

St Aidan's Catholic Primary School

"Living and growing in Christ"

St. Aidan's SEND Information Report



Drafted by:	Elizabeth Wright
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St Aidan's Primary School SEND

Parents' Information

1. Introduction

At St Aidan's Primary School, the children are at the centre of all that we do. Their time in our school is characterised by a sense of belonging, security, challenge and appreciation. We recognise that an appreciation of each child's strengths can enable the individual to feel valued.

At St Aidan's Primary, we ensure that all pupils in our school are equally valued and have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

2. What is the definition of Special Education Needs and Disability? (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or more areas of learning
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in school within the Local Authority for children of a similar age.

3. Accessibility

If pupils require specific arrangements within their classroom; special chairs or tables, wider aisles, writing slopes, cushions etc, we work closely with outside agencies to ensure their needs are met.

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St Aidan's building is an accessible building with all rooms on the ground floor. We ensure that extra curricular activities are accessible for children with SEND and our school is fully inclusive.

4. What should I do if I think my child may have Special Education Needs?

The class teacher is the initial point of contact for responding to parental concerns. Your child's teacher knows your child well and will be able to talk to you about what support your child already receives and suggest ways of enhancing your child's learning and development.

5. What support do children get in the classroom?

All children receive high quality teaching, differentiated to their individual needs. For children with additional needs this could mean that they are given a different task or different strategies or equipment to complete the task. Some children may require support or guidance from the class teacher or a teaching assistant as part of a small group, paired work or even on an individual basis.

6. Who else can I speak to if I am still worried about my child? If you are still worried after meeting with your child's teacher, you can make an appointment to see Mrs Wright (SENDCO). If after speaking to your child's class teacher and Mrs Wright, you still have concerns about the provision put in place for your child, you can make an appointment to see the Headteacher to discuss your concerns.

7. How does St Aidan's know if children need extra help?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning reflects pupils' individual needs and requirements, to ensure that all children experience success and challenge in their learning.

Teachers and Senior Management observe and assess the progress of children throughout the school. If a class teacher is concerned about your child, they will discuss the issues with you and implement ways of working together to support your child.

If a child is not progressing at the expected rate, the teacher may conclude that the child requires help over and above that which is normally available in class. At this stage, a meeting will be arranged with the parent/carer to discuss the child's progress further.

8. How will my child be supported after needs have been identified? We

use a four-part graduated response to identify needs and assess the impact of support for children:

- Assess
- Plan
- Do
- Review

During this process, those children receiving SEND support will have an Additional Support Plan. This will reflect an assessment of the child's strengths as well as barriers to learning, along with desired learning outcomes. A timescale will be set and the Additional Support Plan will then be reviewed to ensure progress is being made.

Children and parents are involved in both the setting and reviewing of targets which will happen termly.

9. How will I know if my child is making progress?

Parents/Carers will be invited to a review of the Support Plans which will be carried out at a separate meeting to the normal Parents Evenings. This will happen on a termly basis. However, should you have any additional concerns in between reviews, you are welcome to make an appointment with your child's teacher, in the usual way.

Children who have an Educational Health Care Plan (EHCP) will have an additional 'Annual Review'. This meeting will involve the parents/carers and all adults that are involved in the child's education.

10. What resources will be available to support my child?

This will very much depend on the nature of your child's needs. The class teacher with support from Mrs Wright may organise small intervention groups or get advice from outside agencies. In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking advice from specialist agencies, such as the Educational Psychologist or Speech and Language Therapy Service. A referral will only be made with your consent.

11. What specialist support can the school access to support my child? The

school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Counsellor
- Croydon Children's Services
- Educational Psychologist

- Occupational Therapy
- School Nurse
- Specialist Outreach Support
- Speech and Language Therapy
- Locality SEND Support

12. What training do staff have to support children with additional needs?

There is an ongoing programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs. Recent training has included sessions on supporting pupils with ASD and children with social and emotional needs along with children with Dyslexia. The SENDCO provides support and advice for children with SEN and outside agencies are able to give additional specialist support if required.

13. What should I do if I am not happy with the provision my child is receiving?

If you do not feel that your child is progressing as you would expect, please make an appointment to speak to the class teacher or SENDCO in the first instance. If after that you are not satisfied, then please make an appointment to speak to the Headteacher – Mrs Hughes.5