

Our Lady's Catholic Primary School



Special Educational Needs (SEN) Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEN policy so that you can gain a full understanding of how our school manages the needs of all its pupils on a day-to-day and on ongoing basis.

The school's policy for Special Educational Needs is published on our school website. You can access that now by following the link below.

You can find it on our website or, if you prefer, you can request a copy by asking a member of the Admin team.

Note: If there are any terms or words we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

At Our Lady's, we believe in an inclusive school that 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
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, when school site allows

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

Our special educational needs co-ordinator, or SENCO

The school's Special Educational Needs Co-ordinator is Miss Major.

She can be contacted on 01432 274814 or via SENDSCO@our-ladys.hereford.sch.uk

Miss Major is currently working towards achieve the NPQ SENCO qualification.

Governors ensure that she has time allocated to this role.

Class Teachers

All teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. When courses are relevant and available, teachers take part in them. These are more recently online but some are held by the Local Authority face-to-face.

Other agencies provide training for all staff on the basis of:

- Social and Emotional support and strategies
- Team Teach
- Emotion Coaching
- Adaptive Teaching
- Positive Behaviour Management

Teaching assistants (TAs)

We have a team of eleven TAs, including three who is training to provide specifically emotional support to pupils and can provide ELSA (Emotional Literacy Support Assistant). The team has a great deal of expertise and experiences in delivering support for our pupils with SEND.

In the last academic year, Teaching Assistants have been trained in ELSA, Speech and Language, Popat, Little Wandle Phonics, Rapid Reading, The Write Stuff and Trauma and Attachment training.

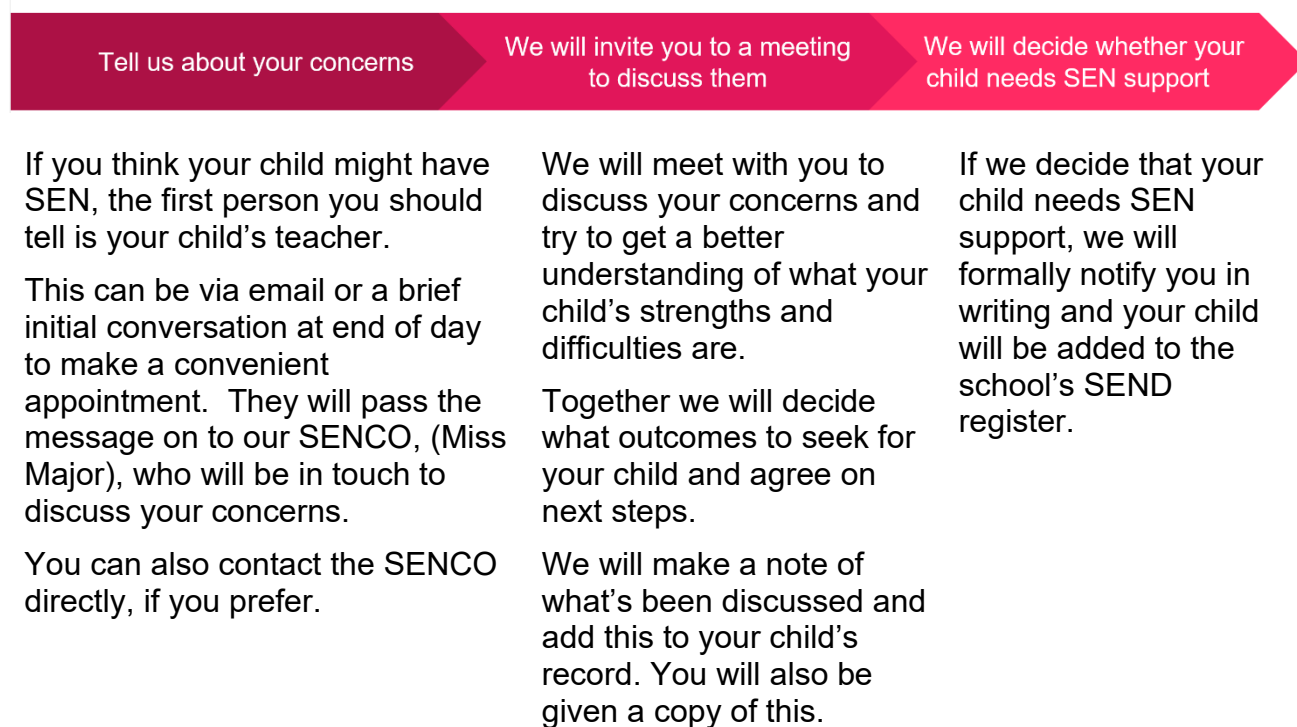
External agencies and experts

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
- 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 a special education need or disability?



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

All our class teachers and support staff have a good experience of pupils with SEN and our school's systems of monitoring and identifying concerns are very effective. We are all vigilant about any areas of concern, whether that be social, emotional or academic needs.

If the teacher notices that a pupil is falling behind, they try to find out if there are any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Progress is then monitored closely, re-assessed and planned for in a cycle.

If the pupil is still not making the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child may have special educational needs.

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.

You will have an opportunity to visit to meet and hold discussions. The SENCO will also chat with your child to get their input. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

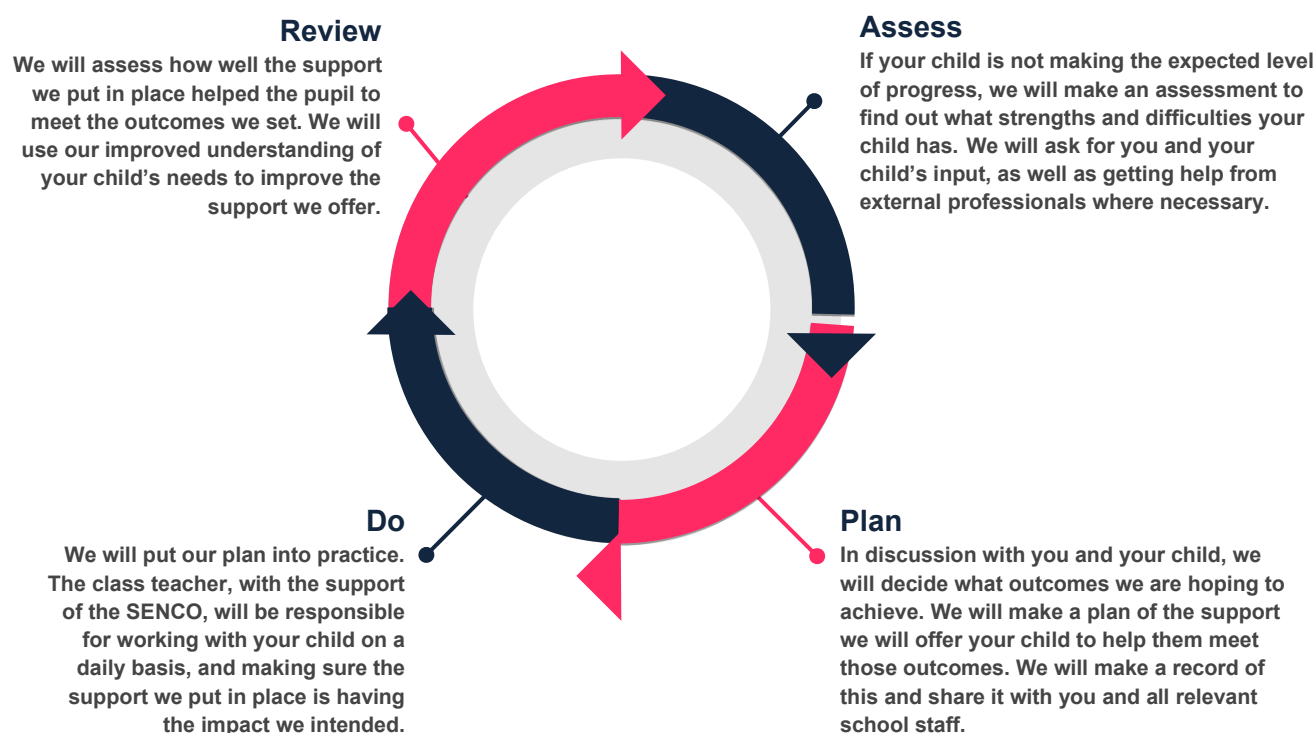
Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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.

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

We will provide termly reports on your child's progress.

Your child's class teacher will also meet with you each term to:

- Review progress from support and interventions carried out.
- Discuss further support needed and
- 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.

In recognition that you're the expert when it comes to your child's needs and aspirations, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND 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 through the school admin office on admin@our-ladys.hereford.sch.uk

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

The level of involvement for pupils is age-appropriate and varies with the understanding each pupil has of their needs. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a 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 questionnaire.

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

Our teachers are very skilled at planning lessons at different levels and adapting the learning to fit a range of needs. These are some of the ways this is achieved:

Need	Possible adaptation
Language and Communication	Visual images PECS (Picture Exchange Communication System) Short and concise instructions Sign language Talk Tins
Gross motor skills	Additional physical challenges Physiotherapy (by a visiting Physio)
Fine motor skills	Finger Gym exercises A change of writing utensil
Social and Emotional	Pastoral support – Emotional Literacy Individual Support Programme Positive Behaviour Targets Morning Meet and Greet Alternative curriculum Social Stories
Attention deficit	Short focus time
Short term memory	Pre-teaching Over-learning Support staff to work alongside Word banks Talk Tins
Parental support	Signposting to Triple P – positive parenting group Solihull Parents Programme

Accessibility Plan - [Accessibility Plan.pdf \(cdn-website.com\)](#)

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:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, one-to-one work, adapting the teaching style or content of the lesson, etc.
- Adapting 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 one-to-one basis when there is an Education Health Care Plan in place and funding has been allocated in line with the level of need. The school does not favour one-to-one support as it can make children very dependent on an adult.
- Teaching assistants will support pupils in small groups when there are gaps in learning and when a child needs that level of additional support.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	Short instructions Words, statement reminders Talk Tins
Social, emotional and mental health	ADHD, ADD	Quiet workstation Ear defenders

	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Sound system
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Support staff
	Physical impairment	Support staff

These interventions form the main part of our contribution to Herefordshire LA's local offer:

Popat – to improve hearing and speaking of speech sounds	Social Stories – to help pupils improve behaviour choices	NELI – Nuffield Early Language Intervention
Precision Teaching – short, sharp sessions to develop reading and spelling of letters, words and/or numbers	Direct Phonics – an alternative phonics programme as a 'fresh start' for older pupils.	Nessy – Reading and Spelling Intervention
Colourful Semantics – a programme for developing writing.	A range of speech and language support from Speech and Language Team (SaLT)	ELSA – Emotional support and communication

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 at each half-term weeks
- 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 SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

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.

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

Under Section 43 Children and Families Act 2014, the school named in an Education Health Care Plan must admit a child.

Our inclusive school ethos makes it clear that we welcome all children.

We will always aim to meet all pupils' needs.

13. How does the school support pupils with disabilities?

- To aid children's transition and settling in, we would always encourage and accommodate visits to the school by the child and family.
- Our website shows staff so that children can become familiar with staff before arriving.
- Where required and where helpful, the teacher can make a short video which can show designated areas of the school alongside staff and routines.
- All classrooms have direct access and ramps to aid entering and exiting.
- The school has toilet for disabled use and a medical room.
- Where there is a need, carers can arrange to arrive via Boycott Road entrance and hence park closer to the school entrance.
- The school will have an individual plan where a child may need support to leave the building in case of an emergency.

- Where the school can accommodate an individual's needs, all efforts will be made to do so.

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 of clubs offered to promote teamwork /building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through the school's Pastoral Assistant.
- We offer a Morning Meet and Greet for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by regular lessons in Personal Social Health Education and through a range of Assemblies, including the NSPCC programme.
- We have a high level of support staff, all of whom are vigilant during play-times.

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 SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons 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.

The SENCO of the secondary school will come into our school for a meeting 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:

- Learning how to get organised independently
- Meeting any gaps in knowledge

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

The Headteacher is the designated teacher for looked after children. She will 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?

We are a school that listens to complaints from parents/carers and takes them very seriously. We always hope to settle all complaints swiftly and amicably so talking to the teacher in the first instance is always a good starting point. If you still have concerns, you can make an appointment to meet with the Headteacher. If you still have concerns, you could then make an appointment to meet with the governor for pupils with SEN. You can do this through the school office on 01432 274814 or by emailing admin on admin@our-ladys.hereford.sch.uk

If however, you still do not feel completely happy with things, you can use the school's Complaints Policy and Procedure to take the matter further.

The link below will take you directly to the school's Complaints Policy and Procedures.

[SECTION 3 \(cdn-website.com\)](#)

To see a full explanation of suitable avenues for complaint regard SEN, 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.

[Local Authorities \(senmediator.co.uk\)](http://senmediator.co.uk)

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

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

[All about special educational needs and disabilities \(SEND\) – Herefordshire Council](#)

[About Us – Parent Carer Voice Herefordshire \(pcvh.co.uk\)](#)

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

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

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

- **PECS** - Picture Exchange Communication System. PECS gives those who can't communicate a method for communicating with pictures, reducing frustration & behaviours that challenge.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **SENDIAS** – Support for SEND — Free practical and emotional support for families with SEND children and young people.
- **Talk tins** - Talking Tins support children of all ages to develop their speaking and listening skills. Record and playback speech, music or sound effects.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.