

Special Educational Needs (SEN) Information Report 2026-2027

The Palmer Catholic Academy

MISSION STATEMENT

Ad Gloriam Dei et Servitium Omnium

The Academy's Mission promotes the academic and personal development of each member of its community, both students and staff alike.

We serve Christ in each other to the Glory of God and Service of all.



Adoption by Governing Body of The Palmer Catholic Academy:
Date of Implementation: November 2026
Signature of Chair of Governors:
Signature of Headteacher:
Review Date: November 2027

Visions and Aims

This Information Report has been published by the Governing Body of The Palmer Catholic Academy to outline the ways in which the academy implements its policy for students with Special Educational Needs and Disabilities (SEND). As an inclusive institution, the academy is fully committed to identifying and eliminating barriers to learning, ensuring that every student is given the opportunity to reach their full academic and social potential.

The information contained in this report is reviewed and updated on an annual basis. Any significant changes that may occur during the year will be reflected in the report as promptly as possible. If you want to know more about our arrangements for SEND, read our SEND Policy.

What Ofsted says about our provision for students with SEND

Our February 2026 Ofsted inspection recognised several positive aspects of our provision for students with Special Educational Needs and Disabilities (SEND).

Inspectors acknowledged that leaders identify students' needs in a timely way and use appropriate systems to assess and review those needs. The report also recognised our commitment to professional development, helping staff to develop their understanding of students' additional needs.

Ofsted highlighted the targeted support provided by classroom support staff, noting that this helps students access learning while encouraging them to develop greater independence over time. Inspectors also recognised our work with external agencies and our regular review of support to ensure that it remains appropriate.

Importantly, inspectors recognised that students with SEND follow the same ambitious curriculum as their peers and that, in most cases, appropriate support enables them to access learning and make secure progress.

Our commitment to inclusion also extends beyond the classroom. Ofsted acknowledged that students with SEND participate fully in our personal development programme and receive additional support when making decisions about study options and future careers. Inspectors also recognised our work with parents and external agencies to support attendance and engagement.

The inspection further highlighted our caring ethos, with students reporting that they feel safe, know who to speak to if they have concerns and are confident that staff address unkindness and bullying.

I must also acknowledge that an area we are continuing to develop is ensuring that learning is consistently adapted, where necessary, by all staff in every lesson, so that students with SEND can fully access the curriculum and achieve their potential.

These findings reflect our ongoing commitment to ensuring that students with SEND are supported, included and encouraged to achieve their full potential as valued members of our school community. We recognise that there is always room for further improvement and remain committed to continually developing our provision to ensure that all students receive the support they need to thrive.

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1. What types of SEN does the academy provide for?

The academy currently provides additional or different provision for a range of needs, which include:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	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 Pascoe-Matthews. She has 10 years' experience in this role and has worked as an Assistant Headteacher Inclusion. She is a qualified teacher with specialisms in Computer Science and Mathematics. She achieved the National Award in Special Educational Needs Co-ordination in 2015. She has undergone training in National Professional Qualification Headship and is also a level 7 Access Arrangement Assessor.

Deputy SENCO

Our Deputy SENCO is Mrs Baiden. She is a qualified teacher with specialism in Mathematics. Mrs Baiden has experience working in various educational needs settings. She has completed numerous SEND CPDs and will be completing the SENCO qualification.

Teachers

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

Learning Support Assistants (LSAs)

We have a team of 15 LSAs, including 4 Higher-Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision to small groups. Our LSAs are trained to deliver interventions in literacy, numeracy and other areas.

External agencies and experts

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

- Specialist Education Needs and Disabilities Advisory and Training Services (SENDATS)
- 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
- Brentwood Catholic Counselling Society BCCS

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENCO, **Mrs Pascoe-Matthews** who will be in touch to discuss your concerns. You can also contact the SENCO directly at: **tpascoe-matthews@tpc.academy** **Deputy SENCO :** **nbaiden@tpc.academy**	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	We will carry out internal specialist assessments as well as contact Specialist Education Needs and Disabilities Advisory and Training Services (SENDATS) or other agencies as agreed in our meeting to do further assessments. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register

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

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, numeracy, language competence, social interactions and attention and concentration.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student 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 student 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.

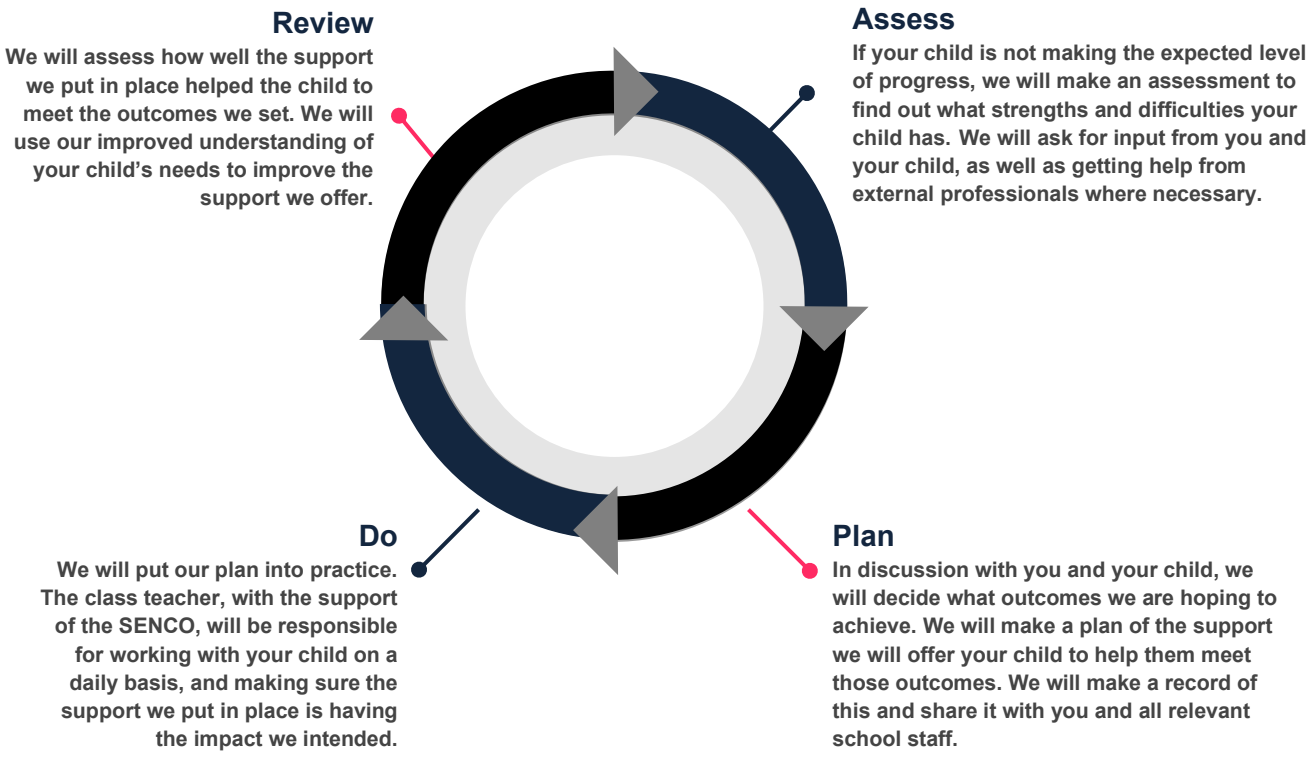
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

5. How will the academy 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 student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the academy'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 at a minimum, annual report on your child's progress depending on the need.

Your child's class/form teacher will meet you annually at our Parents' Consultation Evening. During the meeting, the teacher will discuss:

- 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 will be available at 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 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 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 academy adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students 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 academy.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fit 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.

All teaching staff are expected to adapt their instruction to meet the individual needs of each student. This differentiation is guided and supported by the Learning Support department, which provides advice and strategies to ensure that classroom teaching is appropriately tailored for every learner.

To further address the specific requirements of students with special educational needs, the academy organises personalised sessions and small group teaching. These sessions offer focused support to help students address challenges and advance in their learning.

Subject HLTAs and LSAs work closely with classroom teachers to design and create resources that are specifically tailored to the needs of students with special educational needs. This collaborative approach ensures that materials are accessible and suitable for each student's unique learning profile.

In addition, staff employ up-to-date adaptive teaching strategies to support student learning. These strategies offer flexibility in teaching methods, enabling teachers to respond to the diverse needs of their students and create an inclusive and effective learning environment.

These interventions are part of our contribution to local offers mentioned in this report.

9. How will the academy evaluate whether the support in place is helping my child?

The progress of students with identified special educational needs (SEN) is carefully tracked by subject teachers within their individual lessons. These teachers continually observe and assess each student's development to ensure that they are progressing towards their learning goals.

Collaboration between subject teachers and learning support staff is an integral part of this monitoring process. Regular liaison ensures that any concerns or achievements are communicated and addressed promptly, allowing for a consistent approach to supporting each student's needs.

To provide a comprehensive overview of all students' progress, the academy follows a set schedule of assessments throughout the academic year. Data regarding students' academic performance is gathered on six separate occasions annually. During each of these data collection points, the academic progress of students with identified SEN is specifically checked to monitor their development and identify any areas where further support may be needed.

Oversight of this process is maintained by the SENCO, who reviews the progress data for all students with SEN to ensure that interventions are effective and appropriately targeted.

The SENCO or Deputy SENCO participates in all parent/carer consultation meetings, providing an opportunity to discuss individual students' progress and support strategies. In addition, the SENCO or Deputy SENCO attends all data drop progress meetings, which involve the Senior Leadership Team (SLT), Heads of Year (HOY), Heads of Department (HOD), the lead mentor, and the Pastoral team assigned to each Key Stage. This collaborative approach enables a comprehensive review of student progress and well-being.

Parents and carers are encouraged to be actively involved in their child's education. They are invited to attend all scheduled meetings and may request additional meetings outside of these times if there are any concerns about their child's progress. This open line of communication ensures that families remain informed and engaged in the support provided to their child.

10. How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

The process for determining which resources are provided to a child or young person with special educational needs (SEN) is centred on a thorough assessment of each student's individual requirements. Once a need is identified, the appropriate support is implemented based on this assessment to ensure that the specific challenges faced by the student are addressed effectively.

For students with Education, Health and Care (EHC) plans, the support provided is in line with the arrangements and provisions detailed in their plan. These provisions are subject to an annual review to ensure that they remain relevant and continue to meet the student's evolving needs.

If a child is identified as requiring additional SEN support, parents and carers are promptly informed of the situation. This ensures that families are kept fully involved in the process and can contribute to decisions regarding the support their child receives.

In cases where further expertise is needed, the academy consults with relevant outside agencies. These agencies provide advice on strategies and make recommendations about the most suitable resources, ensuring that the support offered is both effective and tailored to the child's unique profile.

11. How will the academy make sure my child is included in activities alongside students who don't have SEN?

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips. All students are encouraged to take part in all school activities, for example, sports day.

No student 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 academy make sure the admissions process is fair for students with SEN or a disability?

Students with SEND are admitted to the academy on the same basis as any other child.

The academy welcomes applications for admission from the parents/carers of students with mobility difficulties but does not have complete wheelchair access. *There are toilets for disabled students in Mother Teresa Building and access facilities in Bede House.*

The Governors would, however, make every effort to accommodate a student's particular needs and would work with the LEA to improve facilities. This is being taken forward through the Access Initiative Scheme.

13. How does the academy support students with special educational needs and disabilities?

The academy provides a range of support for students with Special Educational Needs (SEN), tailored to meet individual requirements. This includes in-class support, one-to-one provision, small group teaching, and, where necessary, specialist input such as speech therapy or social skills development.

For students identified as having a high level of need, a personalised curriculum is developed to help them build essential key skills. At Key Stage 4 (KS4), this may extend to alternative provision off-site to better suit their learning needs.

To ensure that every student can achieve a recognised qualification at KS4, the academy offers alternative qualifications in English and Maths for those who would benefit from a different pathway. Additionally, the SEN department provides a non-examined option at KS4 designed to support students in their core subjects and chosen options, as well as to give them the opportunity to continue developing their literacy skills.

The SENCO is responsible for overseeing the educational programmes within the SEN department, ensuring that all students receive appropriate support. The effectiveness of these programmes and the progress of students are evaluated through several means, including the Annual Review process for children with Education, Health and Care (EHC) plans, as well as regular data analysis, lesson observation, and examination performance analysis.

Adjustments are made to accommodate the needs of students with hearing and visual impairments. These adjustments may involve the use of Information and Communication Technology (ICT), modified examination papers provided by exam boards, seating plans tailored to individual requirements, and supplementary resources to support access to learning.

For students who experience difficulties with walking, the academy ensures that their timetable confines lessons to the ground or first floor, or in classrooms that are accessible by lift, promoting ease of movement and accessibility throughout the school day.

When support from Learning Support is not sufficient or appropriate, the SEN department collaborates closely with the mentoring team to provide additional help and guidance, ensuring that every student's needs are met effectively.

14. How will the academy support my child's mental health, and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council where they can raise concerns about aspects of school life that might be affecting their mental health.
- We provide extra pastoral support for listening to the views of students with SEN
- Students are supported by specialist staff from SENDATs or the EP Services.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by taking actions when concerns are raised and also provide students and families with information and about bullying and the effects of it on other students and their families.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

For students transferring to the academy from Year 6, a comprehensive transition process is in place to support their integration. Academy staff make visits to primary schools to gather important information and to meet the children in person. Specific additional transition days are offered for students with Education, Health and Care Plans (EHCPs), autistic students without EHCPs, and any other students recommended by primary schools who may benefit from extra support.

During the summer term, students participate in taster activities and spend a whole day at the academy to get acquainted with one another. There are also various joint activities involving academy teachers, students, and staff and students from feeder primary schools. Where further support is needed, additional visits to the academy can be arranged during the summer term.

All students with EHC plans are scheduled for meetings with the academy's careers advisor to support their transition. Specialist SEN teachers are allocated and work closely with both the children and their families to help them make informed decisions regarding opportunities beyond Year 11.

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

Our academy acknowledges that students in local authority care or previously looked after have the same rights as others but may face extra challenges from trauma, instability, and emotional needs. These factors can impact their learning and development.

Common barriers include placement changes, school absence, lack of support for missed learning, and unmet emotional or physical needs (Social Exclusion Unit Report, 2003).

By law, we have a designated teacher responsible for:

- Advocating for these students and hearing their voices
- Celebrating their achievements
- Monitoring progress to ensure equal opportunities
- Coordinating support networks
- Communicating with social workers, virtual school heads, and professionals

Every looked after child has a care plan that includes a Personal Education Plan (PEP), overseen by the designated teacher. The designated teacher's duties follow the statutory guidance on their roles and responsibilities, including:

- Ensuring the statutory Personal Education Plan (PEP) is arranged and regularly reviewed, typically every six months or sooner if needed.
- Preparing reports on the child's educational progress for PEP reviews.
- Discussing review feedback with social workers, carers, and the Virtual School team as necessary.

Our academy collaborates closely with the Local Authority Virtual School Team, which supports looked-after students by monitoring admissions, PEPs, attendance, and exclusions.

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

Complaints about SEN provision in our academy should be made to the SENCO in the first instance. They will then be referred to the academy's Complaints Policy. If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the student 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 academy 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 the Local Offer specific to your area:

- London Borough of Redbridge https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1
- London Borough of Barking and Dagenham https://www.lbbd.gov.uk/special-educational-needs-and-disability-send
- London Borough of Newham https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=2
- London Borough of Havering https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0

19. Glossary

Access arrangements – special arrangements to allow students with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a student's EHC plan

Area of need – the 4 areas of need describe different types of needs a student 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 student'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 academy provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area

Outcome – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the academy 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 students with SEN

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

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

Monitoring Arrangements

This information report is reviewed annually. Updates are also made during the year if any changes to the information arise.