SCHOOL SEND INFORMATION REPORT

(SPECIAL EDUCATIONAL NEEDS AND DISABILITY)

The Team at Our Lady & St Benedict Catholic Academy

Principla - Mrs Sarah Clowes Bed (Hons) / PG -NASENDCO

SENCO – Mrs Wilshaw Bsc / PGCE / NPQSENC0

Inclusion/disadvantaged groups (including SEND/Pupil Premium (PP), free school meals (FSM), children looked after and children in care champion: Mrs Lisa Alcock-Hulme

Designated Safeguarding Leads -Mrs Sarah Clowes

Deputy Designated Safeguarding Leads- Mrs Kelsey Franklin and Mrs Janine Exon

Please contact the school office for SEND enquiries.

Inclusion Statement

Our Lady and St Benedict Catholic Academy is a mainstream Catholic primary school within St Gabriel the Archangel Catholic Multi-Academy Trust. Every child is valued as unique and created in the image of God. We aim to remove barriers to learning, provide an ambitious curriculum and ensure that pupils with SEND participate fully in school life. We work closely with children, families and professionals to identify needs early and review support regularly.

What to do if you have concerns about your child's learning needs.

Please speak to your child's class teacher first. They will listen to your concerns, discuss how your child is getting on in school and consider appropriate support. The teacher may involve Mrs Wilshaw, our SENCO. You do not need a diagnosis to raise a concern or for appropriate support to begin. Contact the school office if you would like a meeting with the SENCO.

What kinds of Special Educational Needs and Disability (SEND) provision do we provide for?

We support children across the four broad areas of need described in the SEND Code of Practice (2015):

- Communication and interaction, including speech, language and social communication needs.
- Cognition and learning, including specific and more general learning difficulties.

Needs may overlap, and support is planned around each child rather than a label.

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We work with CAMHS and other appropriate agencies to support these children.

Sensory and/or Physical Needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

As these needs can be often inter-related we understand that many children may have more than one of these needs. The appropriate support will be given to support all areas of a child's needs.

How do we identify and assess pupils who may have a SEND need and what should I do if I think my child may a have special educational need?

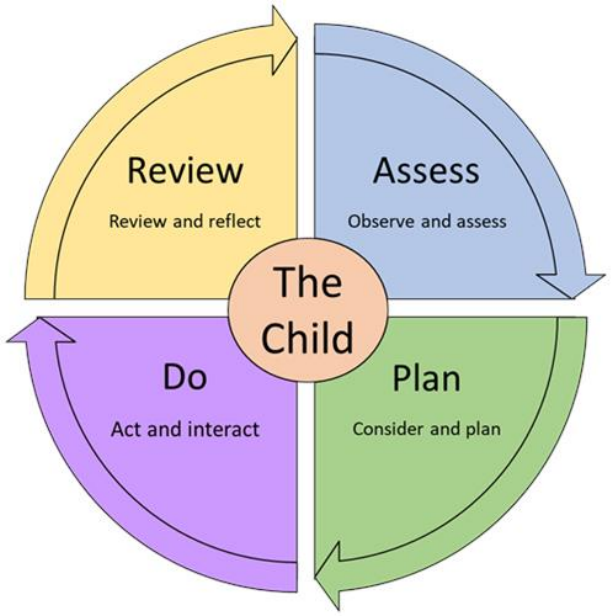
We consider information from parents, children, teachers, assessments, observations and, where appropriate, specialist professionals. We monitor progress and consider whether difficulties persist despite appropriate classroom teaching and support. English as an additional language or disadvantage alone does not mean a child has SEN. If special educational provision is needed, we discuss SEN Support with families and use an Assess–Plan–Do–Review cycle.

How will Our Lady and St Benedict Catholic Academy support my child?

Every class teacher is responsible for the progress of pupils in their class. Teachers adapt explanations, resources, tasks and assessment so children can access ambitious learning. Where additional support is needed, we agree individual outcomes and strategies with families and pupils. These may be recorded in a Pupil Passport or support plan and delivered through classroom adaptations, targeted groups or individual provision. Support is reviewed regularly.

How does the school evaluate the effectiveness of our SEND provision for pupils?

We evaluate provision through pupil progress and assessment, work scrutiny, observation, pupil and parent feedback and intervention records. Our intervention register and tracker are reviewed termly to consider what is working and what needs changing. We also monitor whether pupils with SEND are included in wider school life and report to school leaders and governors.



How does the school assess and review the progress of pupils with a SEND?

We use the graduated approach: Assess, Plan, Do, Review. Teachers and the SENCO identify needs, agree outcomes and provision with parents and pupils, put support into practice and review its impact. SEND Support is normally discussed and reviewed with families at least three times a year. Children with an Education, Health and Care Plan (EHCP) also have a statutory annual review; reviews for children under five may be more frequent.

What is Our Lady & St Benedict Catholic Academy's approach to teaching pupils with SEND?

Teachers provide high-quality adaptive teaching and maintain high expectations for all pupils. Support may include explicit instruction, scaffolded tasks, visuals, pre-teaching vocabulary, practical resources, communication aids, sensory adaptations and planned opportunities to practise. Teaching assistants work with teachers to support learning and independence. Strategies are matched to individual needs and reviewed for impact.

My child has physical needs, how will the school fulfil their specific requirements?

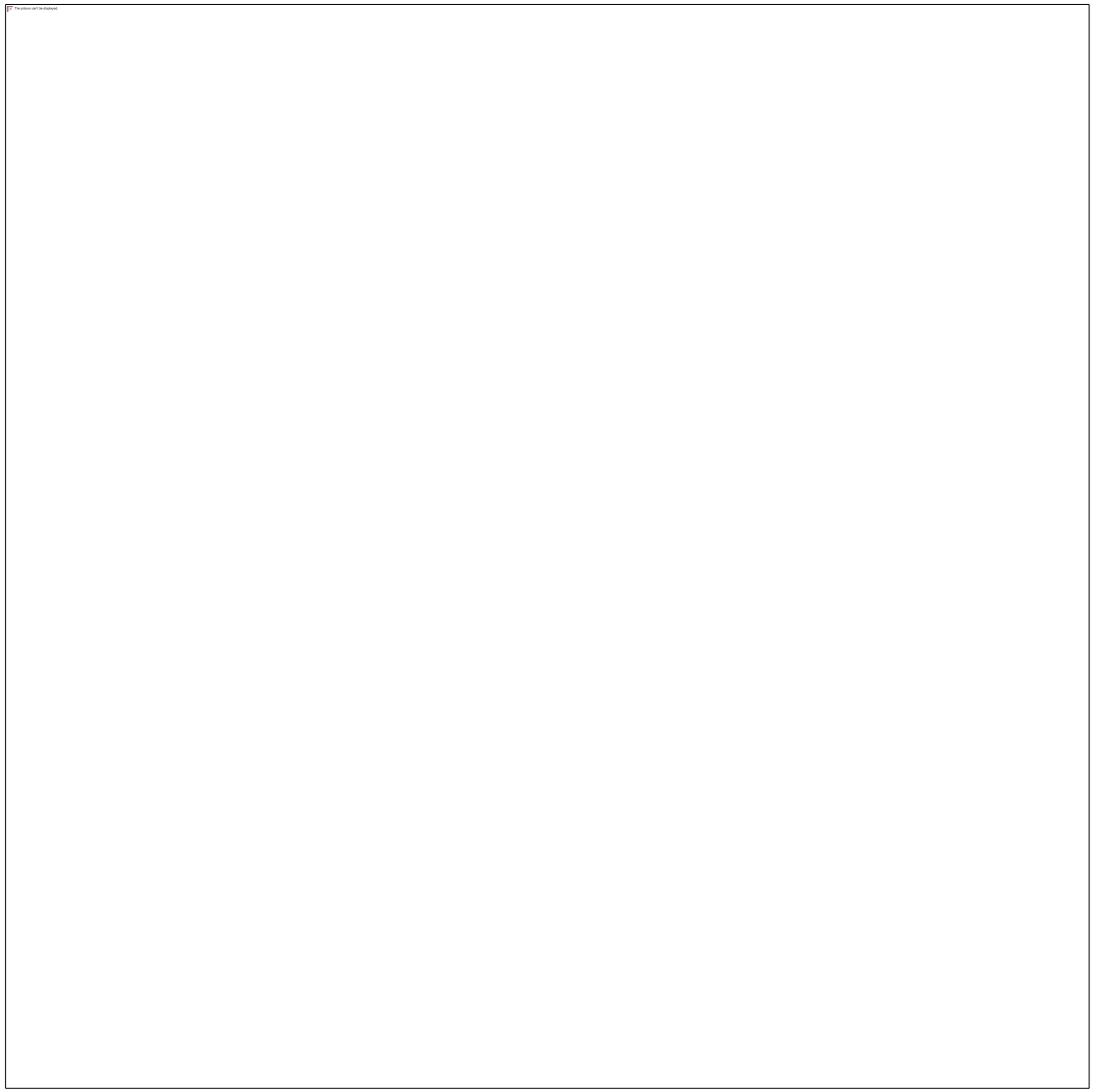
Please tell us about any physical, medical, sensory or accessibility needs as early as possible. We will work with you and relevant professionals to plan reasonable adjustments, access arrangements and, where needed, individual healthcare plans. Our Accessibility Plan sets out how we improve access to the curriculum, environment and information. Please contact the school to discuss the accessibility of particular spaces or activities.

How will the curriculum be matched to my child's needs?

All children are entitled to a broad, balanced and ambitious curriculum. Teachers adapt teaching and provide additional resources or specialist support where necessary. A Pupil Passport or support plan can share effective strategies and agreed outcomes with staff. Some children need targeted interventions alongside classroom teaching; we aim to minimise unnecessary time away from the wider curriculum.

A range of interventions and strategies are used to support your child to access the curriculum.

Area	Strategies
Supportive curriculum	Visual timetables, pre-teaching of strategies concepts and vocab, use of ICT.
English	Carefully scaffolded tasks and planning for quality first teaching, Precision Teaching, Switch On Reading, Inference reading, Talking Partners, Write From the Start, Paired reading, Bug Club Phonics boosters, additional reading and writing targeted support before school in EYFS & KS1.
Maths	Precision teaching, Power of 2, Catch Up Maths, visual and practical resources such as Numicon.
Speech, Language & Communication	Nuffield Language, Time to Talk, Talking Partners, visual timetables and aids, speech and language programmes set by SaLT, access to weekly Mable Therapy sessions.
Physical	Further scaffolding of physical activities (both fine and gross motor).
Social, Emotional and Mental Health	Playground Leaders, Reward Systems, Family Support sessions, outside agency support.



How will we know how my child is doing and how will you help me to support their learning?

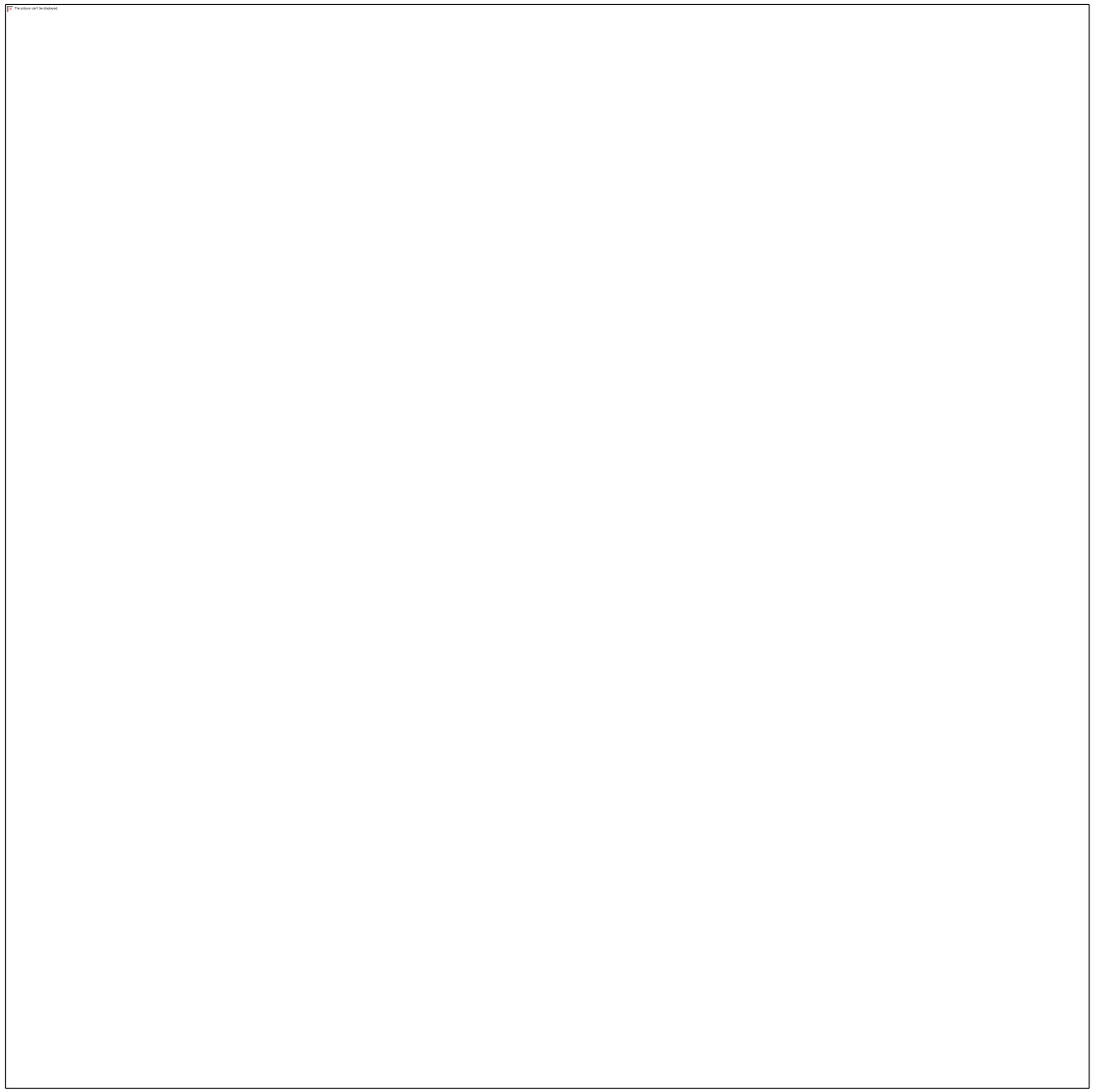
Class teachers are your first point of contact. We share progress through parents' evenings, school reports and additional meetings where needed. For children receiving SEN Support, we aim to discuss progress and provision with parents at least three times a year. We will explain agreed outcomes, how school is helping and practical ways to support learning at home. Parents can request a meeting with the SENCO through the school office.

What support will there be for my child's overall wellbeing?

We aim to provide a safe, welcoming and inclusive environment. Support may include trusted adults, pastoral check-ins, access to a calm space, emotional regulation strategies and referrals for specialist advice where appropriate. Safeguarding concerns are managed in line with our safeguarding policy. Medical needs are supported in line with statutory guidance and individual healthcare plans where appropriate. Please tell us about any changes affecting your child's wellbeing.

What specialist services and expertise are available at Our Lady & St. Benedict Catholic Academy or are accessed by the school?

Depending on need and availability, we work with speech and language therapy, educational psychology, occupational therapy, school nursing, hearing and vision support services, mental health services and other local authority or health professionals. The SENCO coordinates requests for advice and works with parents when specialist input is appropriate. Services and referral arrangements can change.



What training are the staff supporting children with SEND having or have had?

Teachers and support staff receive professional development on inclusive teaching, SEND, safeguarding and relevant medical or communication needs. Training is informed by the needs of pupils in school and advice from specialists. The SENCO supports staff in implementing recommended strategies and reviewing their impact.

How will my child be included in activities outside the classroom, including, educational visits?

We plan trips, clubs, assemblies, worship and enrichment activities with inclusion in mind. Staff consider reasonable adjustments and individual risk assessments where needed, working with parents and pupils. We aim to enable pupils with SEND and disabilities to take part alongside their peers; arrangements are based on the specific activity and child's needs, rather than assuming every venue is fully accessible.

How accessible is Our Lady & St Benedict Catholic Academy?

We review access to our buildings, curriculum and information through the school Accessibility Plan. Reasonable adjustments and individual arrangements are considered with families and professionals. If your child has mobility, sensory or other access needs, please contact the school before a visit or activity so we can discuss the facilities and support available.

How will Our Lady & St Benedict Catholic Academy prepare and support my child to transfer to their next educational setting? Or to their next class?

We plan transitions into Nursery or Reception, between classes and on to secondary school. Support may include staff handovers, sharing agreed strategies, additional visits, photographs or visual information, and liaison with the receiving school. For pupils with EHCPs, statutory phase-transfer planning applies; for transfer to secondary school, the local authority must issue the amended final EHCP by 15 February in the calendar year of transfer.

How are Our Lady & St Benedict Catholic Academy's resources allocated and matched to children's special educational needs?

SEND provision is supported through the academy's funding arrangements, including its notional SEN budget and, where applicable, additional high-needs funding. Resources are allocated according to assessed needs and the provision required. Funding does not automatically entitle every pupil with SEND to one-to-one adult support. We review how resources and interventions support pupils' outcomes.

How is the decision made about what type and how much support my child will receive?

The class teacher and SENCO consider the child's strengths, barriers, progress and views, together with parent input and specialist advice where appropriate. Support is planned around agreed outcomes and reviewed through Assess–Plan–Do–Review. Where needs are more complex, the school or parents may request an Education, Health and Care needs assessment from the local authority.

How is my child involved in the decisions made about their learning?

Children are encouraged to share what helps them learn, what they find difficult and what they would like to achieve. We gather pupil views in age-appropriate and accessible ways, including conversations, visuals or supported communication. These views inform support plans and EHCP reviews.

How will I be involved in the decisions about the learning of my child?

We work in partnership with parents and carers. You can share concerns with the class teacher, contribute to targets and reviews, and discuss specialist advice or proposed changes in support. Parents of children with EHCPs are invited to contribute to annual reviews. If communication or interpretation support would help you participate, please discuss this with the school.

What do I do if I want to make a complaint?

Please raise concerns with your child's class teacher initially, then the SENCO or headteacher if needed. Formal complaints follow the academy/trust complaints policy, available from the school office or website. Families can also seek impartial SEND information and advice through the local SEND Information, Advice and Support Service (SENDIASS).

Who is the school Special Educational Needs Coordinator (SENCO)?

Our Special Educational Needs Coordinator (SENCO) is Mrs Wilshaw.

Contact through the school office:

Telephone: 01782 234646

Email: office@olsbprimary.org.uk

Our Lady and St Benedict Catholic Academy

Abbey Lane, Abbey Hulton, Stoke-on-Trent, ST2 8AU

Safeguarding leads: Miss Kelsey Frankin & Miss Amy Ward

Inclusion/disadvantaged groups (including SEND/Pupil Premium (PP), free school meals (FSM), children looked after and children in care champion: Mrs Lisa Alcock-Hulme

Report updated: November 2026; next review: November 2027.