Special educational needs (SEN) information report

St. Chad's Catholic Primary School

Last reviewed on:	October 2025
Next review due by:	October 2026

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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 in our school.

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

You can find it on our website St. Chad's Catholic Primary School, Catholic Lane, Sedgley, Dudley

Our school provides for pupils with the following needs:

All schools in the St Gabriel the Archangel CMAT have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Trust directors to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need (and or) disability being met in a mainstream setting wherever possible, where parents/carers wish for this provision to be made. Every child deserves equal opportunities in life. We are committed to ensuring that every child grows, learns and enjoys school. We have high aspirations for all our children. We want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND.

What is a Special Educational Need (SEN)?

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A child or young person has a SEN if they have a learning difficulty or disability which calls for some additional or different educational provision. This may mean that s/he has a significantly greater difficulty in learning than the majority of others of the same age.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	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 Sarah Simner

She has 16 years' experience in this role and has worked as both a Secondary and Primary school SENCO. Mrs Simner is a qualified teacher and the Assistant Principal.

She achieved and was awarded the SENCO National Standards qualification in 2008 from The University of Birmingham.

Class Teachers

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

Staff have received training in:

Adaptive Teaching

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ACES and Childhood Trauma

Attachment Disorder

Emotional Coaching

Emotional Wellbeing / Nurture

An Introduction to Speech, Language and Communication (Early Years)

An Introduction to Speech, Language and Communication (Primary)

WellComm (Early Years)

Precision Teaching

Effective Phonic Teaching

Autism Awareness

Positive Handling

Teaching assistants (TAs)

Our teaching assistants are trained to deliver interventions. These interventions are planned in liaison with class teachers and the SENCO. Teaching assistants may support pupils on a 1:1 basis within the classroom or in withdrawn sessions in accordance with the individual's need and appropriate plan (LSP or EHCP). Teaching assistants will also support pupils in small groups within the classroom or in separate rooms in accordance with the demands of the curriculum, the programmes they are leading are based upon needs of the pupils.

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
- Reflexions
- CADMUS SEND Advisory Service
- Voluntary sector organisations

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

If you have any concerns about your child or would like to discuss any matters regarding your child and SEN then speak to your child's teacher in the first instance. You can also contact Mrs Simner directly on 01384 889423 or by email ssimner@st-chads.dudley.sch.uk

We will have an early discussion with the parent, teacher and if appropriate the child when identifying any potential SEND need and whether any additional SEND provision is required.

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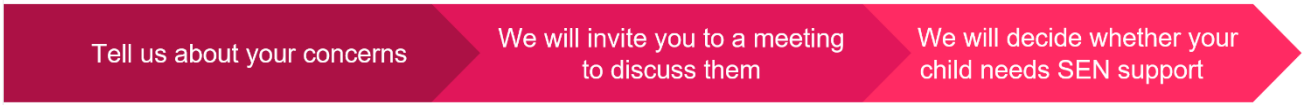

If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents can use Dojo, our school communication system or call the office to make an appointment. Teachers are available at collection time to also talk to parents.

They will pass the message on to our SENCO, Sarah Simner who will be in touch to discuss your concerns.

You can also contact the SENCO directly by calling the school office or using her email address,

ssimner@st-chads.dudley.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

At St Chad`s we may already know that your child needs extra support or has a special educational need. For example, if your child has come from a previous school or a pre-school who has passed on the information or if your child has seen an outside agency such as a Speech Therapist who may have passed information to us.

We may also identify SEN ourselves. At St Chad`s, all teachers are expected to deliver high quality teaching that is adapted and personalised to meet the individual needs of children. The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and Senior Leadership Team. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments every term of progress for all pupils and identify those whose progress:

- 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.
- Widens the attainment gap.
- This may include progress in areas other than attainment, for example, social needs.

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

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 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 SEN.

The SENCO will 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

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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.

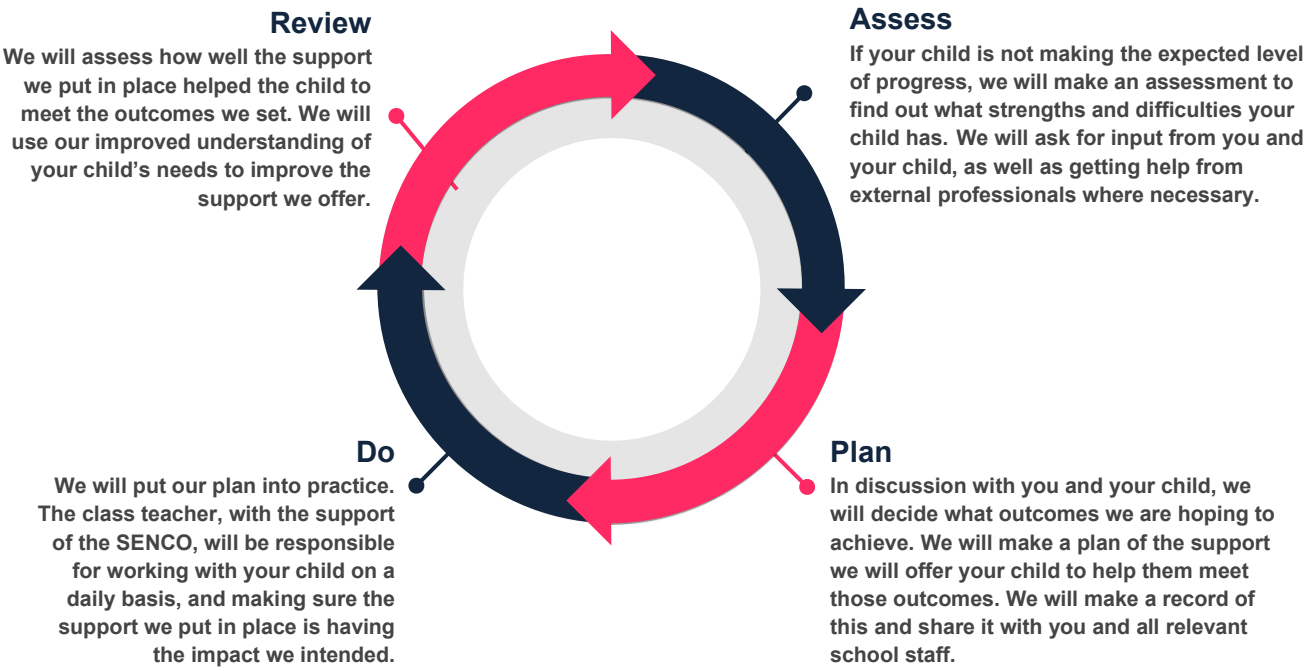
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

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.

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.

Advice and assessments from outside agencies may also be sought as part of this process. External services such as Speech and Language, Educational Psychology, Occupational Therapy, Integrated Early Years, Behaviour Support and CAMHS.

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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 have an early discussion with parents/carers when identifying whether your child may need special educational provision. If any other professionals are involved, we will also ensure that all information is shared. All conversations with parents and professionals ensure everyone develops a good understanding of the pupil's areas of strength and difficulty.

Where appropriate, your child may have an individual learning plan, targets will be set, recorded and monitored alongside any interventions on Edukey, the school's provision mapping programme.

Parents are invited to meet with the class teacher / SENCO to:

- Discuss desired 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

Parents will be able to discuss progress and their child's learning support plan at parents' evenings and review meetings. Class teachers are regularly on the playground at the end of the day if you wish to raise a concern and equally they will maintain open communication with you. In the summer term parents will meet with the SENCO, current class teacher and the new class teacher to discuss your child's special educational needs.

We know that you're the expert when it comes to your child's needs and aspirations. So 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.

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
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete wellbeing / feelings quizzes

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

Your child's teacher is 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.

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 aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis
- Teaching assistants may support pupils in small groups

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 Now and next boards Social stories Access to Oak Tree Room and Acorn Room Sensory equipment
	Speech and language difficulties	Speech and language therapy Wellcomm Some Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Phonic interventions Precision Teaching Scribe Spelling Interventions

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	Moderate learning difficulties	Visual Aid timetables Now and Next boards Differentiated tass Extra time
	Severe learning difficulties	1:1 working with an adult
Social, emotional and mental health	ADHD, ADD	Quiet workstation Access to Oak Tree Room or Acorn Room Access to Rainbow Room Sensory equipment Sensory snacks Timers
	Adverse childhood experiences and/or mental health issues	Nurture groups SEMH interventions My Happy Mind Access to Rainbow Room Lead SEMH TA
Sensory and/or physical	Hearing impairment	Follow advice of HI professionals / care plans
	Visual impairment	Use of ICT Larger fonts Follow advice of VI specialists / care plan
	Multi-sensory impairment	Follow advice of paediatrician / care plan
	Physical impairment	Follow advice of paediatrician / care plan

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

St. Chad's has two in-house alternative resource provisions, The Oak Tree Room and the Acorn Room which our children with the most complex needs may access where appropriate.

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 regularly

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- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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 trip in year 6 to

All pupils are encouraged to take part in school events such as Sport's Days, Animal Man visits, parent workshops etc. Where appropriate, arrangements will be made to ensure that your child experiences these things in an adapted way – a quieter session in Oak Tree room, for example.

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.

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

Children with SEN should apply for a place at St. Chad's using the normal Dudley LA admissions process. Children with an EHCP can name our school as their preferred choice. This gives them priority over our normal admissions criteria. Dudley LA will then consult with our school to decide if we are the most suitable setting and are able to meet the needs of your child.

We would encourage any prospective parent/carer to contact the school and arrange a meeting with the SENCO to discuss any SEN needs prior to your child starting with us. This will enable staff to prepare in the best possible way to meet the needs of your child.

13. How does the school support pupils with disabilities?

Many children and young people who have SEN may have a disability. This is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. ('Long-term' is defined as 'a year or more'). This definition includes sensory impairments such as

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those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer. Schools have a legal responsibility to meet the needs of children with medical conditions.

We are committed to meeting the needs of all children in the school and endeavour to give each child individualised support and resources as they need it

14. How will the school support my child's mental health, and emotional and social development?

We are an inclusive school and we provide support for pupils to improve their emotional and social development in the following ways: All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

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. Pupils with SEN are encouraged to be take part in extra-curricular clubs to promote teamwork/building friendships etc. A variety of extra-curricular clubs are provided after school.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, liturgy leaders
- We provide extra pastoral support for listening to the views of pupils with SEN
- We have our Rainbow Room where children can take time to talk through their feelings
- We have various interventions that promote team building, resilience, peer relationships
- We have a 'zero tolerance' approach to bullying.
- We have a dedicated SEMH TA who runs weekly or daily check-ins for our most vulnerable learners.
- All children take part in a weekly lesson of My Happy Mind

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

On entry

EYFS staff will complete home visits to meet with parents and discuss any concerns they may have when a child is transitioning into Nursery. Parent meetings are held prior to children starting full-time in order for the teachers to discuss matters relating to school routine and curriculum. During these meetings personal information about the child is updated. The SENCO will also communicate and collaborate with any outside professionals that are supporting the child.

Mid-year transitions:

Pupils are given a tour of the school with their parent/carer. Introductions are made with a child's new class teacher. A start date will be agreed between the parents/carers and the school. A staggered timetable will also be considered to support an effective transition and to meet special educational needs. The pupil's previous school will be contacted for their records. Where there are concerns the SENCO will be contacted.

Secondary transition

Secondary school staff visit pupils prior to them joining their school. Pupils also have access to many planned visits and learning experiences throughout the spring and summer term. The SENCO will also meet with the Secondary School SENCO to discuss pupils who have SEN, share information and support the transition.

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Transition at the end of an academic year

Staff are given time to share information about pupils to ensure a smooth transition. In the summer term each class spends time with their new teacher in their new classroom. Class teachers also visit their new class in their existing classrooms. Picture books of the new classroom and new staff are created to share over the summer holiday. Pupils with SEN will have more time planned to meet with their new class teacher and experience their new classrooms.

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

Miss Tara Polito, Head of School and DSL will work with Mrs Sarah Simner, 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.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO, Executive Principal or Head of School in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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, including the provision of auxiliary aids and services

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.

Information about Dudley LAs Mediation and Disagreement resolution service can be found here Mediation and disagreement resolution New Contact Details 09.24_1727102691.pdf

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.

To see what support is available to you locally, have a look at Dudley's local offer.: Dudley's Local Offer | Dudley Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) services can be accessed using this link Dudley SENDIASS | Dudley Council

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

- IPSEA
- SEND family support
- 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

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