THE SPIRE

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Special Educational Needs and Disabilities (SEND) Information Report

2025 – 2026

Adopted by

Catshill Federation

This report is reviewed and updated annually by a Special Educational Needs and Disabilities Coordinator within the Trust. It is approved annually by the Trust and adapted and implemented by all schools within the Trust.

This document provides information about how the school identifies and supports children with Special Educational Needs and Disabilities (SEND)

This report has been written in conjunction with SEND Code of Practice 2015 and the Children and Family Act 2014.

Reviewed:	September 2025
Ratified:	September 2025
Next Review:	September 2026

In collaboration with

Contents

1. Who is responsible for SEND at our School?
2. Where can I find information on our School's SEND policy and named contacts?
3. What kinds of SEND are provided for at our School?
4. How does our School identify and assess children with SEND?
5. How will our School let parents/carers and children know how their child with SEND is getting on?
6. What does our School do to prepare children with SEND for transition to their next school?
7. What approach does our School take to teaching children with SEND?
8. What expertise and training do the staff have to support children with SEND?
9. What does our School do to ensure children with SEND can access all activities available?
10. What support is there for improving emotional and social development?
11. How does our School involve others in meeting the needs of children with SEND and their families?
12. What should I do if I have a complaint about the provision for children with SEND?
13. Where can Worcestershire's Local Offer be found?
14. Further information
15. Glossary / abbreviations

1. Who is responsible for SEND at our School?

Headteacher/Head of School Name	School SENDCos Name	Class/Form Teacher	School SEND Local Governor/ Trust SEND Trustee
Day to day management of all aspects of the school, including the provision made for children with SEND. Working with the school Governors and SENDCo to ensure the school complies with both the Children and Families Act (2014) and the Equality Act (2010) with regard to reasonable adjustments and access arrangements.	Overseeing the day to day implementation of the Trust's SEND policy. Coordinating provision, support and monitoring children with SEND. Working in partnership with parents/carers of children with SEND. Working in partnership with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.	Adapting the curriculum to respond to the strengths and needs of all children including those with SEND. Monitoring the progress of all children including those with SEND and identifying any additional support required. Contributing to assessments or referrals to outside agencies either through conversations with the SENDCo and other professionals or through completing assessment forms, questionnaires etc.	Ensure the Trust's SEN Policy, SEND Information Report and each school's Accessibility Plan are reviewed and updated annually. Monitor the effectiveness of the deployment of the school's delegated SEND budget. Working with the CEO and Headteacher/Head of School to ensure the school complies relevant legislation – the SEND Code of Practice and Worcestershire Graduated Response.

2. Where can I find information on our School's SEND policy and named contacts?

The School's SEND policy is updated by a SENDCo every 12 months in line with the Government's policy. This policy can be found on the school's policies page on their website.

Below are the key contacts within our school and their email address should you have any concerns about SEND provision.

School SEND Local Governor	Name	Date of policy:	September 2025	Review date	September 2026
School SENDCo	Name and email address				

3. What kinds of SEND are provided for at our School?

The SEN Code of Practice (2015) identifies four main categories of need: **Communication and Interaction**, **Cognition and Learning**, **Social, Emotional and Mental Health** and **Sensory and/or Physical**. Our School supports children with a wide range of needs. Sometimes children may have needs that fall into more than one category below. For example, a child with autism may also experience difficulties with anxiety and would therefore have needs in Communication and Interaction and Social, Emotional and Mental Health. Below are just some examples of difficulties that fall under these categories.

Communication and Interaction

- Difficulties in communicating with others
- Difficulties with social interactions
- Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication
- Children with Autism are likely to have difficulty with social interaction
- Flexability of thought
- Forming meaningful relationships

Cognition and Learning

- Learning at a slower pace than their peers
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

- May demonstrate challenging, disruptive or disturbing behaviour
- Emotional wellbeing and mental health including: Anxiety or depression, Self-harming and Eating disorders
- Attachment disorder
- Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)
- Developmental trauma
- Neurodevelopmental difficulties

Sensory and/or Physical

- Disability that prevents a child from accessing the educational facilities
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

4. How does our School identify and assess children with SEND?

The Code of Practice (2015) section 6.15 states that

> *"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support."*

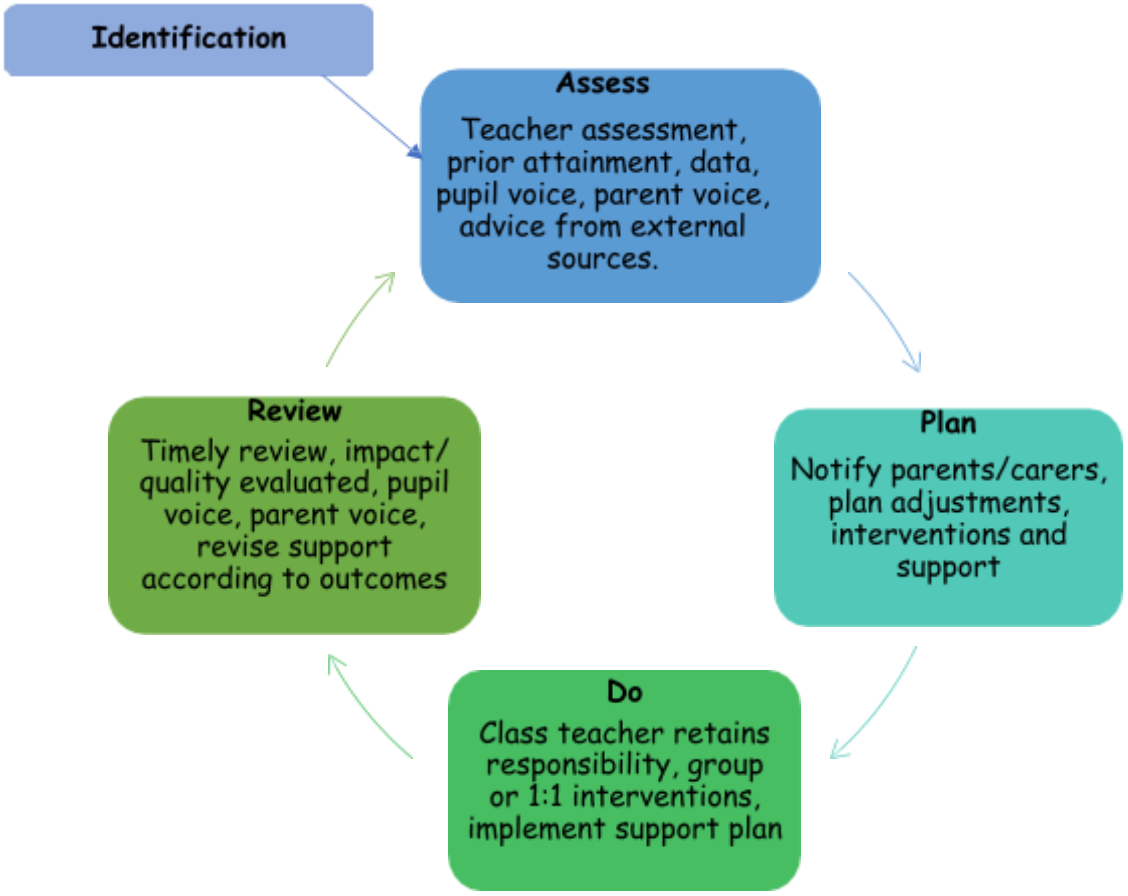
The Equality Act 2010 definition of a disability is:

> *"A person has a disability for the purposes of this act if (s) he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1 (1) DDA 1995*

The early identification of pupils with SEND is a priority for us as a School. Children are identified as having SEND through a variety of ways, (usually a combination), which may include some of the following:

- Liaison with previous school or pre-school setting,
- Child is performing significantly below age related levels (or equivalent e.g. percentile rankings),
- Concerns raised by a parent,
- Concerns raised by a teacher,
- Liaison with external agencies such as Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Learning Support Teacher, Complex Communication Needs Team, School Nurse,
- Tools for assessing difficulties e.g. standardised tests, Dyslexia Pathway, Dyspraxia Motorway, Strengths and Difficulties Questionnaire,

If there are concerns about a child at our School, including those who are looked after by the local authority, the teachers will discuss this with the SENDCo to try and identify what specific difficulties they are having. If the child is looked after by the local authority this process will also include the teacher who is designated to lead support for looked after children. The teacher may be advised to make adaptations to the learning environment, lesson planning and resourcing to try and remove any barriers to learning. Quality First Teaching (QFT) is often enough for most children to make good progress. Should the changes made to QFT not have the desired effect on the child's progress, the model of **Assess, Plan, Do, Review** will be followed by the school to assess the child's needs, plan interventions/provisions to support them, do the actions in the plan and then review the impact. This is a cyclical model which is shown in the diagram. Where, despite the school taking relevant and purposeful action to identify, assess and meet the special educational needs and disabilities of the child, the child has not made expected progress, the school may decide that it is necessary to request an integrated needs assessment



Quality first teaching

Targeted support

from the local authority in alignment with Worcestershire's graduated response policy. Providing pupils meet Worcestershire's criteria for assessment, this is the first step to getting an Education, Health and Care Plan (EHCP). Parents/carers can request an EHC

assessment at any time if they feel that their child needs a full assessment of their needs. Parents/carers can find more information about the process at

Very targeted support

Intergrated needs assessment

Education, Health and Care Plan

https://www.ipsea.org.uk/ehc-needs-assessments. Further information is also available on the Worcestershire SEND Services website: http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp

5. How does our School consult parents/carers of children with SEND and children with SEND and involve them in their education?

Parents/carers: At our School we value the contribution that parents/carers can make to their child's education. Parents/carers are experts when it comes to their children and we will always listen to any concerns you may have about your child. In the first instance, the class/form teacher is the main contact as they work with your child every day. Class teachers are available for a brief, informal discussion at the end of each school day, or you can make an appointment to see them if you feel you need more time to discuss any concerns. Over the course of the year there are multiple parents/carers' evenings and you will also receive a report at set points. For children on the school's SEND Register, you are offered a termly meeting with your child's class/form tutor to review your child's current learning plan and be part of designing the next one. Where a child has an EHCP the SENDCo may also be involved in this meeting. All children on the SEND register will also have a one page profile which will be shared with the child, parents/carers and school staff who work closely with your child. The one page profiles will contain information about how everyone involved in your child's education can support them effectively and how they will help themselves. This will be updated termly at learning plan meetings.

Children: School staff aim to include your child's views wherever possible when planning provision to meet their needs. Children are given regular verbal and written feedback and have daily conversations with their teachers about their learning. As a school, we encourage parents/carers to bring their child to their parents/carers' evening appointments so that teachers can share their successes and targets with the child together with their parents/carers. One page profiles are created by the class/form tutor and where appropriate the child and they have a say about what information the profile contains. They have an opportunity to say what helps them with their learning which is then shared with all staff who work with the child. The school Parliament/council which has representatives from every class. We ensure that the School Parliament/council is representative of the community it serves and ensure that children with SEND have an opportunity to stand for this and be voted in by

their peers.

6. What does our School do to prepare children with SEND for transition to their next school?

Autumn Term

High/Secondary School application system opens online (paper forms also available)

Parents/carers apply for place at chosen High School by 31st October

Open day / evening events for prospective families held by local High Schools

Your child's school can offer you
support with each part of this process

Spring Term

Parents/carers informed of High/Secondary School allocations on 1st March

The school SENDCo meets with the SENDCo of the new setting and discusses children on SEN Register

Additional visits / further support

planned for summer term

Summer Term

Transition visits for all children

Additional visits are arranged for children with SEND where offered by the the new school

Transition events for parents/carers e.g open days, evening meetings

The school SENDCo provides the new school with files for all pupils with SEND on an agreed date with the new school's SENDCo.

7. What approach does our School take to teaching children with SEND?

Our teachers are skilled in adapting teaching and learning to meet the diverse range of needs in class. When planning lessons, teachers consider individual children's needs and requirements. Adaptation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Where available, additional adults are used appropriately to help groups and individual pupils with a long-term aim of developing independent learning skills. Teachers and teaching assistants work with a range of groups over the course of the week to ensure that children don't become reliant on adult support. This support is monitored through book trawls, learning walks and lesson visits.

Quality First Teaching (QFT) strategies are used to ensure all children have access to the curriculum alongside their peer group. This includes, but is not limited, to the following strategies:

- Adapted lesson planning by level / outcome / pitch / pace and support
- Ongoing assessment
- Clear learning objectives and success criteria
- Adjusted lesson pace
- Visual supports
- Learning Partners
- Dyslexia Friendly Practice
- Visual Timetables
- Word banks Differentiated homework tasks
- Access to online learning at home
- Targeted catch-up interventions
- Small group teaching
- Quiet area to work
- Fiddle toys
- Mixed attainment grouping
- Daily Word Aware vocabulary teaching
- Wobble cushions / sensory equipment
- Facilities in school to address personal care, dietary, toileting, medication needs and mobility support
- Access to IT to support learning
- Additional adults deployed effectively
- Clear routines, structured tasks and rewards
- Engagement with parents/carers
- Liaison with the SENDCo
- Teacher repetition / reinforcement

	• Pre and post-teaching of concepts

8. What expertise and training do the staff have to support children with SEND?

All staff working at our School have received regular training in school during staff meetings, 'twilights', 5 x Teacher Education Days (TED) across the year, online courses and through external providers.

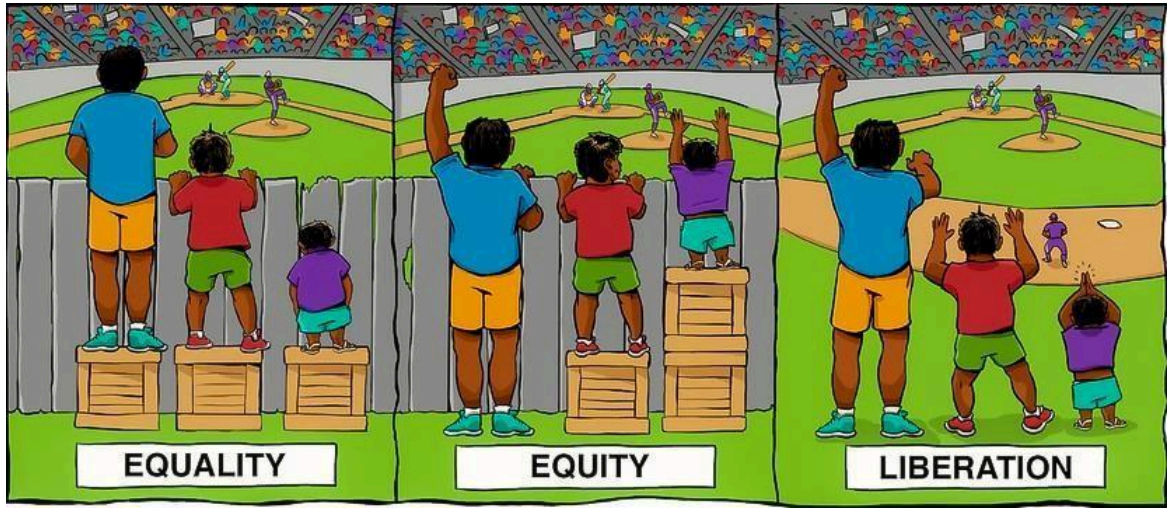
Training is carefully planned to address areas of expertise that require development pupils' needs and to ensure ongoing updates to training previously covered. Training can be delivered by a variety of different people such as:

- School/Trust staff
- Speech and Language Therapists
- Chadsgrove Specialist Teachers
- Educational Psychologists and
- other outside professional agencies.

Our School is also part of the Worcestershire and Chadsgrove SENDCo Network and all the SENDCo's attend regular meetings and conferences with colleagues from across the county to share good practice and to keep up to date with developments within SEND.

9. What does our School do to ensure children with SEND can access all activities?

School staff are experienced at developing appropriate adaptations to both the curriculum and to the resources used in order to enable all children to fully access the opportunities available to them. When planning the curriculum, staff consider access for all children to ensure that they can take part in all activities. Quality First Teaching (see section 7) ensures that children's individual needs are planned for with additional adult support, adapted tasks or additional resources put in place where necessary. Where an activity is taking place off-site, consideration is given to ensuring access for all children and any required adaptations or additional staffing requirements are accounted for. Adult to child ratios are carefully planned to ensure adequate staffing at all times whilst off-site. A Risk Assessment is carried out by the lead teacher in consultation with Senior Leaders and the School SENDCo if necessary, to ensure adaptations or additional support required is provided for the inclusion of children with SEND.



10. What support is there for improving emotional and social development?

"The anxious child is not a learning child"

We take a whole school approach to improving emotional and social development at our School. Through our Christian values, trauma informed schools/Thrive and relationship-based approaches we ensure a holistic method is used when developing positive, social emotional wellbeing and development. Staff are skilled in identifying social and emotional difficulties in children and we have a trained Youth Mental Health First Aider on each site. Children are encouraged to discuss any worries or concerns with a trusted adult in school so that they can be dealt with promptly. This means that they do not manifest into more serious difficulties. We have a number of interventions available within school to support the development of positive social skills such as qualified Trauma Informed School or Thrive staff, Lego Therapy, Talkabout for Children, break and lunchtime clubs, tailored transition support programmes, social stories and home/school contact books where appropriate. In addition, the school calls on the expertise of outside agency support such as the complex communication needs team and Early Intervention Family Support Workers who can offer individual support to children and their families around their social, emotional mental health. In addition, we work with a local charities who offer support for identified children. We are also able to offer therapy for children who may have experienced trauma or bereavement.

Should a child's emotional needs affect their mental health, we may make a referral to the Childhood and Adolescent Mental Health Service (CAMHS) in consultation with parents/carers / guardians. The Trust takes all reports of bullying seriously and deals with reports appropriately. For further details, please see your school's Anti-Bullying Policy.

11. How does our School involve others in meeting the needs of children with SEND and their families?

In some cases, outside professionals from education, health or social care may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may refer them should the school and parents/carers feel this is appropriate. Any involvement of outside agencies is with the consent of parents/carers and following ongoing discussions with all concerned. The SENDCo will support the further assessment of the child, coordinating the completion of referral paperwork and assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's Teachers will remain responsible for working with the child on a day to day basis and for planning and delivering an individualised programme appropriate to their needs. The class teacher is the first port of call if you have concerns about your child's development. Parents/carers will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

As a school we have developed close working relationships with a number of outside agencies and work closely with the following organisations / agencies (and others where appropriate) in order to identify areas of need and make recommendations for any adaptations to provision. These recommendations then form part of the pupil's next learning plan and one page profile.

Speech and Language Therapy Chadsgrove Outreach Services Independent Behaviour Consultants

The Beacon Pupil Referral Unit Educational Psychologist Aspire Academy Physical Disabilities Outreach

Occupational Therapists Visual and Hearing Impairment Specialists Perryfields Pupil Referral Unit

Fort Royal Special School Outreach Team Early Help and Targeted Family Support Workers Mentor Link

CAMHS Play Therapy / Counselling ContinU Plus Academy School Nurse The Forge Pupil Referral Unit

Bonne Terre The Hub

12. What should I do if I have a complaint about the provision for children with SEND?

At our School, we are proud of our provision for children with SEND. All staff share a commitment to ensuring every child's needs are met and strive for excellence in the provision for all children that we work with. If a parent feels that the provision that their child receives falls short of our very high expectations, this should be raised with the class teacher in the first instance. Should the matter remain unresolved, parents/carers are able to make an appointment with the SENDCo via the school office either for a telephone call or a face to face meeting. In addition, any concerns can also be raised with the Headteacher/Head of School or Senior Leadership Team. In the unlikely event that a parent feels that the matter is not resolved in a satisfactory way they should follow their school's policy for complaints which can be found on the school website or a paper copy can be requested from the school office.

13. Where can Worcestershire's Local Offer be found?

- Worcestershire's Graduated Response Document Can be found here:

https://www.worcestershire.gov.uk/graduatedresponse

14. Further information:

Sometimes parents/carers may wish to access information independently and find websites a useful source of information. Whilst The Spire does not recommend or endorse any sites or the views expressed within them, the following links may prove useful:

https://www.hacw.nhs.uk/childrensslt/ - The website for Worcestershire Speech and Language service.

www.ipsea.org.uk – A useful site for free, legally based Special Education advice

http://www.hwsendiass.co.uk/ - SEND Information, Advice and Support service offering impartial and neutral advice.

www.autism.org.uk – The National Autistic Society website, the main UK charity for supporting people with Autism and their families

https://attentionautism.co.uk – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills

www.widgit.com/resources - Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists

www.autismuk.com – Lots of information on Autism

https://www.autismwestmidlands.org.uk/ – Lots of information on Autism and where to get local advice and support

www.downs-syndrome.org.uk – Advice and support, including booklets to help with independent toileting, sleeping and managing behaviour

www.autismspeaks.org – A comprehensive site, with a useful resource library

https://www.hacw.nhs.uk/services/service/umbrella-service-125/ - Umbrella Neurodevelopment pathway

https://www.bdadyslexia.org.uk/ - Lots of information about how to support learners with Dyslexia.

15. Glossary / Abbreviations:

The SEND process can be full of acronyms which can make understanding it even more difficult. Here is a set of the most common acronyms:

Acronyms	Full name	Acronyms	Full name
ADHD	Attention deficit hyperactivity disorder	LO	Local Offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulties
CP	Cerebral palsy	OCD	Obsessive compulsive disorder
CAMHS	Child and Adolescent Mental Health Service	OT	Occupational Therapist
CCN	Complex Communication Needs	PDA	Pathological demand avoidance
CF	Cystic fibrosis	PMLD	Profound and multiple learning disability
EHCP	Education, Health and Care Plan	PT	Physiotherapists
EP	Educational psychologist	PRU	Pupil Referral Units
EWO	Education Welfare Officer	SALT	Speech and Language Therapists
EYFS	Early years foundation stage	SEND	Special educational needs and Disabilities
HI	Hearing impairment	SEMH	Social, Emotional, Mental Health
LA	Local authority	SENDCo	Special Educational Needs and Disabilities Co-ordinator
LST	Learning Support Team	VI	Visual impairment