



**St. Mary's Catholic Primary School,  
Wednesbury**

# **SEND Information Report**

**Approved by: LGB**

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# Contents

Contents .....	2
1. What types of SEN does the school provide for? .....	4
2. Which staff will support my child, and what training have they had? .....	4
3. What should I do if I think my child has SEN? .....	6
4. How will the school know if my child needs SEN support? .....	6
5. How will the school measure my child's progress? .....	7
6. How will I be involved in decisions made about my child's education? .....	8
7. How will my child be involved in decisions made about their education? .....	8
8. How will the school adapt its teaching for my child? .....	9
9. How will the school evaluate whether the support in place is helping my child? .....	10
10. How will the school resources be secured for my child? .....	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? .....	11
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	11
13. How does the school support pupils with disabilities? .....	11
14. How will the school support my child's mental health and emotional and social development? .....	11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? .....	12
16. What support is in place for looked-after and previously looked-after children with SEN? .....	12
17. What should I do if I have a complaint about my child's SEN support? .....	12
18. What support is available for me and my family? .....	13
19. Glossary .....	14

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 SEND 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: <https://www.stmaryswednesbury.co.uk/Page/Detail/send>

**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.

If you ever want a meeting, or just a conversation, please do not hesitate to contact us.

Kind regards,

James Southall

SENCO/Assistant Principal



# 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	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 hyperactive 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 **James Southall**.

They have experience in this role and have worked in Sandwell their whole career. They are a qualified teacher and experienced leader.

They have received relevant training from Sandwell Inclusion Support for the role of SENCo. As well as training regarding the different areas of need.

They have gained the **NPQSENCO** Qualification in 2025.

### 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. They also receive external training as part of their ongoing CPD.

## **Teaching assistants (TAs)**

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

All staff delivering interventions are appropriately trained and regularly update their knowledge through in-house and external training sessions.

At St. Mary's we are able to offer highly skilled practitioners/ assistants who are experienced in working with children who have Downs Syndrome; Hearing Impairments; ASD; Dyslexia; Cerebral Palsy; Muscular Dystrophy; Global Developmental Delay; Visual Impairment; Physical Disabilities and Speech, Language and Communication Needs.

Practitioners/assistants have also worked with Speech and Language therapists, physiotherapists and occupational therapists and have undertaken training in circle time and interventions to improve social skills.

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that 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 (Including an Extended Service with a Therapist in school every Friday)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

First of all, talk to your child's class teacher.

Make an appointment to speak to Mr. Southall (SENCo).

Depending on your child's specific needs, you may wish to talk to your doctor (G.P.).

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

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

Send a message on **Dojo** or **ring** the school office to arrange an appointment.

They will share your concerns with **Mr. Southall** our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly through **Dojo** as well.

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 learning plan. 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?

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.

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 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.

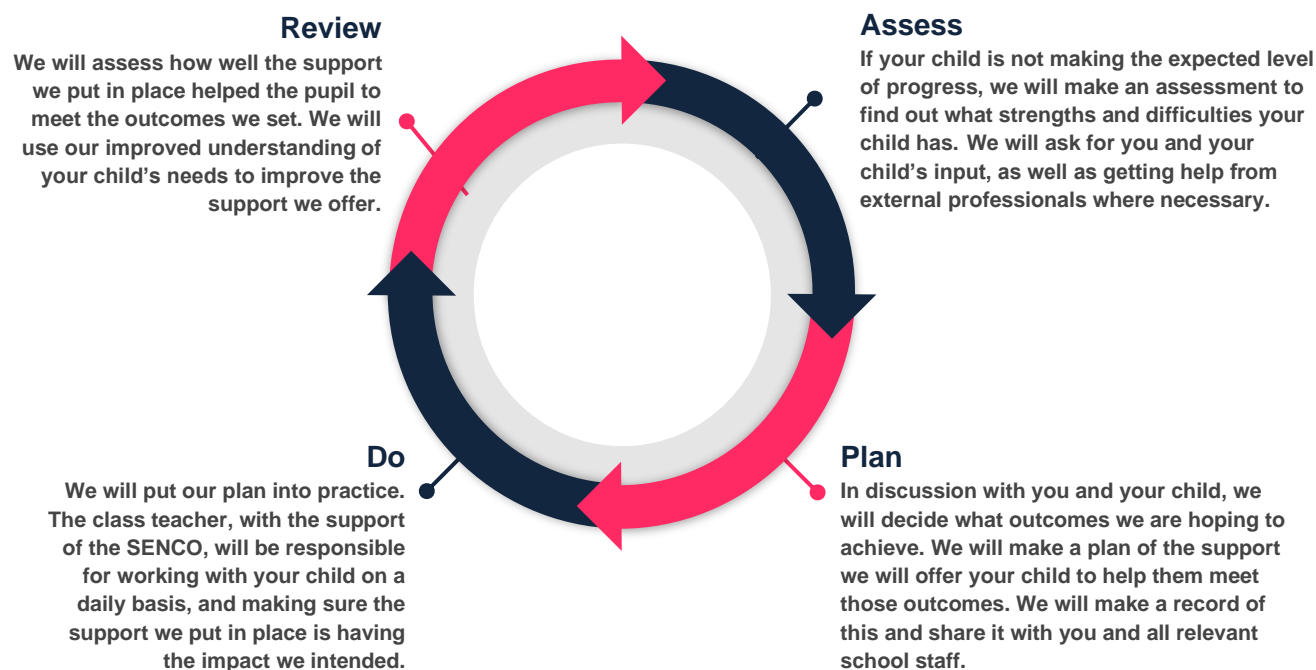
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN 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.

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.

This cycle is statutory under SEND Code of Practice.

## **6. How will I be involved in decisions made about my child's education?**

We will provide half termly learning plans and reviews on your child's progress (annually as a min.).

Your child's class teacher will meet you where needed, 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. 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 2 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:

- Attending additional meetings with the Class Teacher and/or SENCO – at least 3 times a year.
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Pupil Voice will be added to children's Learning Plan to give them a voice regarding their targets and provision.



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

Please see our accessibility plan found here: <https://www.stmaryswednesbury.co.uk/Page/Detail/send>

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 will support pupils on a 1-to-1 basis when allocated through statutory assessment (EHCPs).
- Teaching assistants will support pupils in small groups when there is a collective need that can be targeted as a group.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Sensory breaks Sensory room Brain Breaks
	Speech and language difficulties	Speech and language therapy Bespoke phonic interventions and groupings
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Writing aides Visual tools Adjustments to writing/recording
	Moderate learning difficulties	Precision Teaching
	Severe learning difficulties	Bespoke

<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Sensory seeking and avoiding toys/tools
	Adverse childhood experiences and/or mental health issues	Nurture groups Trauma counselling interventions
<b>Sensory and/or physical</b>	Hearing impairment	Ear defenders
	Visual impairment	Limiting cognitive overload
	Multi-sensory impairment	Limiting cognitive overload
	Physical impairment	Movement aides and support, adjustments to classroom etc.

These interventions are part of our contribution to Sandwell's 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 a number of weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps and learning plans 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
- 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 SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Where an appropriate and agreed risk assessment is in place if needed.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part sports day and workshops and whole school themed days.

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 that they can be included.

Sandwell Local SEN Offer: <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

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

Children with an Education, Health and Care (EHC) Plan that names the school MUST be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.

Arrangements for the admission of prospective pupils with a disability and/or SEN will not be discriminated against.

## **13. How does the school support pupils with disabilities?**

Children with disability will be supported through reasonable adaptations based on their individual need. See our Accessibility Plan on the website for more information.

The steps we take to prevent pupils with disabilities from being treated less favourably than other pupils:

- All staff have the ambition to nurture: "The development of the child's personality, talents and mental and physical abilities to their fullest potential." [The United Nation Convention on the Rights of the Child: Article 28.](#)
- We ensure that our school's education must include not only literacy and numeracy but also life skills such as the ability to make well-balanced decisions; to resolve conflicts in a non-violent manner; and to develop a healthy lifestyle, good social relationships and responsibility, critical thinking, creative talents, and other abilities which give children the tools needed to pursue their options in life. [UN: The Committee on the Rights of the Child \(CRC\).](#)
- Ensure that we listen to all stakeholders and the pupil themselves to ensure we give the right support that takes into account pupil, parent and external professional viewpoints.
- "Reasonable adjustments" are a statutory duty under the Equality Act 2010. Reasonable for the child, staff, school, parents and wider community.

## **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:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part extra pupil groups, clubs and celebrations to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by having the SENCo closely work with them alongside their class teacher and/or key worker.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through a variety of ways. See our Anti-Bullying Policy for more.

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

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed.
- Schedule meetings/sessions with the incoming teacher towards the end of the summer term.

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases**

The SENCO of the secondary school will liaise with school through meetings, calls and the transferring of files with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by having an enhanced transition plus pathway.

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

Amy Pritchard – Principal will work James Southall, 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 SEND. 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 class teacher in the first instance and then the SENCO and finally to the Principal if still unresolved. Further information can be found in our Complaints policy. They will then be referred to the school's complaints policy process.

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 [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, 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.

See the Sandwell disagreement resolution and services here:

[Family Information Service Hub | Resolving a disagreement \(sandwell.gov.uk\)](#)

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

If you have questions about SEND, 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 Sandwell's local offer. Sandwell publishes information about the local offer on their website:

[Family Information Service Hub | Education \(sandwell.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Sandwell \(councilfordisabledchildren.org.uk\)](#)

Local charities that offer information and support to families of children with SEND can be found through this link:

[Family Information Service Hub | Special Educational Needs Service \(sandwell.gov.uk\)](#)

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

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

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 SEND
- **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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. 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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages