SEND Information Report
(School Offer)

March 2026
Next Review March 2027

ST FRANCIS OF ASSISI PRIMARY SCHOOL SEND INFORMATION REPORT 2025-26	
What is the purpose of the SEND Information report?	SEN information reports are intended to tell you how the school's SEN policy is used. How help and support for pupils with SEND works in that setting. The SEN information report should be written in a way that makes the information clear and meaningful for parents.
What is SEND?	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
Who is our Special Educational Needs and Disabilities Coordinator (SENDCo)?	The SENDCo is Susana Sousa. To email our SENDCo: office@franassisi.co.uk To phone our SENCo: 0207 727 8523
What types of SEN do we provide for?	We are a maintained primary school who admits pupils aged 3 to 11 (Nursery – Year 6). As an inclusive school, we provide for children with all types of needs, including special educational needs. These fall into four broad areas: • **Communication and interaction** – including Speech, Language and Communication Needs (SCLN) and ASD (including Asperger's Syndrome and Autism). • **Cognition and learning** – including Moderate Learning Difficulties. • **Social, emotional and mental health difficulties** – including mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. This may also include disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder. • **Sensory and/or physical needs** – including vision impairment, hearing impairment or physical disabilities. This may also include medical needs.

What expertise and training do our staff have to support pupils with SEND?

Staff	Training (Knowledge, skills or qualifications obtained
SENDCo Susana Sousa	Susana Sousa has trained for The National SENCo accreditation, in order to obtain fully qualified and accredited status in this area. She has worked at this school since September 2022 with various roles and has undergone training in Modern Foreign Languages (MFL), Reading Recovery, English as an additional language (EAL). The SENDCo provides internal training to all staff to ensure they understand their responsibilities in supporting pupils with SEND.
School SEND Governor Vesper De Marchand-Scott	Understanding the SEND Code of Practice Understanding the school's responsibility to support pupils with SEND. Reporting to Governors on SEND matters
Leadership	Implement the SEND code of Practice, understanding and knowledge of new and current statutory requirements.
Class teachers	Internal and external training to support strategies for inclusive practices, understanding the needs of children with SEND, strategies for differentiating learning and setting achievable outcomes for pupils with SEND through an IEP. Professionals may request to meet with class teachers to develop SEND specific skills for pupils with SEND in their class.
Learning support assistants and teaching assistants	Strategies of inclusive practice from a range of professionals including those professionals who may support individual children that they work with. LSA's attend Speech & Language Therapy sessions with the therapist so they can carry on with specific targets and strategies between direct therapy sessions.

Specialist expertise will be sourced by the SENDCo according to the needs of individuals (pupils and staff) andwhere necessary additional training will be sought. Specialist training and expertise is available to the school from a number of professionals available through the SEND team and local offer.

How do we identify and assess pupils with SEN?

Graduated steps to supporting our children with additional needs and SEND		
Stage of support	**What the support looks like**	**What happens when the support is unsuccessful**
Step 1: Universal Quality First Teaching	**All children are provided with:** • High Quality Teaching and learning in class that benefits all children • Tasks adapted to meet the learning needs of individuals	A child will progress to **step 2** when the child has made limited or no progress in relation to peers within one or more than one area. The class teacher will arrange a meeting with the family, this may include the SENDCo . The class teacher may discuss the need for additional support outside of the classroom.
Step 2: Targeted additional interventions	**Children are monitored at this stage by:** • The progress they make in an intervention programme • The outcomes for a child at termly assessments	A child will progress to **step 3** when the child has made limited or no progress in relation to peers despite additional support outside of the classroom. We may consult with outside professionals and begin to explore next steps. Next steps will include a meeting with families before a child is added to the SEND register. An Individual Support Plan (ISP) with specific outcomes is created by SENDCo and class teacher and then shared with families. **Your child is added to the SEND register with SEN support.**
Step 3: Specialist interventions	**Children may receive:** • Outside specialist provision after a referral to an outside professional / provision is made by the school and shared with the family. • A request for additional funding through the Local Authority.	A small percentage of children with significant needs may require an Educational, Health and Care Needs Assessment (EHCNA). The SENDCo will meet with a family to discuss this and if appropriate make a request (see step 4)
	EHCNA Process	**EHC Plan**
Step 4: Specified Individual support	**Once the EHCNA has been approved by the Local Authority (SEND Panel):** • In consultation with the family and the child outcomes will be produced • The school and professionals will give advice regarding appropriate and specific support for a child, to the Local Authority. • Specific resources, budgets and interventions are identified and named on the EHCP	**Once the Education, Health and Care Plan is finalised:** **Your child is added to the SEND register as having an EHCP** • Transition support for pupils at different key stages is made • Regular meetings with the SENDCo and families to ensure good communication • Staff receive relevant training according to the needs of individual children. • An annual review will be held to review outcomes.

	Additional Information for Identifying pupils with SEN ● Some children may be identified as having SEN before starting school and will make us aware when they apply. ● In some cases, children may be initially identified through a parental/GP concern. ● A child's previous school may share information that identifies a pupil as having Special Educational Needs ● The class teacher, SENDCo or other adults working in the school may identify an area of concern and carry out additional assessments to determine the level of need. ● Children who join ST Francis of Assisi with an EHCP (Education Health and Care Plan) will already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority after a consultation process with the school. ● Where the school has sought support from external agencies – specialised assessments may be used to provide further support for identification purposes. ***(For further information on what provision is available for children, see the school website for 'How will I know what support my child is able to receive at St Francis of Assisi?)***
What is our approach to teaching pupils with SEN?	Here at St Francis, we take a collective responsibility to SEND and have a whole school approach to the teaching of pupils with additional needs. Class teachers, their teaching assistants and other appropriate professionals in the school, work with the SENDCo and school leadership team to identify and support children with additional needs. ● We believe that the benefits of early identification of SEND is extremely important; identifying need at the earliest point, and then providing good interventions will in turn improve long-term chances of success for the child. ● Special educational provision relates to that which is additional to or different from the educational provision made generally for others of the same age. ● We believe that a large majority of children with SEND can have their needs met through mainstream education providers, like our school, and will not need an Education, Health and Care Plan (EHCP). ● Our SENDCo oversees the progress of any child identified as having SEND ● The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area ● There may be an LSA (Learning Support Assistant) or TA (Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations with parents. ● The class teacher will meet with parents formally on at least a termly basis (this is usually part of learning conversation meetings) in order to discuss a child's progress and the support that they are receiving

	• Class teachers are always happy to discuss a child's needs if parents have questions or concerns between more formal meetings. • An appointment can be made with the SENDCo to discuss support in more detail if required. Support Plans (ISP's) will be shared with you and your child (age appropriate) • The school has extended services including a breakfast club from 8am and a variety of afterschool clubs. We aim for these to be as inclusive as possible and may seek additional funding to provide additional staff or sessions in order to achieve this. • As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), paediatricians, speech and language therapists, occupational therapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.
How do we adapt the curriculum and learning environment?	• **The curriculum is adapted** by providing adapted learning to meet the targets set by the support plan and the curriculum. All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. (See curriculum overview on the school website) • **Necessary Support** is provided, to ensure that is successful we may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. Where possible the school will attempt to provide an additional member of staff to support a pupil's needs. • **A risk Assessment** is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. • **The Accessibility Plan** offers more specific information about the school layout and ease of access. This document is available on the school website. This includes identifying Intimate care procedures for pupils who have not reached their developmental milestones and / or may be incontinent. A pupil with a disability that requires them to have an EHCp will apply to the school through the local authority; a consultation will be sent to the school and they will be given 14 days to respond to the consultation. In the consultation they will need to identify if they (the school) are able to meet the needs of the pupil. Their needs may include a learning, communication, physical / sensory or a mental health need. The SENDCo will then identify if the school is able to meet the needs of the pupil based on the cohort and information shared with the school.

How the broad and balanced curriculum we provide for each year group is adapted and made accessible to pupils with SEN.	• Staff work across a collaboration and teachers work alongside teachers within their year group to plan and prepare lessons which meet the needs of their cohort. • Teachers provide wordbanks, visuals and scaffolds for pupils who may require additional support. • Teachers and support staff work with pupils as part of a small group within the class to ensure pupils with SEND receive support to develop and make progress. • Teachers meet with the SENDCo to identify how lessons / teaching may need to be adapted for high SEND needs pupils. • The SENDCo meets with curriculum leads to identify how the curriculum may need to be further adapted for some pupils.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	The curriculum overview is available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school • All learning activities within class are planned and adapted at an appropriate level, so that all • children are able to access learning according to their specific needs. Typically, this might mean that in a lesson • there would be three different levels of work set for the class, however on occasions this might be individually • adapted. • The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate • Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. sensory circuits, coloured overlays, age appropriate reading books with lower reading levels, sloping boards etc. • The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times • The governor responsible for SEND also meets with the SENDCo to look at changes within the Local Authority. • The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

	All pupils are given the same opportunities to access activities within the school, this includes PE sessions. Where a child has a physical need, sensory impairment or other SEN need and they are unable to access the activities, adaptations will be made. This may include reasonable adjustments to: ● The environment (indoor or outdoor) ● The equipment used e.g. softer ball, larger ball, additional support on apparatus etc… ● Additional support for a pupil to access the activities, where possible. ● Changes to rules within a game to support individuals to access Additional opportunities may be provided for a child to have further practice of an activity through pre-teaching or additional time. Children are encouraged to take part in the same activities as their peers but it is recognised this may not be possible for all pupils with SEND. In consultation with staff, professionals and families adaptations may be made to support an individual according to their needs. **HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?** ● Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers ● By reviewing children's outcomes as set out in their ISPand ensuring that they are being met ● Through verbal feedback from the child, the parent and teacher to build a wider picture ● Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.
How do we consult parents of pupils with SEN and involve them in their child's education?	● You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home. ● Family learning activities are held for all parents at a variety of times of day. E.g. coffee mornings, school nurses or other professionals deliver training/ advice, math's workshops, Phonics workshops etc… ● The SENDCo arranges times for parents with children on the SEN register to meet throughout the year. ● Your child may have an Individual Support Plan that will have individual/group targets. This is sent home with your child on at least a termly basis and parents can make appointments at their convenience to meet. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are

	offered a termly opportunity to participate in a learning conversation (parents evenings). ● When the child's IEP (Individual Educational Plan)is reviewed, comments are made against each target to show what progress the child has made ● If a child is identified as having more complex needs, the school may consider the need to apply for an EHCP from the local authority. This is an individual Educational Health Care plan that looks at the needs of the child in detail and identifies areas of need and how best to support the child. This is a lengthy process (currently 20 weeks from submission of an application) and the local authority will make a final decision regarding whether an EHCP can be completed. ● If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually and a review of their EHCP will be held annually. Interim reviews can take place when concerns are raised regarding changes in pupil's behaviour, development or needs are raised.
How do we consult pupils with SEN and involve them in their education?	● Children who are on the School SEN register are invited to take part (this may be for part of the meeting) in termly learning conversations with parents and staff to discuss their progress and targets when these are reviewed (age appropriate) ● If your child has an EHCP, their views will be sought before any review meetings (as is age / ability appropriate) ● Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey ● All children in year 6 are provided with the opportunity to be voted onto the Student Leadership Team, as well as hold other positions of responsibility, by the school's senior leadership.
How do we assess and review pupils' progress towards their outcomes?	● We check that the child is making progress academically against national/ age expected levels (or equivalents) and work towards narrowing the gap between them and their peers. ● Children's targets are reviewed and reset throughout the year, prior to parents meetings based on assessments and teacher judgments. ● Verbal feedback from the child, the parent and teacher help to build a wider picture ● Children may move off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

How do we support pupils moving between different phases of education?	• We encourage all new children to visit the school prior to starting • We can create 'social stories' with/for the children if transition is likely to prove challenging • For children starting in Reception, The Head of School and class teacher hold a meeting for parents (prior to starting), in order to help children, parents and staff get to know each other. An additional meeting will take place within the first few weeks of the first term for all parents. • Home visits are arranged for new starters to Nursery or in Early September, this helps us explain information and discuss each child's needs. • A safe-guarding and early year's profile form is sent to all pre-schools and other schools prior to children transferring to St Francis. Teachers will visit settings where it is felt there is a need or in some cases additional information may be requested. • We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. • If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools • Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. • There is an annual meeting to discuss secondary transfers with year 5 and 6 parents. • At any point where a child with SEND is preparing to leave our school, we will liaise with staff at the new school for the child in question to support a smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education. In addition to this we may also contact the local authority to notify of any changes or support that may be needed for the transition. • A child with an EHCp in year 6 will have an earlier annual review usually in the summer term of year 5 or the first ½ term to pass on all relevant information to the local authority and parents' choice of school • Any child with an EHCp in the Foundations stage is expected to have six monthly reviews to identify progress and needs.
How do we support pupils preparing for adulthood?	• Children are supported to gain self-care and independence skills in relation to their age or developmental stage by setting targets during the parent evenings with staff. • Additional targets to support pupils for adulthood may be discussed with parents and outside agencies depending on the needs of the child.

How do we support pupils with SEN to improve their emotional and social development?	• The SENDCo works with class teachers and LSAs/TAs to provide training and support to help children with SEND to improve their emotional and social development through zones of regulation or Autism Level Up. • Individual programmes are provided as necessary to meet the needs of children and may be raised through our pupil circles which are held weekly. Topics and questions are carefully planned to ensure children are included and ideas / thoughts of the children are shared. Whenever possible, teachers will give further explanation or examples to support understanding. • Specific support can be accessed through a trained ELSA. • Support from a range of trained external professionals which changes termly according to needs within the school and resources. Some services currently include play therapy, art therapy, Care to Grow, Early Help etc… • The school has adopted ***behaviour and exclusion policies available on the school website.*** • If a child has significant behaviour difficulties, an Individual Behaviour Management Plan will be planned by Ms Murphy and agreed with parents and written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. We may refer to outside agencies for further support following parental discussions. • The school attendance policy is available and the school attendance target is currently 96%. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the SENDCo & Deputy Head Teacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern. • Children are taught Catholic values and children are taught to be kind and patient with each other.
How will we secure specialist expertise?	• Where possible specialist advice is organised by and paid for by the school and in the case of pupils with an EHCP, by the LA. • We employ the services of the Educational psychologist, through the bi-borough, on a termly basis. • We employ the services of a school based social worker to support families. • We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way • We make referrals to a range of specialists, these include; speech and language, occupational therapy, physiotherapy, the school nurse, CAMHs, GP's and social services. • We work closely alongside voluntary organisations (such as The Catholic Children's Society) which provide us with access to art therapists and play therapists in school

How will we secure equipment and facilities to support pupils with SEND?	• The environment is designed to support children with individual needs e.g. visual timetables, specialised equipment when needed. • Equipment and facilities are acquired from referrals and requests made to the local authority through the Disability Access Fund at RBKC or other local authorities. Funding may also be secured where a child has a specific need and a request is made by an external provider e.g. OT. • Some more specialised equipment may be requested as part of an EHCP and SENIF funding (Nursery aged pupils only), requested when possible. • For children from other local authorities, the school may be able to access additional funding for specialist equipment when the request is made by a professional working with a child who has an EHCp. • Where a child does not meet the criteria for an EHCp – the school equipment and facilities are obtained from the school budget where possible.
What facilities we provide to help pupils with a disability access the school.	• A pupil with an EHCP may have recommendations made as part of their plan which should be funded from their allocated budget. • Pupils may require reasonable adjustments to be made as part of their disability which the school will comply with where possible. This may include wobble cushions, adjustable seating arrangements, pencil grips, sloping board, laptop for writing etc… • A pupil with a disability may require adjustments to exam procedures, where necessary these adjustments will be made from examining bodies. • The school has a number of classes on the ground floor which can be adapted to any year group. • A disabled toilet is accessible on the ground floor • A lift is installed in the school - this requires work to be carried out in order for it to be fully functioning. A request has been made to the local authority.
What steps have been taken to prevent pupils with a disability from being treated less favourably than other pupils?	The school recognises the individuality of all pupils and the needs that some may have, the school fosters and encourages its pupils to respect others regardless of their differences. This is done through whole school assemblies, pupil circles, gospel assemblies, circle time activities and when needed discussions between pupils.
How do we involve other organisations in meeting the needs of pupils with	• The SENDCo will make referrals to outside agencies after discussing this with parents and the class teacher. • In certain circumstances, such as safeguarding children, parents may not be notified prior to referral.

SEND and supporting their families?	• The school arranges coffee mornings on a termly basis with the SENDCo, school based social worker, school nurse, Early Help and other professionals who are available. This is an informal morning where parents can seek advice or support for their child who may or may not have SEND. • Parents are invited to participate in a yearly SEND forum to discuss policies and changes. **Information to be shared in the Summer Term.**
How do we evaluate the effectiveness of our SEND provision?	• The quality of teaching is the most important factor in ensuring pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. We test the effectiveness of our SN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to ensure all those supporting the family are working together effectively. • The teachers work with the inclusion leader, a range of professionals, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective. The SENDCo and the Head Teacher report regularly to the Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND needs are based on the best possible evidence and are having the required impact on progress. The SENDCo at St Francis regularly evaluates the effectiveness of SEN through; • Regular meetings with the Senior Leadership Team to monitor the SEND provision within the school • Termly reviews of data and student progress scrutinies of students work lesson observations and teaching walks to assess impact. This includes tracking and analysing children's progress in learning against national expectations and age related expectations on a half termly basis. • Monitoring of small group interventions and analysis of impact. • Discussions with parents and parental feedback form an important way of identifying the effectiveness of SEN provision. • Provision maps cost out the provision of a student received and the effectiveness. This is usually completed for pupils in the process of an EHCNA or who have an EHCp.

	• SENDCo forums allow the SENDCo to discuss provision with other professionals and reflect on practice. • Pupil progress meetings are held each term between each class teacher, Head of school, Assistant Headteacher and SENDCo, other professionals may also be invited to attend. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
What anti-bullying measures do we have in place?	• Anti bullying Week themed activities for all classes including a whole school assembly. • Logging bullying incidents • Notifying parents of bullying incidents • Identifying further support for pupils if required.
How do we handle complaints from parents of children with SEND about provision made at the school?	• We always advise that parents meet with the class teacher. • Should you have any further concerns or feel that the issue has not been resolved by the class teacher, or by any adult working with your child then we ask that you contact our SENDCo • Should you still have further concerns please contact our Head of school (Ailbhe Farrell). • The SENDCo and Head Teacher carefully consider the concern and look for ways to resolve the matter effectively with parents' input. • If you feel that your concerns regarding SEND provision have not been resolved, then please refer to our formal complaints procedure which can be found on the school website.
Who can young people and parents contact if they have concerns?	• In the first instance, we ask that parents always speak to the class teacher and the SENDCo as soon as they feel an issue has arisen. • General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website • Further information is available from the SENDCo (Mrs Susana Sousa), Assistant head Teacher (Ms Paula Murphy), Head of school (Mrs Ailbhe Farrell) or, in exceptional circumstances, the SEN Governor
What arrangements are in place to support children that are looked after by the local authority and have SEND?	• Regular Team Around the Family (TAF) / Team around the child (TAC) meetings are held with all professionals involved in supporting the young person(s). • As part of the meetings the SENDCo and safeguarding lead liaise with the class teacher and local authority to identify needs of the child and further support that may be required. • Identified next steps are agreed with all professionals working with the young person(s). These are reviewed at the start of each meeting.

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<tr><td>What support services are available to parents?</td><td>You may wish to contact Contact your local parent forum group:
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<tr><td>RBKC</td><td>LBHF</td><td>Westminster</td><td>Ealing</td></tr>
<tr><td>Full of Life
Tel: 020 8962 9994
email: info@fulloflifekc.com</td><td>Information Advice Support Service (IASS)
Tel: 020 8962 9994
email: ppo@fulloflifekc.com</td><td>Westminster Parents participation Advice service (WIASS)
Tel: 020 8871 5237
email: wiass@wandsworth.gov.uk</td><td>Ealing Parent and Carer forum
Email: info@epcf.org.uk</td></tr>
</table></td></tr>
<tr><td>Links to other policies</td><td>• SEND Policy March 2025
• Accessibility plan
• Intimate Care policy</td></tr>
<tr><td>Where can the LA's local offer be found? How have we contributed to it?</td><td>The Local offer is information that is set out in one place by the local authority about the provision they expect to be available for children and young people in their area who have special educational needs.
It is available on the website of the local Authority in which your child resides.

The Royal Borough of Kensington and Chelsea:
https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0
The London Borough of Hammersmith and Fulham:
https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send-and-local-offer
The borough of Westminster:
https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0
The borough of Brent:
https://www.brent.gov.uk/children-young-people-and-families/send-local-offer
The borough of Ealing:
https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0</td></tr>
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	The SENDCo attends SENDCo forum meetings to understand how services are accessed and changes in procedures regarding referrals. The SENDCo will feedback parental concerns/ complaints regarding services, feedback school experiences of accessing services including long waiting times and needs within the school to the local authority. There may be times when the Local Authority asks the SENDCo to contribute to a forum or takes part in consultations regarding changes within SEND and when possible will do so.
How was this report produced?	This report was written by Susana Sousa (SENDCo), this is the amended SEND report based on March 2023 version. Parental involvement is key to ensuring the 'SEND Information Report' is accessible to all families at St Francis and we hope to liaise with parents regarding changes in SEND and the SEND Information report.

This report meets the legislative requirements for SEN information reports, which are set out in schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.