### Contact details for raising concerns:

Email: [postbox@stfrancis.cc](mailto:postbox@stfrancis.cc)

Website: <https://www.stfrancis.cc/>

Headteacher: Mr Salkeld