



**Learn with Love, Flourish in Faith**

*Do everything in love (1 Corinthians 16:14).*

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

**Special Educational Needs and Disability (SEND) Information report for Church of the Ascension Primary School 2026-2027**

## **Introduction**

Welcome to our SEND information report which is part of the Dudley Local Offer for Learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEN Code of Practice 0 -25 Years, 2015.

At Church of the Ascension Primary School we are committed to working together with all members of our school community. This information has been produced in line with the current SEND code of practice, Regulation 51 and Schedule 1 SEND regulations 2014 and the Children and Families Act 2014, in consultation with eight local primary schools and Dudley Education Authority.

All learners should have the same opportunity to access extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Our staff are aware of the Equality Act 2010. This legislation places specific duties on schools, setting and providers including the duty not to discriminate, harass, or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of 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.”**

Section1 (1) Disability Discrimination Act 1995

### **1. What types of SEN does the school provide for?**

Our school provides for pupils with the following needs:

| <b>Area of need</b>                  | <b>Condition</b>                                                           |
|--------------------------------------|----------------------------------------------------------------------------|
| <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                                             |
|                                      | Severe 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 SENCO**

Our SENCO is Mrs A. Hudson. They have four years of experience in this role and are a qualified teacher. They achieved the National Award in Special Educational Needs Co-ordination in 2023. They are allocated a day and a half a week to manage SEN provision.

### **Class/subject teachers**

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

### **Teaching assistants (TAs)**

We have a team TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

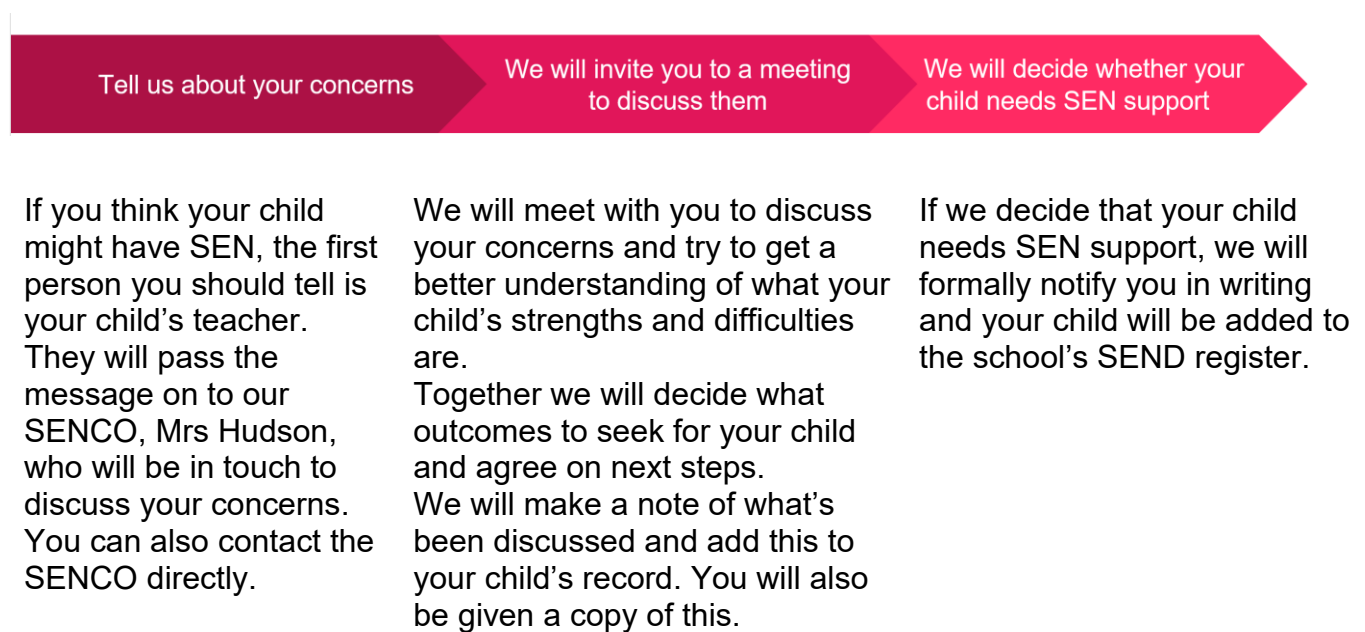
### **External agencies and experts**

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 SEN and to support their families. These include:

- Speech and language therapists
- Specialist teachers or support services (Dudley's Learning Support Service)
- Educational Psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Behavioural, emotional and social difficulties (PRUs, Sycamore Outreach Team)
- Physical and Medical conditions (CIPS – Communication, Interaction, Physical and Sensory Advisory Service)

- Autistic spectrum (AS) (CIPS – Communication, Interaction, Physical and Sensory Advisory Service)
- Dudley Integrated Early Years Service (IEYS)
- Visual Impairment (CIPS)
- Hearing Impairment (CIPS)
- Home and Hospital (Cherry Tree)
- Reflexions – Mental Health Service

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



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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't 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 tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground 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.

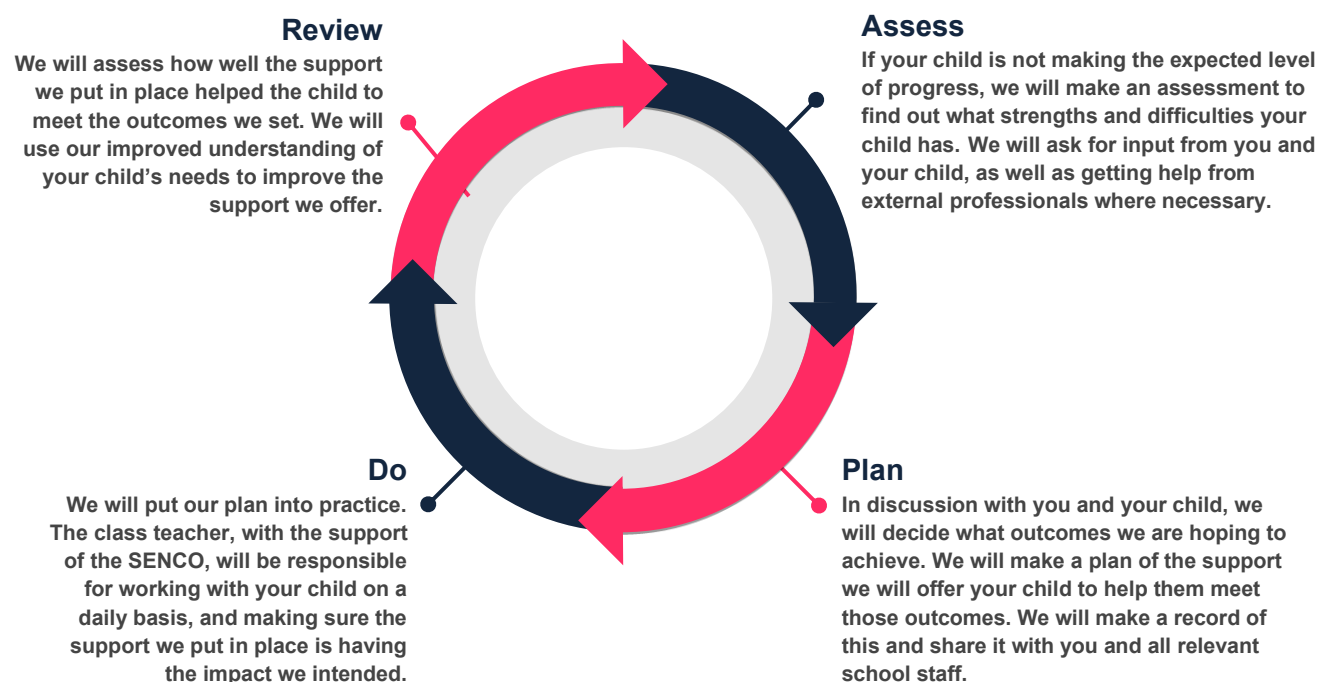
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

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

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN 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 SEN 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 SEN 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 an annual written report of your child's progress.

Your child's class teacher will meet you at least twice a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're 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, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher.

## **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 two 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 presentation, written statement, video, drawing, etc.
- 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 teacher is 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 '1 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, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

| <b>Area of need</b>                  | <b>Condition</b>               | <b>How we support these pupils</b>  |
|--------------------------------------|--------------------------------|-------------------------------------|
| <b>Communication and interaction</b> | Autism spectrum disorder (ASD) | Visual timetables<br>Social stories |

|                                            |                                                                               |                                        |
|--------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------|
|                                            | Speech and language difficulties                                              | Speech and language therapy            |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope<br>Word and phonics mats |
|                                            | Moderate learning difficulties                                                |                                        |
|                                            | Severe learning difficulties                                                  |                                        |
| <b>Social, emotional and mental health</b> | ADHD, ADD                                                                     | Quiet workstation                      |
|                                            | Adverse childhood experiences and/or mental health issues                     | Nurture style groups                   |
| <b>Sensory and/or physical</b>             | Hearing impairment                                                            |                                        |
|                                            | Visual impairment                                                             | Limiting classroom displays            |
|                                            | Multi-sensory impairment                                                      |                                        |
|                                            | Physical impairment                                                           |                                        |

These interventions are part of our contribution to Dudley's Local Offer.

### **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 [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

- All of our 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 trip(s).
- All pupils are encouraged to take part in sports day, school plays and other workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

Full information about our admission arrangements can be found in the Determined Admission Arrangements available at [Church-of-the-Ascension-CE-Determined-Admissions-Arrangements-2026-27.pdf](#) In accordance with legislation, a child with an Education Health Care Plan (EHCP) will be offered a place at the school named in the EHCP as the most appropriate to meet the child's individual needs, this may reduce the number of places available for children who do not have an EHCP. We welcome all parents/carers and their children to visit our school prior to naming us as a potential school for their child. During this appointment, we will show families our school building and share with parents/carers information about our vision, values, curriculum and interventions currently used by the school. Where children are offered a place at our school, a conversation will be had between school staff and parents/carers to discuss a transition plan where needed. This plan will be based on the needs of the child, ensuring the child settles quickly and understand routines, expectations and starts to form relationships with key members of staff and peers.

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

All pupils access and are taught the whole curriculum. Our curriculum is rich, broad and balanced and encourages children to be resilient, inquisitive and independent learners. We ensure quality first teaching for all children, including those with disabilities. Our school offers a differentiated, relevant curriculum for all pupils through high quality planning, preparation and resources. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities and further work is underway to ensure that disability is visible in our school. Curriculum progress and attainment is tracked for all pupils, including those with a disability. We have a lift making one corridor of school accessible. There is an accessible toilet close to the school entrance. For full details please see the school accessibility plan [Accessibility-plan-2026.pdf](#)

## **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 SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our Wellbeing Buddy system and our Eco-Committee.
- 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 SEN 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 SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

### **Between schools**

- When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

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### **Between phases (for primary schools)**

- The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.
- Pupils will be prepared for the transition by:
  - Practising with a secondary school timetable
  - Learning how to get organised independently
  - Plugging any gaps in knowledge

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

Mrs L. Mason will work with Mrs A. Hudson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN 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 SEN support?**

Complaints about SEN provision in our school should be made to the headteacher, in the first instance. They will then be referred to the school's complaints policy.

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.

[EDLT-Complaints-Procedure-COA.pdf](#)

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 SEN, 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.

## **18. What support is available for me and my family?**

If you have questions about SEN, 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 Dudley's local offer. [Insert name of local authority/ies] publishes information about the local offer on their website:

<https://www.dudley.gov.uk/residents/dudley-local-offer/>

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

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

## 19. Glossary

**Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 SEN 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 SEN in the local area

**Outcome** – target for improvement for pupils with SEN. 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

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision that meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages