St Catherine's
CE PRIMARY SCHOOL

SEND Information Report

Reviewed: September 2025
Next Review: September 2026

Our Vision for Inclusion
At St Catherine's CE Primary School, we are committed to ensuring every child can:

- Be the best that they can be
- Improve their independence
- Develop as a rounded individual able to contribute to their community
- Enjoy positive mental health and strong self-esteem
- Feel valued, included and motivated to learn
- Enjoy school
- Make academic progress
- Experience success and develop a positive sense of self

We promote equality and inclusion regardless of gender, ethnicity, social background, religion, physical ability, personal identity or educational need.

This report explains how we support pupils with Special Educational Needs and Disabilities (SEND) so that they achieve and thrive.

Further support for families can be found within the school's **Early Help Offer**.

Key Contacts:
SENDCo: Mrs Rachel Barnes (DDSL)
Headteacher: Mrs Amanda Cope (DSL)
Deputy Headteacher / Vulnerable Pupil Leader: Mrs Catherine Brogan (DDSL)
SEND Governor: Mrs Margaret Tindall (Chair of governors)
Phone: 01562 823614
Email: office@stcatherines.worcs.sch.uk

SEND Staff Team

- SENDCo – Mrs Rachel Barnes
- SENDCo Assistant – Mrs Debbie Bridge
- Class Teachers – responsible for progress of all pupils
- Skilled Teaching Assistant team providing targeted support

Our Inclusive Approach
St Catherine's is a mainstream school committed to inclusive education.
We work in line with the **Worcestershire Local Offer**:
http://www.worcestershire.gov.uk/sendlocaloffer

High-quality teaching is the first step in supporting all pupils. Most needs are met through adaptive classroom teaching delivered by the class teacher.

We ensure:

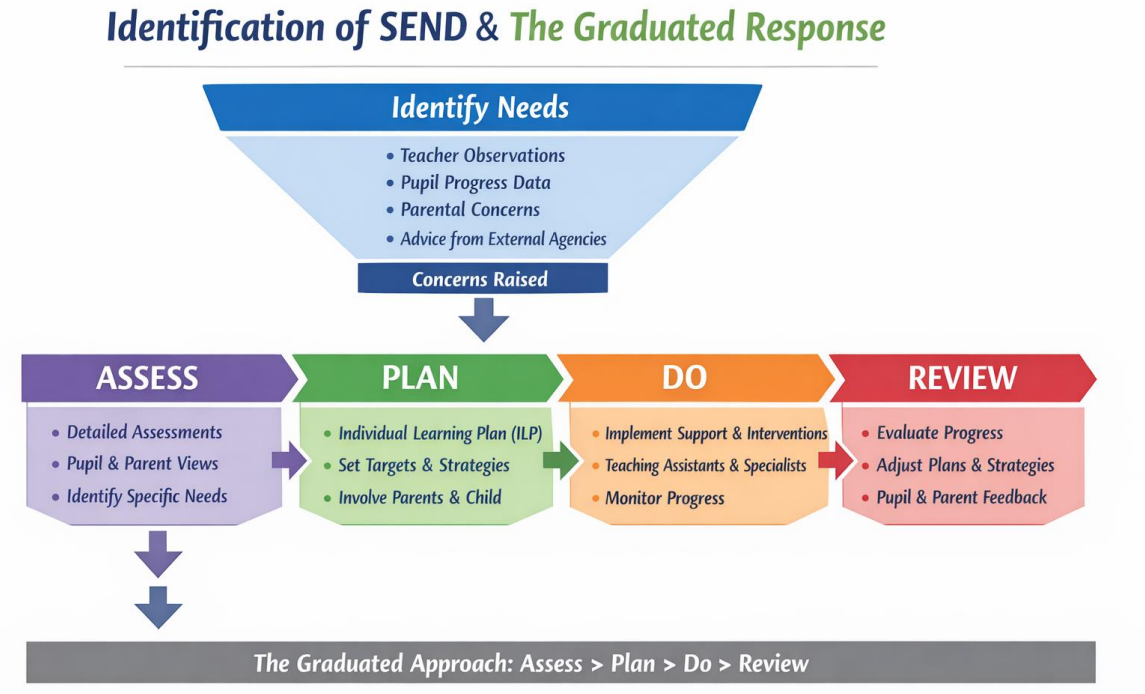
- Broad and balanced curriculum access
- Mixed-ability learning environments
- Early identification through assessment and tracking
- Strong pastoral and safeguarding support
- Close partnership with families

Identification of SEND
Children may be identified through:

- Teacher assessment and observation
- Progress tracking and pupil progress meetings
- Screening tools (including WellComm and dyslexia screening)
- Parent concerns
- External professional advice

Not all children who need additional support have SEND. Some pupils may require short-term intervention to close learning gaps. Where significant and ongoing difficulties remain, pupils may be placed on the SEND register following discussion with parents.

The Graduated Approach



We follow the **Assess – Plan – Do – Review** cycle

Provision for Pupils with SEND
In addition to high-quality classroom teaching, pupils may receive:

- Targeted small group or individual interventions
- Specialist teaching strategies
- Personalised curriculum adaptations
- Support to develop independence
- Access to specialist equipment or technology
- Emotional wellbeing support

Provision aims to maximise inclusion and independence while ensuring progress.

External Agencies We Work With
We work closely with specialist professionals including:

- Educational Psychologist
- Speech and Language Therapy (NHS)
- Learning Support Team
- Complex Communication Needs Team
- Chadsgrove Outreach
- School Nurse
- Hearing and Visual Impairment Teams
- Early Intervention Family Support
- Wellbeing and Emotional Support Team (WEST)
- CAMHS and CAMHS CAST

Additional referrals may include:

- Community Paediatrics
- Occupational Therapy
- Reach4Wellbeing
- KEMP Hospice bereavement support

Parents are always consulted before referrals are made.

Areas of SEND Support
Communication & Interaction

- Speech and language interventions
- Visual supports and structured environments
- Social communication programmes
- Specialist SALT support

Cognition & Learning

- Dyslexia-friendly teaching approaches
- Phonics and reading interventions
- Concrete and visual maths resources
- Specialist assessments and targeted interventions

Social, Emotional & Mental Health

- Heartsmart wellbeing curriculum
- Emotionally Available Adults (EAA)
- Nurture provision and wellbeing support
- Trauma-informed practice (TISUK)
- Access to WEST and CAMHS

Sensory, Physical & Medical Needs

- Accessible building and facilities
- Specialist equipment
- Trained staff supporting medical needs
- Advice from NHS and outreach teams

Education, Health and Care Plans (EHCPs)

A small number of pupils with significant needs may require an EHCP.
EHCPs are requested when:

- Needs remain significant despite sustained intervention
- Long-term specialist provision is required

Annual Reviews ensure outcomes remain appropriate and progress continues.

Partnership with Parents

We value parents as partners.
Parents can expect:

- Regular communication with teachers
- At least termly SEND reviews
- Opportunities to meet SENDCo
- Clear information about progress and provision

Parents may request meetings at any time.

Staff Training

Staff expertise is developed through:

- Whole-school professional development
- Specialist training from NHS and LA teams
- SENDCo network meetings
- Coaching and collaborative work with external professionals

Specialists regularly work in school to build staff capacity.

Monitoring and Evaluating Effectiveness

We evaluate SEND provision through:

- Progress data and assessments
- Classroom observations
- Pupil voice
- Parent feedback
- Governor monitoring
- Termly SEND governor meetings

Mental Health and Wellbeing

Wellbeing is central to our provision.
We provide:

- Trauma-informed practice
- Emotionally Available Adults
- Nurture support
- Wellbeing practitioner access
- Safe spaces and structured support systems

The Deputy Headteacher is the school's **Senior Mental Health Lead**.

Accessibility
Our school is fully accessible and includes:

- Lift access
- Accessible toilets and hygiene facilities
- Adapted outdoor learning areas
- Disabled parking
- Support for Forest School and trips through risk assessment

Transition Support
We carefully support transition into Reception through:

- Early planning when pupils are in pre-school or Nursery settings
- SENDCo liaison with pre-school or Nursery settings
- Additional visits for vulnerable pupils and parents/carers
- Transition programme and pupil profiles

We carefully support transition to secondary school through:

- Early planning in Years 5 and 6
- SENDCo liaison with receiving schools
- Additional visits for vulnerable pupils
- Transition programmes and pupil profiles

Admissions
Admissions for pupils with SEND follow the school admissions policy.
Pupils with EHCPs are admitted where mainstream placement is named.

Complaints
Concerns should initially be raised with:

1. Class Teacher
2. SENDCo
3. Deputy Headteacher or Headteacher
4. SEND Governor / Chair of Governors

The school complaints policy applies.

Useful Contacts
SENDIASS Worcestershire
https://www.hwsendiass.co.uk/
01905 768153
Worcestershire Local Offer
http://www.worcestershire.gov.uk/sendlocaloffer

Acronym Glossary

Acronym	Meaning
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
LA	Local Authority
OT	Occupational Therapy
SALT	Speech and Language Team
SENDCo	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disabilities
TA	Teaching Assistant
TISUK	Trauma Informed Schools UK
WEST	Wellbeing and Emotional Support Team