St Chad's Special Educational Needs & Disabilities Information Report



My name is Mrs Wheatley and I am the SENCo.

Our mission statement "At St Chad's we grow in the light of Christ, to share his love and reflect the gospel values" underpins all we do, so I work with children, teachers, parents and agencies to ensure that our pupils' needs are met.

Please click on the tabs below to find out what St Chad's offers children with Special Educational Needs and Disabilities. To find out about how Birmingham City Council support families please visit their Local offer website:

https://www.localofferbirmingham.co.uk/

Open and Honest Communication

Appropriate and Effective Teaching

A Partnership Approach

Open & Honest Communication

Is there a member of staff who I can speak to about my child's needs?

How will we make all the information we need to share with you clear and easy to understand?

What happens if we think your child needs extra support?

How will all the necessary school staff be made aware of my child's needs and worries?

How will my child's progress be reviewed and when will I be invited into school to discuss this?

Will my child be able to give their views?

What happens if my child changes school?

Open and Honest Communication

St Chad's has a member of staff called the SENCo who will explain everything to you and will make sure you understand what is happening



If you wish to speak to Mrs Wheatley, the SENCo, please ask at the main office, send her a message via Class Dojo or email her on:

k.wheatley@st-chads.bham.sch.uk

Termly meetings are held with parents, class teachers and the SENCo so you can find out how your child is doing in school. The meeting in the summerterm will be an opportunity for you to meet your child's new teacher.

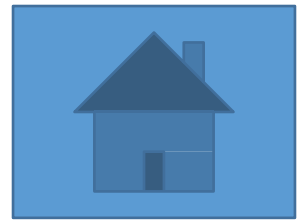
Open and Honest Communication

How will we make all the information we need to share with you clear and easy to understand?

You can read our SEND policy. The policy explains how we find children who we think may have special educational needs. This policy is regularly reviewed. Please see Mrs Wheatley who will provide you with a copy of this document.

If English is not your first language, we will do our best to provide an interpreter to help you communicate with the school and external agencies. Some staff also speak other languages and may be asked to act as an interpreter.





Open and Honest Communication

If we think your child needs extra support, we will always speak to you about this.

St Chad's works with a lot of outside agencies to help identify specific needs. These are:

- Language, Learning and Strategic Support Team (LL&SS);
- Communication and Autism Team (CAT);
- Educational Psychology (EP);
- School Nurse;
- Zacchaeus Club;
- Father Hudson's Care.

If your child needs support from these services, we will always ask you for your permission.

Open and Honest Communication

The SENCo, Mrs Wheatley will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with extra educational needs, an Individual Target Plan or One Page Profile, depending on the help needed, will be written together by the class teacher, SENCo, your child and you.

If your child has medical needs, a plan will be written and shared with you.

Open and Honest Communication

How will my child's progress be reviewed and when will I be invited into school to discuss this? Will my child be able to give their views?

We use Birmingham's SEN Toolkit Language & Literacy and Maths Continuum to assess children who are working below Age Related Expectations. We do this regularly to track even the smallest steps of improvement.

Sometimes outside agencies are involved in making assessments and offering advice on how children can achieve their targets. You will always be asked and this information will be shared with you.

Open and Honest Communication

What happens if my child changes school?

Mrs Wheatley will ensure this information is shared with the SENCo at the new school. Extra visits to the secondary school may be arranged and sometimes the new SENCo will come to review meetings held at St Chad's.

We have good relationships with many of our local nursery schools and transition meetings are held to discuss children who will be joining us who may have specific learning needs.

Appropriate and Effective Teaching

What extra help might my child receive?

How are staff trained to support the needs of mychild?

Which staff may support my child?

How do staff assess the level my child is working at, to change the curriculum?

What learning resources are available to support the learning of my child?

What resources does the school offer if my child has significant social and/or communication needs?

What help is available if my child needs support with managing behaviour or dealing with social situation?

How will St. Chad's ensure that parents and children with additional needs are fully included in all school? How will St. Chad's provide good teaching for my child and extra support when needed?

Appropriate and Effective Teaching

What extra help might my child receive?

Your child's class teacher will make changes and adaptations to the way in which they teach their lessons so your child can be fully engaged in the learning. They may ask your children to record their work in a different way, to demonstrate their understanding. Your child may be supported by a Teaching Assistant who works in your child's class.

Your child may have extra support by taking part in an intervention. We use evidence-based interventions which means that it has been researched and proven to be effective in helping children learn.







Appropriate and Effective Teaching

How are staff trained to support the needs of my child?

On-going regular and appropriate Special Educational Needs training is given to all staff.

The SENCo works closely with Mrs McCullough, our Higher Level Teaching Assistant (HLTA) to check interventions and ensure the correct provision is being made. Our staff have specific training so are able to deliver certain interventions to support your child's needs.

Additional support and training may be needed if the needs of our pupils' changes.

Appropriate and Effective Teaching

Which staff may support my child?

Your child may be supported by a Teaching Assistant who works in your child's class or by one of the adults below.

Mrs. McCullough, one of our Higher Level Teaching Assistants (HLTA).



Mrs. Huggins, is a pastoral support worker. She support's children's emotional wellbeing, relationship skills and self-esteem.





Mrs. Reynolds, one of our Higher Level Teaching Assistants (HLTA) who works in the Saint Ambrose Room.



Mr. Lewis is our pastoral family support worker. He supports children and families by promoting wellbeing, improving school engagement and providing guidance on social, emotional and practical challenges.

Appropriate and Effective Teaching

How do staff assess the level my child is working at, to change the curriculum?

We use a range of criteria and evidence to help us identify the level children are working at. This information is used to help teachers to plan work for all children to make progress. The work and support will be different for different groups of children.

Lesson observations, learning walks, pupil interviews and book scrutinies are completed on a regular basis by the SENCo and Senior Leadership Team to ensure progress is being made.

Interventions are monitored regularly ensure that they are meeting your child's needs.

Appropriate and Effective Teaching

What learning resources are available to support the learning of my child?

Every classroom is well resourced for the learning needs of our pupils.If additional resources are required to support children in accessing the curriculum, then we do our best to provide them. This may include;

- Writing slopes;
- Adapted chairs;
- Ear defenders,
- Weighted blankets;
- fidget toys;
- Seat wedges.

Appropriate and Effective Teaching

What resources does the school offer if my child has significant social and/or communication needs?

Our One Page Profiles help us identify the types of need a child may have.

We use visual timetables in all classrooms and some pupils have individualised timetables as required.

Mr Lewis is our Pastoral Family Support Worker. He works with pupils and families to support their well-being. Mr Lewis may be able to sign post you to other services.

Mrs Wheatley is the Senior Mental Health Lead and works with all staff to support pupils who have emotional, mental health or wellbeing needs.

Appropriate and Effective Teaching

What support is available if my child needs supportwith managing behaviour or dealing with social situations?

We may seek the advice of our educational psychologist or from the Communication and Autism Team (CAT) but we will alwaysspeak with you first.

Our approach to behaviour management is underpinned by three principles. Everyone in the St Chad's school community should be Compassionate, Truthful and Active. We have created a culture where exemplary behaviour is at the heart of productive learning. Staff teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions.

Appropriate and Effective Teaching

How will St. Chad's ensure that parents and children with additional needs are fully included in all school activities?

Our school mission statement underpins our ethos of inclusion at St Chad's school. All children are included and given the help they need to take part in all school trips, clubs and social events. This may include additional support in preparation for, or one to one supervision, whilst on school trips.

Parents are consulted about specific needs including those children with medical needs so that all children have a safe and enjoyable experience. All children participate in class assemblies and any otherperformances.

Appropriate and Effective Teaching

How will St. Chad's provide good teaching for my child and extra support when needed?

St Chad's uses a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils. We do this through:

- Tracking your child's progress using our school tracking system and the Language & Literacy and Maths continuums;
- We have termly meetings where the Senior Leadership Team discuss pupil's progress;
- Regular book inspections for all classes with helpful advice for teachers;
- Classroom observations and learning walks.

A Partnership Approach

Are the governors involved in SEND?

Who decides to involve other professionals?

How can I help my child at home?

What can I do if I have a concern about my child?

How will my child be involved in decisions about their learning?

A Partnership Approach

Are the governors involved with SEND?

Our Head Teacher, Mrs Parker, and Mrs Wheatley, our SENCo, report half termly to governors.

The governing body appoints a governor who is responsible for special educational needs and disabilities to ensure the school and the SENCo carry out their duties. Our SEND governor is Mrs Alex Smith. Her role is to have an oversight of SEND provision and to ensure our SEND children are being provided for, so they reach their potential.

A Partnership Approach

Who decides to involve other professionals?

If we feel we need the advice and support of outside agencies, we will always discuss this with you and seek your permission. The outside agency may carryout observations of your child in class, carryout an assessment with them or have a chat with your child about their learning. The aim of involving outside agencies is always to understand how we can support your child better in school.

The content of any meeting is confidential and is only shared with parents and the SENCo.

Please speak to Mrs Wheatley if you require any further information.

A Partnership Approach

How can Ihelp my child at home?

As a parent or carer, you play a vital role in your child's learning journey. Here are some simple ways to support them at home:

1. Establish a Consistent Routine ⏳

- Create a daily schedule to provide structure and predictability.

- Use visual timetables or checklists to help with transitions.

2. Support Learning in Everyday Activities 📚

- Read together daily, using audiobooks or picture cues if needed.

- Use real-life situations (e.g., cooking, shopping) to develop problem-solving and numeracy skills.

Next

A Partnership Approach

How can I help my child at home? Continued

3. Communicate Clearly & Positively 💬

- Give simple, step-by-step instructions.

- Use praise and encouragement to build confidence.

4. Use Multi-Sensory Approaches 🎨 🎧

- Engage different senses—touch, sound, movement, and visuals—to support learning.

- Try apps, educational videos, or hands-on activities.

Next

A Partnership Approach

How can Ihelp my child at home? Continued

5. Promote Independence & Well-being 🌱

- Encourage small responsibilities and celebrate achievements.

- Support emotional regulation through calming strategies like breathing exercises or sensory breaks.

6. Stay Connected with School 🤝

- Keep in touch with teachers and the SENCO for strategies tailored to your child.

- Explore local SEND support groups and resources.



For further advice, contact your child's teacher or SENCO. Together, we can help your child thrive!

A Partnership Approach

What can I do if I have a concern about my child?

We use the 'Assess, Plan, Do, Review' cycle to involve you and your child in deciding on how best to support your child.

Plan

Parents, school and pupil produce plan.

Do

School implements the plan with support of parents, outside agencies and your child.

Review

Child, parents and school review progress to see if targets are met. Specialist help may sought.

Assess

Parents or class teacher identifies needs.

A Partnership Approach

How will my child be involved in decisions about their learning?

The children in our school are the most important people. Therefore, they have lots of opportunities to share their thoughts on their learning.

All children are actively encouraged to give their views on and be involved in their learning at St Chad's. Pupils with SEND are involved in the review process and they have a voice in developing their targets. We use person-centred tools to identify what it is important for and important to our children so that we make the optimum progress.