



Saint Jérôme
Church of England
Bilingual School

SEND Information Report

Covers:	October 2026 – October 2027
Reviewed and updated:	September 2026
Review cycle:	Annually, and sooner following any significant change to the information it contains. Note: the DfE is introducing a new Inclusion Strategy, due by 31 December 2026, which will in time replace this report; see our SEND and Inclusion Policy, section 7.
Read alongside:	Our SEND and Inclusion Policy, found in the SEND & Inclusion section of our website. A link to the SEND Local Offer for Harrow can also be found there.

Version history

Date	Version	Summary of changes
October 2025	V1	Previous version. Named Rev. Daniel Norris as Headteacher, Christian Penhale as Inclusion Governor, and Helen Peake as Deputy Headteacher and SENCO, all now out of date. Used an older 5-stage graduated response model (Raise the Concern, Individual Support Plans, SEND register, Specialist SEND support, EHC assessment application).
September 2026	V2	Corrected all named postholders to match current staffing: Kate Schutte (Headteacher), Sarah Cox (SENDCO and Deputy Headteacher). Inclusion/SEND link governor updated to a placeholder pending confirmation, rather than carrying forward a name that conflicts with other governance records. Realigned content and terminology with the September 2026 SEND and Inclusion Policy, including the 'ordinarily available provision' framing and Pupil Support Passports, replacing the previous Education Support Plan model. Pupil numbers (on roll, SEND register, EHCP) are carried forward from the previous version and flagged for the school office to confirm against current SIMS data before publication.

Headteacher: *Kate Schutte*
(Kate Schutte)

SENDCO: *Sarah Cox*
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(Sarah Cox, Deputy Headteacher)

Approved by Governors on 17th September 2026

Please read this report alongside our SEND and Inclusion Policy, found in the SEND & Inclusion section of our website. A link to the SEND Local Offer for Harrow can also be found there.

School	Saint Jérôme Church of England Bilingual School
Type of school	Mainstream, Church of England, Voluntary Aided Primary Academy
Number of pupils on roll	404
Number of children identified as having SEND	80
Number of children with an EHC Plan	9

What Does the Provision at Saint Jérôme Look Like for SEND?

Identifying and Assessing Special Educational Needs and Disabilities

The focus, in the first instance, is on high-quality learning and teaching for all pupils, which engages, motivates and challenges pupils from whatever their starting point. Through close tracking and monitoring of progress, we identify any areas of underachievement to establish the barriers to learning and determine whether this is a SEND need or due to another factor.

Roles and Responsibilities

Headteacher: Kate Schutte is responsible for:

- The day-to-day management of all aspects of school
- Ensuring the Governing Board is kept up to date about any issues in school relating to SEND.

SEND Link Governor:

Cath Still is our Governor responsible for Safeguarding.

- Making sure the school has an up-to-date SEND and Inclusion Policy and has a published offer of provision
- Supporting the school in making sure that it has the appropriate provision to meet the needs of all learners.

SENCO and Deputy Headteacher: Sarah Cox is responsible for:

- Developing and reviewing the school's SEND and Inclusion Policy to ensure that all children get a consistent, high-quality response to meeting their needs
- Referring pupils, signposting parents and liaising with professionals from external agencies, to coordinate support for pupils with SEND
- Working with staff to achieve the best outcomes for children with SEND
- Providing training and specialist support for teachers and support staff, either directly or through external agencies, so that they are aware and confident about how to meet the needs of children with SEND.

How Can Parents/Carers Let the School Know That They Are Concerned About Their Child?

- If you have any concerns we recommend you speak to your child's class teacher in the first instance
- If further action is required, you are welcome to speak to the Phase Leader: Ms Ford/Archdeacon for EYFS and Year 1, Ms Shereece Wilson for Years 2, 3 and 4, or Mr Jack Corson for Years 5 and 6, supported by Ms Genevieve Renaudon
- Our SENCO, Mrs Cox, will also be available to meet with you by appointment via our school office.

How Do We Identify SEND?

Assessment is a continuous process throughout school. It is used to check that every child is making expected progress against the national expectations set for each year group. Adequate progress is defined as that which:

- Demonstrates progress against their individual starting points

- Closes the attainment gap between a child and children of a similar age
- Prevents the attainment gap growing wider
- Matches or is better than the previous rate of progress
- Ensures that a child has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills.

Definition of SEND in the SEND Code of Practice: '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.'

The SEND Code of Practice identifies less than expected progress as progress that:

- 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.

What Steps Do We Take to Support Children with SEND?

Saint Jérôme School is an inclusive school that encourages the participation of pupils and their families, integrates the work of Education, Health and Care providers, and follows a cyclical, graduated approach:

Ordinarily available provision and high-quality adaptive teaching

Teachers first ensure that high-quality teaching and ordinarily available inclusive provision are in place. This may include adaptive teaching, scaffolding, targeted questioning, visual supports, structured routines, communication supports and reasonable adjustments.

Raise a concern and gather information

Where a pupil's attainment or progress is a cause for concern, teachers will share their concern with the child's parents/carers and keep them regularly updated. The concern will be raised with the SENCO during termly pupil progress meetings, who will then monitor the quality of teaching and learning in place and advise the teacher of additional support that can be put in place within the classroom.

Assess, Plan, Do, Review

Where concerns persist, the class teacher, pupil, parents/carers and SENCO will consider the pupil's strengths, needs, barriers and desired outcomes. A Pupil Support Passport may be developed to record agreed outcomes, strategies and provision. Support is implemented, monitored and reviewed, normally at least termly.

SEN support and SEND register

Where assessment indicates that a pupil has SEN requiring provision that is additional to or different from that ordinarily available to pupils of the same age, the pupil may be identified as receiving SEN support and recorded on the school's SEND register. The register is regularly reviewed and is not regarded as a permanent categorisation.

Specialist SEND support

Where a pupil continues to experience significant difficulty despite appropriate school-based provision, the school may seek advice or involvement from specialist services, such as Speech and Language Therapy, Educational Psychology, Occupational Therapy or mental health services. Parents/carers will normally be invited to meet with the SENCO to discuss the involvement of these specialist professionals.

Request for an EHC needs assessment

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies, the decision may be taken to request an Education, Health and Care (EHC) needs assessment from the local authority. Parents/carers will be fully involved in the process and have the opportunity to contribute to the request. Parents also have the right to request an EHC needs assessment directly from the local authority. If the local authority agrees to an assessment, this may result in an EHC Plan that outlines the child's strengths and difficulties, as well as the provision required to meet their special educational needs.

How Do We Support Transition?

We recognise that 'moving on' can be difficult for a child with SEND and may require additional steps to ensure that any transition is as smooth as possible.

If your child is moving to another school

We will contact the new school's SENCO and ensure they know about any special arrangements or support that needs to be made for your child. A social story or transition book may also help ease your child's anxiety.

When moving classes in school

Information will be passed on to the new class teacher in advance, and a planning meeting will take place between the current and new teacher. Your child may also have additional visits to their new classroom, or extra time to build a relationship with their new teacher.

In Year 6

The SENCO will discuss the specific needs of your child with the SENCO of their secondary school. Your child may attend a small group session to support their understanding of the changes ahead, which may include creating a transition book. All children will visit their secondary school, and children with SEND may be offered additional visits, with staff from the new school sometimes visiting your child at Saint Jérôme.

If your child has an EHC plan, you will receive a letter from your local authority SEND caseworker inviting you to name the schools you wish to consider for your child's secondary placement. The local authority will then consult with those schools on your behalf to determine whether your child's needs can be met.

Transition from Nursery

Children with SEND are supported into Reception from nursery settings, with an invitation for parents to visit and attend a transition meeting with the class teacher and SENCO to prepare a transition plan. Whenever possible, we like to visit your child in their home setting. Your child may also have additional visits to their new classroom, or extra time to build a relationship with their new teacher.

How Do We Include Children with SEND on School Trips and Visits?

We encourage all children to attend educational trips and visits. In a few cases, the SENCO will discuss with parents before a school journey any specific arrangements for a child with SEND, but this will not often be necessary. See also our Educational Visits Procedures, which include a specific section on allergy safety on visits.

How Is the School Environment Made Accessible for All Children?

We provide resources to support learning, and support the use of specialist equipment such as hearing systems or individual visualisers as necessary. We have a lift from the ground floor to all learning areas for those using a wheelchair. Individual care plans or risk assessments are developed for children with medical or additional needs in consultation with parents and health professionals as appropriate.

How Is Funding Allocated to Children with SEND?

The school budget, from Harrow Local Authority, includes funding to support children with SEND, including the notional SEN budget and, from 2026–2027, the Inclusive Mainstream Fund where applicable. The school keeps an up-to-date SEND register which identifies the needs of children, and this is used alongside a map of provision at different levels to ensure that the SEND budget is used well and provision meets the needs of pupils. Additional funding may be allocated to SEND provision for individual children who have been assessed and issued with an EHC Plan from the local authority.

From 2026–2027, where the school is in receipt of the Inclusive Mainstream Fund, further detail on how this funding is used will be set out in the school's Inclusion Strategy, due to be published by 31 December 2026. See our SEND and Inclusion Policy, section 7, for more detail.