

Special Educational Needs (SEN) Information Report

Our Lady of Fatima Catholic Primary School



Approved by:	Mr Shanahan, Mr Rayson-Leese & Mr Higgins	Date: October 2025
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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 [Our Lady of Fatima Catholic Primary School - SEND Information \(olfatima.bham.sch.uk\)](http://Our Lady of Fatima Catholic Primary School - SEND Information (olfatima.bham.sch.uk))

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.

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 (ASD)
	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?

- All staff bring a wide range of skills and experience to support pupils' needs.
- Most Class Teachers and Teaching Assistants (TAs) have completed Level 1 Autism Awareness Training from the Communication and Autism Team (CAT).
- New staff who haven't yet completed the training are scheduled to do so as soon as possible.
- Staff work closely with the Language, Learning and Strategic Support Team (LLaSS), Communication and Autism Team (CAT), Speech and Language (SALT) and the Educational Psychologist (EP) to apply current strategies and expert advice tailored to individual pupils.

Our special educational needs co-ordinator, or SENCO and staff:

SENCO

Our SENCO is Mr M Rayson-Leese

They achieved the National Award in Special Educational Needs Co-ordination in 2022.

They are work 5 days a week to manage SEN provision alongside duty as the Vice Principal.

Teachers

- We have 8 class teachers from Reception to Year 6
- All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.
- Some of our teacher in Reception and Year 1 job share.

Teaching Assistants

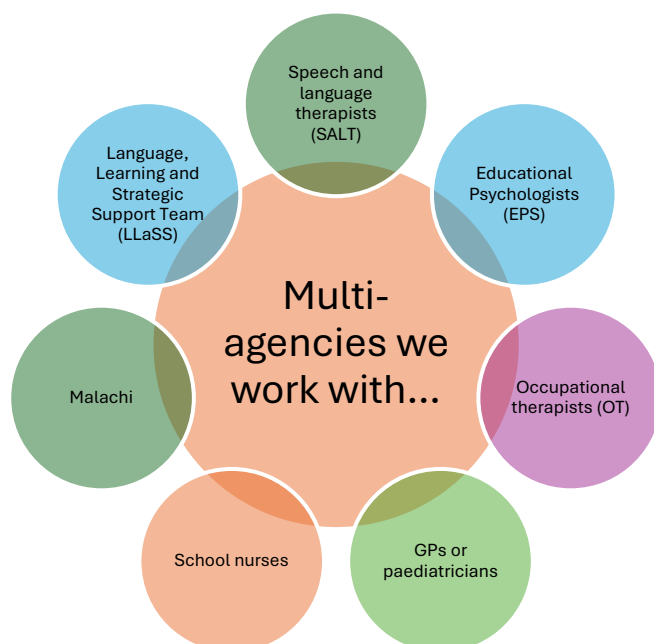
- We have a team of 6 TAs, including 1 Higher-Level Teaching Assistant (HLTA).
- Our HLTA support covering PPA across all the classes.
- We have 2 Level 3 Teaching Assistants (TAs) who deliver interventions throughout the week, and we have an additional 3 level 2 TAs who support in classrooms across the school.

Interventions we offer:

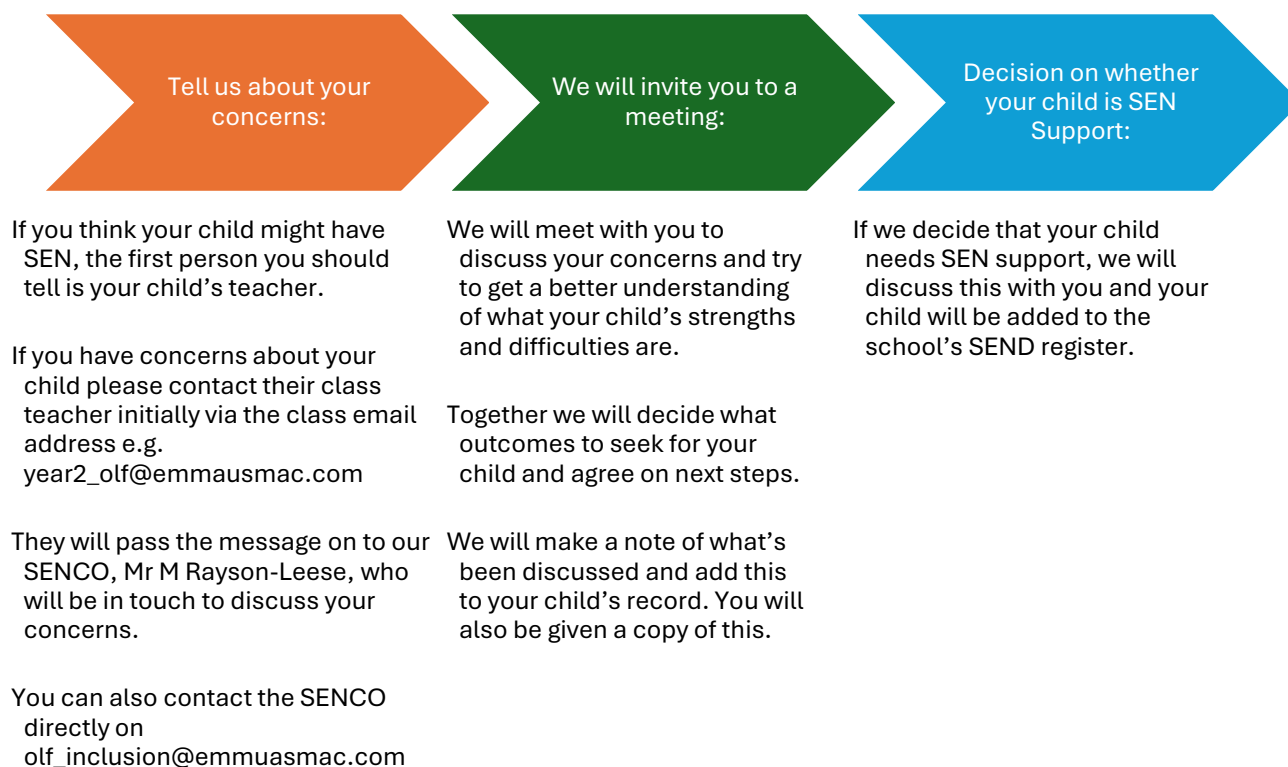
- RWI booster-type sessions
- Precision Teaching
- Doodle (IT based 5-10-minute basic skill-based session)
- Direct Instruction (Sparkly Folders)
- Direct phonics
- Toe-by-Toe
- SNIP
- Plus 1 and Power of 2
- Structured Peer Tutoring
- Paired Reading
- Language groups, particularly in Reception class- based on the NELI
- Talk Boost
- Pre-tutoring of key vocabulary and key concepts especially prior to a new topic
- Small groups for speech clarity and the production of sounds
- Social stories and dedicated social skills groups where children can learn about how to deal with the world around them
- Nurture-type groups
- Rainbow – trained staff to support children who have suffered loss/bereavement
- Forest School

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:



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



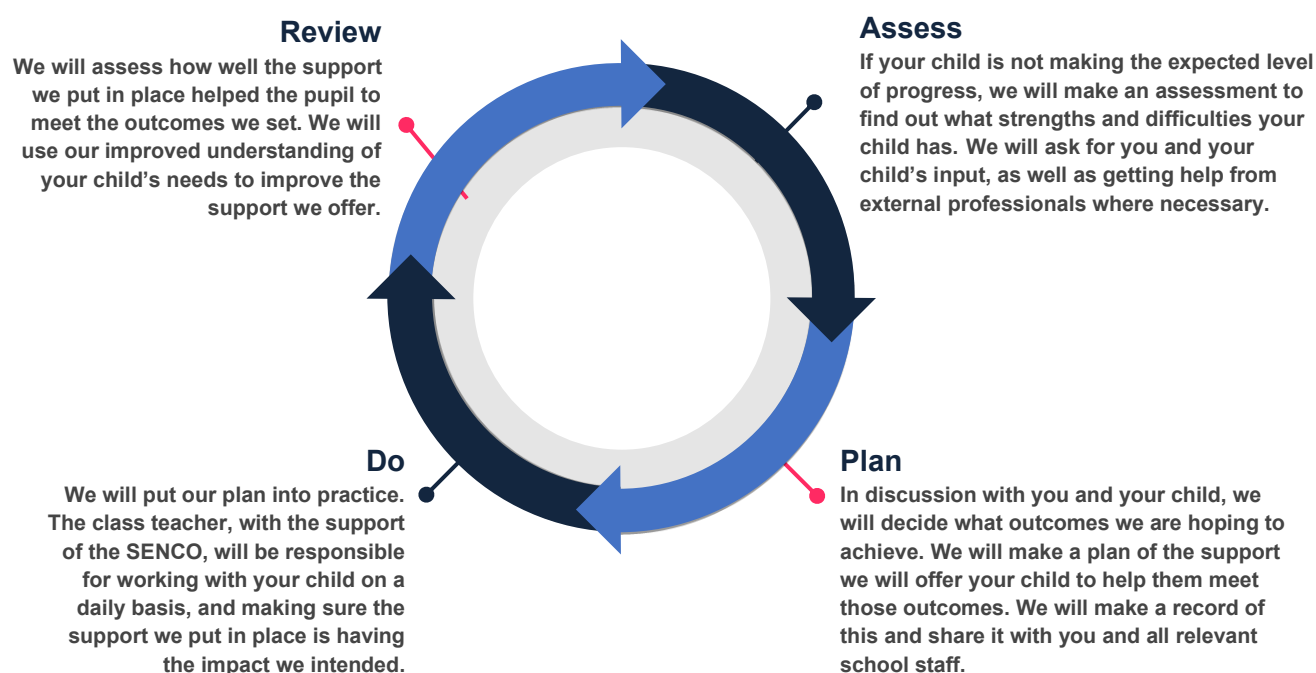
4. How will the school know if my child needs SEN support

1. Teachers watch for pupils not making expected progress in schoolwork or socially/emotionally.
2. If a pupil falls behind, the teacher checks for learning gaps.
3. If gaps are found, extra support is given in class (e.g., small group work).
4. If the pupil still struggles, the teacher talks to the SENCO and contacts parents.
5. The SENCO observes the pupil and talks to teachers, parents, and sometimes external experts.
6. The SENCO decides if the pupil needs SEN support.
7. If yes, the pupil is added to the SEN register and a support plan is made.

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**.



- We set clear outcomes we want your child to achieve as part of the graduated approach.
- Before any intervention, we conduct a **baseline assessment** to measure your child's starting point.
- We track progress towards these outcomes over time to see the impact of interventions.
- Based on what works best, we continually adjust and improve support.
- If your child makes sufficient progress, additional SEN support may no longer be needed.
- If not, we continue the cycle, revisiting and refining targets, strategies, and provisions.

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

- We provide annual reports on your child's progress.
- Your child's class/form teacher will meet with you once each term to:
 - Set clear progress outcomes
 - Review progress towards these outcomes
 - Discuss support to help your child improve
 - Identify roles: what we will do, what you will do, and what your child will do
- **You can book a meeting with the SENCO anytime for extra support or guidance.**
- We value your expertise about your child and want to ensure you understand how we support your child.
- Your insights help us improve SEN support, especially how it impacts your child outside school.
- Please inform us immediately if your child's needs or goals change, so we can adjust support accordingly.
- After each meeting, we will record agreed outcomes, actions, and support plans, share them with relevant staff, and provide you with a copy.
- For concerns between meetings, contact your child's teacher via their class email (e.g., year2_olf@emmausmac.com)

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 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 pupil passport.

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

- Your child's teacher is responsible for their progress and development.

- High-quality teaching is the first step in meeting your child's needs.
- We ensure access to a broad and balanced curriculum throughout their time at school.
- Teaching is adapted individually—there's no one-size-fits-all approach.

Adaptations may include:

- Differentiated curriculum delivery (e.g., grouping, 1-to-1 support, lesson content changes).
- Teaching adjustments (e.g., longer processing time, pre-teaching vocabulary, reading instructions aloud, scaffolding).
- Adapting resources and staffing.
- Use of recommended aids (laptops, coloured overlays, visual timetables, larger fonts).
- 1-to-1 support from Teaching Assistants for complex needs or when specified in EHCP/SSPP.
- Small group support from teachers and TAs for extra guidance across subjects.

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 each half-term
- Using pupil questionnaires
- Monitoring by the SENCO and SLT during progress meetings with teachers
- Using provision maps to measure progress
- Holding an annual review (if they have an SEN Support Provision Plan (SSPP) or 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 get a delegated budget 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 extra-curricular activities, school visits, and before/after-school clubs are open to every pupil.
- Pupils are encouraged to participate in school trips, including the Year 6 residential trip to Alton Castle.
- All pupils are invited to join sports day, swimming, school plays, and special workshops.

- No pupil is excluded due to SEN or disability.
- Reasonable adjustments are made to ensure all pupils can fully participate.

12. How does the school support pupils with disabilities?

At Our Lady of Fatima, we treat all pupils fairly and with respect, ensuring equal access and opportunities for everyone without discrimination. We value all members of our community—pupils, staff, parents, and visitors—regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.

We maintain a fully accessible environment through regular adaptations and annual reviews aligned with our accessibility plan and health and safety policies.

Our staff receive ongoing training on equality and disability issues, following the Equality Act 2010 and Department for Education guidelines on inclusive learning and safeguarding.

This accessibility plan has been developed with input from the Local Governing Board, senior leaders, staff, pupils, parents, and the Local Authority. We uphold every child's right to attend their preferred school without barriers caused by disability.

The plan is available on our website alongside our SEN policy and focuses on:

- Increasing disabled pupils' participation in the curriculum
- Improving the physical environment for better access to education and facilities
- Enhancing the availability of accessible information for disabled pupils

13. 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 in extra-curricular clubs and nurture groups to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by including them in groups such as Rainbows and Social groups.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please refer to our Anti-bullying policy and school charters.

14. 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 transition meetings at the end of the year when the pupil's SEN is discussed
- Schedule transitions day and lessons with the incoming teacher towards the end of the summer term

Between phases

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:

- Transition groups in preparation for secondary school move
- Learning how to get organised independently
- Plugging any gaps in knowledge

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

- Mr Shanahan (Principal) works with Mr Rayson-Leese (SENCO) to ensure all teachers understand how a child's looked-after status and SEN may interact and affect learning.
- Looked-after and previously looked-after pupils with SEN are supported in the same way as other pupils with SEND.
- Additionally, looked-after pupils have a Personal Education Plan (PEP).
- We ensure that the PEP, SEN support plan, and EHCP (if applicable) are fully aligned and work together to support the child effectively.

16. 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 Mr Shanahan in the first instance. They will then be referred to the school's complaints policy.

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.

17. 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 Birmingham City Council local offer. Birmingham City Council publishes information about the local offer on their website:

[Home - Local Offer Birmingham](#)

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

[Birmingham SENDIASS Homepage – Birmingham SENDIASS](#)

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

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

18. 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