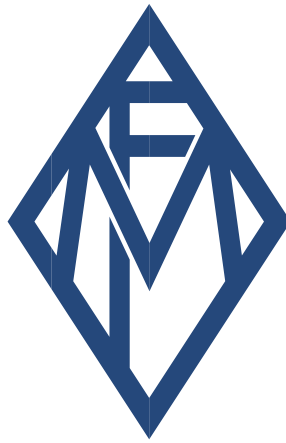


# Maria Fidelis Catholic School FCJ

## SEND Information Report



**Maria Fidelis**  
Catholic School FCJ

**Approved by:** Governing Body **Date:** 26/01/26

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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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which is available on the school website.

**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 SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Clare Dawkins.

Her email address is [cdawkins@mariafidelis.camden.sch.uk](mailto:cdawkins@mariafidelis.camden.sch.uk)

### SEND Home/School Liaison

Our SEND Home/School Liaison is Jane Matthews.

Her email address is [jmatthews@mariafidelis.camden.gov.uk](mailto:jmatthews@mariafidelis.camden.gov.uk)

## Subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

## Learning Support Assistants (LSAs)

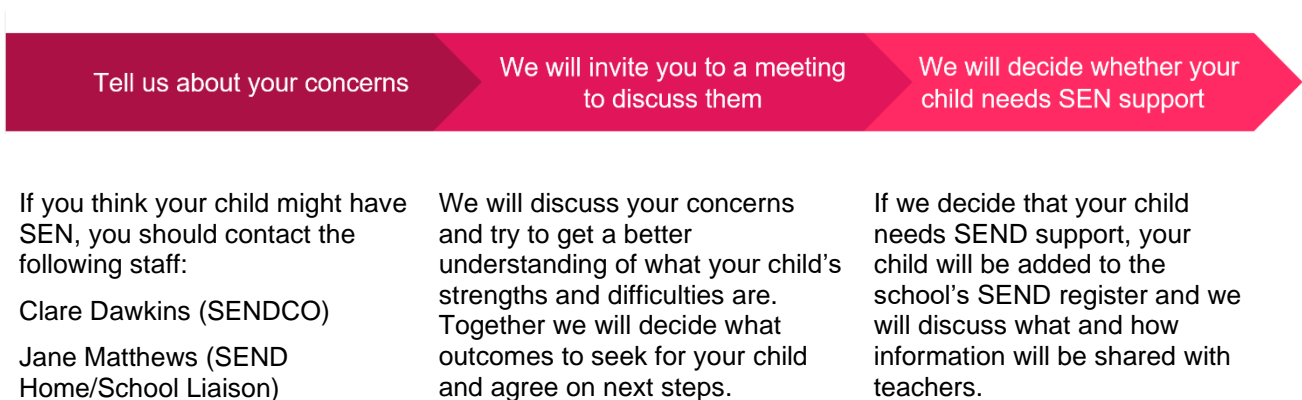
We have a team of LSAs who are trained to deliver SEND provision.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations

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



## 4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been identified and acted upon.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO who will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist or an educational psychologist.

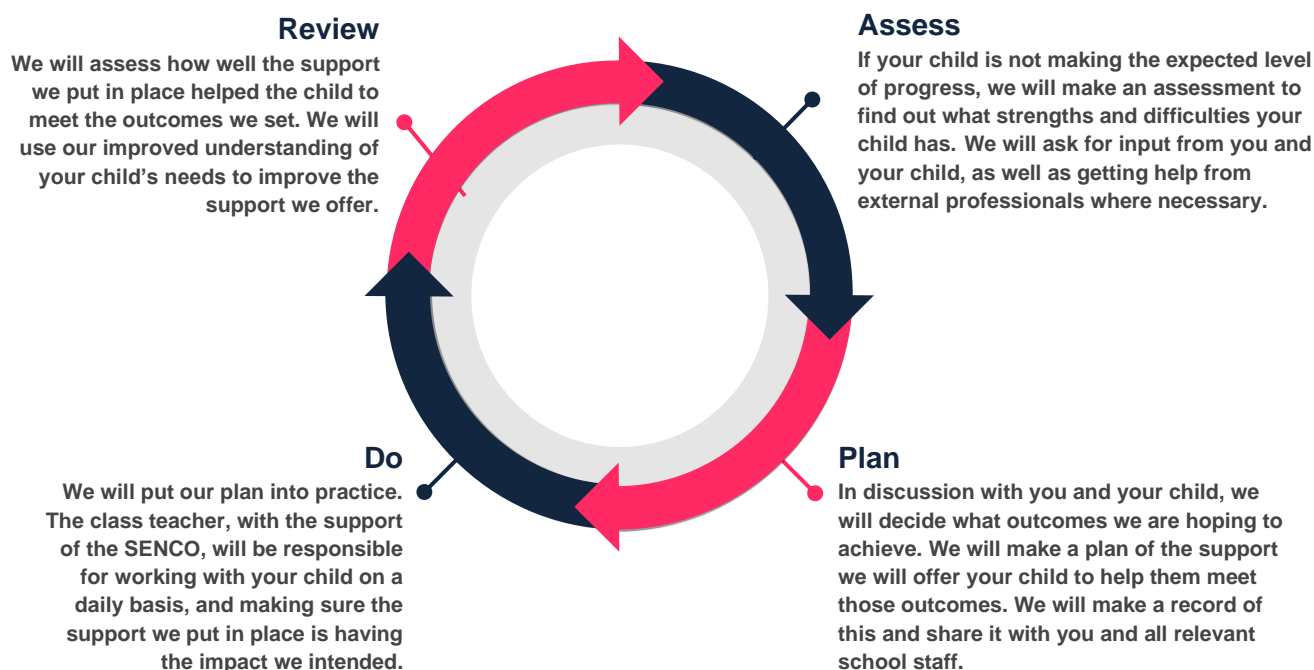
Based on all of this information, the SENDCO will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide three reports a year on your child's progress.

Your child's subject teachers will meet you annually to:

- › Review your child's progress
- › Discuss the strategies that can be put in place to help your child make progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO will be available for meetings.

We know that you are the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact the relevant subject teacher, the SENDCO, Head of Year or a member of the senior leadership team.

## **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 2 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 written statement or visual statement.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

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

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, visual timetables, larger font, etc.
- › Teaching assistants may support pupils on a 1-to-1 basis or in small groups

## **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 after six weeks
- › Collating feedback from teachers and other school staff
- › Monitoring by the SENDCO
- › Holding an annual review (if they have 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.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

Extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in whole school events such as sports day.

## **12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?**

Admission for children with Education, Health and Care Plans (EHCP) is undertaken via a separate consultation process. For further information in relation to children with EHCPs, please seek advice from your child's case worker either at Camden SEND or your own local authority.

## **13. How does the school support pupils with disabilities?**

The school's Accessibility Plan can be found on the school website.

## **14. 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 SEND are encouraged to be part of the school council and other extra-curricular activities
- › We provide extra pastoral support for listening to the views of pupils with SEND. This is co-ordinated by a Deputy Headteacher and staff talk to children with SEND about their concerns and aspirations.
- › We run a lunchtime club for pupils who need extra support with social or emotional development
- › We have a 'zero tolerance' approach to bullying.

## **15. 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 a final meeting of the year when the pupil's SEND is discussed
- › Children with SEND will have a Pupil Profile which will give information about their SEND need, what they find difficult and best approaches for supporting them. This will be shared with all new teachers who teach the child.

### **Between schools**

When your child is moving on from our school, we will share appropriate information with the new setting.

### **Between phases**

The SENDCO meets primary school SENDCOs to discuss the needs of the incoming pupils during the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

### **Moving to adulthood**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

The child will meet with a careers advisor who will support their application to college or Sixth Form.

## **16. What support is in place for looked-after and previously looked-after children with SEND?**

Claire Bagnall (Assistant Head/Designated Safeguarding Lead) and Carole Lusher (Deputy Designated Safeguarding Lead) will work with Clare Dawkins, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEND support?**

Concerns about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The school's complaints policy can be found on our website.

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 [SEND Code of Practice](#).

If you feel that our school has 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.

Global Mediation provide services for families in Camden:

<https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

Further details about Camden's SEND local offer, including advice on mediation, complaints and appeals can be found here: <https://families.camden.gov.uk/send-local-offer/>

## **18. 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 Camden's local offer. Camden publishes information about the local offer on their website:

<https://families.camden.gov.uk/send-local-offer/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sendiasscamden.co.uk>

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

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

## 19. 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 (EHC) 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 SEN
- › **Graduated approach** – an approach to providing SEND 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 that explains what services and support are on offer for pupils with SEND 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
- › **SENDCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision that meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages