St Edmund Campion
Catholic Primary School

God is at the centre of everything we do.

SEND INFORMATION REPORT

Last reviewed: November 2026
Next review due: November 2027

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 on our website.

What types of SEN does the school provide for?

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC)
	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: - Inattentive - Hyperactive - Combined
	Anxiety and/or Depression
Sensory and/or physical	Hearing impairments
	Visual impairments
	Multi-sensory impairments
	Physical disability
	Sensory processing disorder

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

SENCo:
Our SENCO is Lisa Opalko.
They have 9 years of experience in this role.
They are a qualified teacher.
They achieved the National Award in Special Educational Needs Co-ordination in 2017.
They are allocated 4 days a week to manage SEN provision.
Contact: lisa.opalko-senco@st-edmund.org.uk

Class Teachers and Nursery Keyworkers:
All of our teachers receive in-house SEN training via staff at school (e.g. Headteacher, SENCO, Pastoral manager etc.) or external professionals. They are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching Assistants:
We have a team of TAs who are trained to deliver SEN provision and/or interventions.

Interventions include:

- Phonics
- Speech and Language
- Occupational Therapy and/or Sensory Circuits
- Number Stacks
- Reading Fluency Programme
- Arithmetic
- Priority readers

Recent training for all staff includes:

- Autism
- Executive functioning
- Speech and language
- Social, emotional and mental health
- Emotional coaching
- Zones of Regulation

External Specialists:
Using this link, you can see the services provided to schools and parents by the local authority.

Some of these services may need to be accessed via the school's SENCo or Pastoral Manager who will contact the service as and when needed. If a parent feels their child

needs access to one of these services, they can enquire with their child's class teacher or the SENCo directly to discuss. Parents are also welcome to contact the service directly if they feel necessary.

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

We are aware that children can behave differently at home than in school. You therefore might pick up on issues that we have not seen or been aware of. Nobody knows a child better than their parents and so we want to know if you have any concerns.

Tell us about your concerns

- If you think your child might have SEN, the first person you should tell is your child's teacher.
- If they feel this needs to be explored further, they will share this information with our SENCO, who will support the teacher with this decision.
- You can also contact the SENCO directly: lisa.opalko-senco@st-edmund.org.uk

We will invite you to a meeting to discuss

- If needed, a meeting will be organised 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.

Your child will be placed on the SEND register

- If it is felt that the support that is needed is above what you would expect of a child their age, they will be placed on the SEND register as 'SEN Support' and carefully monitored.

How will the school know if my child needs SEN Support?

We recognise that a child may have Special Educational Needs at any time during their school career. Class teachers and nursery keyworkers will make regular assessments of progress for all pupils (this might be noted through test results, observations, formative assessments, etc.). They will identify those whose progress academically, socially, emotionally or physically is significantly below that of their peers. The class teacher/nursery keyworker, with advice, if required, from the SENCO and/or the Headteacher, is responsible for deciding when extra support is needed and will receive the wishes and views of the pupil and their parents to help determine this.

How will the school measure my child's progress?

If your child has been identified as having a Special Educational Need or Disability and therefore placed on the SEND register, their progress will be continually monitored through the use of a document known as an 'Individual Education Plan' (IEP). The

teacher/keyworker will have one meeting each term (three over the year), where they will use this document to: create suitable but aspirational SMART targets for the child to achieve. This document will also make clear, what progress has been made and what interventions and strategies have occurred in order to ensure progress occurs.

The IEP is evaluated termly by the class teacher/nursery keyworker, who will consult with the teaching assistant (where necessary), the child (if appropriate) and the parents. A note of the child's progress is made, the success of the strategies in place is evaluated and new targets may be set. Target setting should be collaborative and include the voice of the parent. It should be used as a working document by anyone who works with the child. Copies of the IEP are kept by the SENCO as well as the class teacher/nursery keyworker and passed on to the next teacher.

High quality first teaching and additional interventions are defined through our annual dialogue across the school, contributing to our provision management approach. These discussions help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers and keyworkers are responsible for every child in their care, including those with special educational needs.

Assess:
Teachers and keyworkers continually assess all children and plan for interventions as and when necessary. Assessment includes assessment for learning through a range of means (discussions, general tasks, Independent Writes, reading fluency etc.) and summative assessments. Children's achievement is assessed relative to their age and cohort and interventions put into place for those who are struggling to perform against age related expectations. These assessments are used to put a plan in place.

Plan:

- *Wave 1 – quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.*
- *Wave 2 - specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.*
- *Wave 3 - targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions.*

Depending on the needs of the child, one of the above plans is put in place.

Do:
Teachers plan/organise the necessary interventions for teaching assistants to run small groups or one to one interventions. The teacher decides which child receives which wave of intervention and monitors this. In the nursery, the keyworker identifies which children in their group needs which wave of intervention and monitors their progress.

Review:
Through professional discussions and planning meetings, objectives are reviewed and inform the assessment of a child and their planned intervention; this decides whether provision: changes, continues or ceases (dependent on progress).

Having consulted with the children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. Outcomes for SEND children should be targeted and personal to the child.

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

For effective development and progress, the parents of the child with SEND are involved in collaborative decisions about their child's education. There will be a clear dialogue between home and school. Parents should provide as much information as possible regarding their child's early development, any medical problems or periods of illness, use of language (e.g. languages spoken at home, language delay) home circumstances and social interaction. These may be significant to the current difficulties that the child is experiencing. Additionally, the school is responsible for sharing academic and social issues that arise in school as well as interventions that have been put into place and any other potential referrals to support the child and their development.

The parents/carers are invited to attend meetings to discuss, give their views of the child's progress and collaborate with school and any other agencies on how to support their child's development. This may include signposting to additional external support agencies through the local offer. Further meetings may be arranged by the class teacher/nursery keyworker, parent or head teacher as required.

We understand that having a child with Special Educational Needs or Disabilities can be difficult not only for the child but for their family. Therefore, we feel that it is vital that a two-way communication is established between school and home. This means that should the parent need any support; we hope that they would feel confident to ask. From this we will then do whatever we can to help.

For any children on our SEND register, the SENCo will send emails to these parents of any information and support that might benefit them (e.g. parenting workshops from local services). We want the parents to know that their voice is important and encourage them to contact us whenever they need.

We also have a well-qualified pastoral support manager who is available to support not only the individual needs of our children but their parents also.

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

Where possible, a SEND child's views and wishes are addressed. When giving extra provision, targets are shared with the child and their opinions taken into consideration. Frustrations they may be experiencing are investigated. They may have personal targets that they wish to address, or activities that they particularly enjoy or find successful.

Due to the 2014 SEND Code of Practice schools must have regard to:

- the views, wishes and feelings of the child or young person and the child's parents/carers
- the importance of the child or young person and the child's parents/carers, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

We endeavour to ensure the above happens.

How will the school adapt its teaching for my child?

The most effective provision is quality first teaching however there are times when extra intervention or strategies are needed to support the needs of all the children in our school. Examples include:

- Adapting our curriculum to make sure all pupils are able to access it
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Using recommended aids, such as technology, coloured overlays, visual timetables, scaffolded worksheets, writing slopes, wobble cushions

The school has also appointed a number of teaching assistants. With the support of the Headteacher and/or SENCo, the head of Key Stages assess the needs in each year group/class to decide where these TAs are best appointed. Teachers then deploy TAs dependent on the needs.

Examples include:

- Supporting in the class
- Working with groups or individuals outside of the class
- Teaching adapted lessons that are accessible to specific pupils
- Carrying out extra interventions to target children with specific areas of difficulty or need e.g. Maths, Reading, Phonics, Speech and Language etc.

In the nursery, interventions are run throughout the day in order to target the children that need this support. Specific keyworkers are assigned an intervention, e.g. Attention Bucket Sessions, which they then run with a group of children. Keyworkers may also target specific children in their own teaching group that need extra interventions and ensure they receive this throughout the day.

We will 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.

How will the school evaluate whether the support in place is helping my child?

The SENCo monitors the effectiveness of support in place by:

- Having professional conversations with the teachers, keyworkers and teaching assistants
- Monitoring termly assessments/data
- Reviewing pupils' individual progress towards their goals each term on their Individual Education Plans

- Observing interventions
- Observing and having conversations with the pupils themselves
- Using other quantifiable data such as attendance or pupil questionnaires

How will the school resources be secured for my child?

Any child who has an Education and Health Care Plan often has extra money attached to them which can be used to support their learning. It is at the discretion of the school to decide how this money may be best used. For some this might be having a one-to-one teaching assistant that can support them throughout the school day. There will be times however when this is not the most suitable support as we want to ensure children do not suffer from learned-helplessness and continue to progress in their independence where possible.

The school will always follow the guidelines of Section F on the child's EHCP to ensure they are providing the correct provision. If this is not possible, the SENCo will contact the Local Authority for further guidance.

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Every effort is made to ensure that each child has full access to the curriculum. The Accessibility Plan gives details on the extent to which the school environment has been or will be adapted, to enable children with SEND to participate in all activities offered to children at the school. In accordance with the 2014 SEND policy, the Accessibility Plan is published on the school website. No pupil is ever excluded in taking part in any activities provided by the school because of their SEN or disability though adjustments may be made to activities to ensure they are appropriate.

How does the school support pupils with disabilities?

The school makes necessary adjustments to ensure that pupils with a disability still have access to the full school curriculum. These may mean making adjustments to the school building, providing specific resources or making adaptions where necessary. The school will always seek and work with external expert organisations to ensure the correct adjustments are being made and training is being provided.

See the school's Accessibility Plan for specific examples.

All children are integrated into the school community through the teaching of the Mission Statement. This is reinforced in Celebration of the Word and the God Matters (RE)

programme. PSHE aims to raise each child's self-esteem and teach children to be understanding of those who have difficulties. Our school provides a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff and know that they will be addressed.

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

As a school, we understand how vital the wellbeing of all our children is in order to have a happy and successful time at school. Our commitment to this means that we employ a full-time member of staff who has had a wide variety of training in order to support those that have been recognised as needing some extra support in these areas. This member of staff is also our Parent Practitioner and delivers regular parenting programmes to our parents, free of charge.

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

Children with EHCP's are admitted to St Edmund Campion regardless of over subscription criteria.

What support will be available for my child as they transition between classes or settings?

When moving to another year group, we ensure that the current teacher/keyworker shares all vital information with the new teacher to make certain that any support put in place is continued. As well as this, if we feel it necessary, we will set up some familiarisation visits in which the child can see the new classroom they will be going into as well as meet any new members of staff that will be working with them. These processes are extremely important to ensure a smooth transition. In addition, if the teachers feel it suitable, they might arrange an early meeting with parents to form a positive and beneficial relationship.

When a SEND child leaves our school, liaison meetings or transfer of records are arranged with the named school. Familiarisation visits are encouraged, so that the child is familiar with the new school environment.

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

Jennifer Camp-Overy, our Headteacher, will work with Lisa Opalko, 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 Individual Education Plans or EHC plans are consistent and complement one another.

What support is available for me and my family?

The link below directs you to a section of the Royal Borough of Windsor and Maidenhead website which provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities: https://rbwm.afcinfo.org.uk/local_offer

You may also want to become a member of or access the support of these local organisations, created to support parents of children with SEND.

- SEND Voices RBWM – Parent Carer Forum
- The Information, Advice and Support Service (IAS). They also have a section on their website of useful links for local and/or national support.
- Parenting Special Children

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 teacher, SENCo or Headteacher in the first instance. If you are not satisfied with the school's response, you can escalate the complaint.

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