



SEND information report 2026-2027. Reporting on Academic Year 2025-2026



Many parents are thinking....
How do I know I am doing the right thing?
What does all this jargon mean?
What should I do for the best?
Let's see if we can help.....

How does St Chad's know if a child needs Special Education Needs support?

"A pupil has SEN where learning difficulties or disability calls for special educational provision— i.e. provision that is different from or additional to that normally available to same age peers." (Oldham LEA)

The high quality teaching at St Chad's ensures fewer pupils require SEN support. We strive to ensure that every child's needs are met.

Through continual assessment it may become clear that a child requires something additional or different to their same age peers.

Class teachers are always available to discuss parental concerns. Class teachers are the first port of call.

We received an Area of Excellence for SEND, from QAR 2024.

How will St Chad's support my child?

What do we do:

1. After additional assessments the class teacher and parents will meet to discuss these causes for concern.
2. Strategies will be put in to place and a date will be set to review.
3. If significant progress has not been made then the class teacher will discuss the strategies required with the SENCo. Both will then meet with parents.
4. A decision will be made as to whether a child is deemed to require SEN support.
5. Support will be based around your child's individual needs. This will involve Class Teacher/LSA or specialist agency, whole class, small group or individual support.

How will the curriculum be matched to my child's needs?

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children.

Pupils receiving SEN support are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their own pace and in their own way.

How will you and I know how well my child is doing? Will you help me to support my child?

In the Autumn term we will hold a person centred meeting for each child receiving SEN support. The family and child are central along with school and other relevant persons in the planning of appropriate provision. Short, medium and long term outcomes are agreed for child, their family and school.

These outcomes will be reviewed up to twice a year.

Does the school get extra, outside help?

Oldham Quest and Educational Psychologist

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LEA. We work on a regular basis with the following:

Oldham Educational Psychologists

Tom Currie + other QEST advisors (Additional Educational Needs Service)

Various (Speech Therapist)

D Sykes (Saddleworth School SENCO)

Dr Howard (Paediatric Consultant)

Lucy Simm (School Health Advisor)

Jen Hare Early Years AEN)

CAMHS (Children and Adolescent Mental Health Services)

Early Help

Mel

Place2Be Therapeutic service

What training are the staff supporting children with SEND had or are having?

As a whole staff (Teachers, LSA's and Middays) we are continually updating our skills and qualifications.

The SENCo's ensure staff training is kept up to date.

All our staff are trained so that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and emotional, social and mental health difficulties (ESM) and Attachment disorder.

Autumn Term Training 2024

Updated information—Introduction to Hearing Loss

Stammer training

SENCo development day

EYFS SEN Support Training

What support will you provide for my child's overall wellbeing?

Our quality first teaching provides whole class opportunities for personal, social, health and emotional needs. Circle time and Philosophy for children (P4C) are part of our learning strategies. We also work in partnership Place2Be, who offer blocks of therapy sessions. We have a team of Mental Health First Aider trained LSA's. We also have LSA's who are trained in Therapeutic play. All our mental health and wellbeing strategies, can be tailored to meet need, as and when they occur. Opportunities are provided to meet children's individual social and emotional needs.

How will my child be included in activities outside the class-

All children are fully included in all activities.

How accessible is your school?

Our site has been assessed as fully accessible for those with limited mobility.

Individual needs will be assessed and accessibility adapted as required.

Will you support my child during transitions?

The Foundation Stage Leader visits nurseries and pre-schools in order for school to be fully prepared for pupils SEN needs. Liaising with early years practitioners.

There is a SENCo network group in place for SEN/vulnerable year six children – an opportunity to meet other year 6 children from local schools and Saddleworth High School or other relevant High School staff. They also have regular visits to Saddleworth High School or other High Schools.

A Saddleworth Learning Mentor runs a vulnerable child transition group in the summer term.

How is the decision made about what type and how much support my child will receive child is supported?

Based on the outcomes agreed at the Person Centred Review meetings, this is a joint decision between parents, school and other professionals.

How are the schools resources allocated and match to my child's Special Educational Needs?

Through expertise and training and a thorough assessment of the child's needs we are able to purchase and allocate relevant resources.

How can I as a parent be involved at St Chad's?

Parental involvement is fundamental to the progress of every child. We encourage parents to come in and discuss your child's need.

During the Autumn Term we will be holding a coffee morning, for families to find out more or just meet other families who are going through similar things.

Who should I contact for further information?

SENCo—Elizabeth Challinor-Harris

Head teacher - Kayleigh Pearson

Oldham LA LOCAL OFFER

MAHDLO— an Oldham based youth club

There are a number of parent support groups

Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

enquiries@pointoldham.co.uk

www.pointoldham.co.uk

What do your current and past parents think?



***** is doing what we suspected he would and thriving at High School, we're so proud of him. He's made new friends and is like a different person, he said he doesn't need a TA anymore bless him! They must be continuing to give him so much confidence in himself to work independently. He found out yesterday that he's been put into the top set for Geography and he's hoping to get on the school football team so I'll keep you posted! He was well prepared for Secondary.



We think you guys are awesome and have already done so much for our son.



We wish you had Secondary School, we need you as much as our child does. St Chad's is the best! Thank you.

You have made such a difference to my child. I know it's a team effort but you are at the front of it and your effort and care does not go unnoticed. I thank my lucky stars they have you looking out for her



Complaints Procedure

General Principles:

- This procedure is intended to allow you to raise a concern or complaint relating to the school, or the services that it provides.
- An anonymous concern or complaint will not be investigated under this procedure unless there are exceptional circumstances.
- To enable a proper investigation, concerns or complaints should be brought to the attention of the school as soon as possible. In general, any matter raised more than 3 months after the event, being complained of, will not be considered.

When making a complaint it is important you identify your desired outcome, that is what actions you feel might resolve the problem at any stage. If the complaint concerns the Head Teacher or individual governors, you should contact the Chair of Governors directly in writing.

Stage One (Informal): Complaint Heard by Staff Member

Most concerns can be resolved informally. There are many occasions where the class teacher, office staff, or the Head Teacher, can resolve your concerns straight away. It is in everyone's best interests that complaints are resolved at the earliest possible stage.

Once the complaint has been investigated the outcome will be communicated to you. Your complaint will be responded to within 10 working days either verbally or in writing. If you remain dissatisfied with the outcome of the investigation into your complaint you should write to the Head Teacher within 10 days asking for your complaint to be investigated at stage 2.

Stage Two (Formal): Complaint Heard by Head Teacher

If your concern or complaint is not resolved at the informal stage you may choose to put the complaint in writing and pass it to the Head Teacher, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Head Teacher, your complaint should be passed to the Clerk of the governing body, for the attention of the Chair of the governing body.

A Complaint Form is provided to assist you.

You should include details which might assist the investigation, such as names of potential witnesses, dates and times of events, and copies of relevant documents.

It is very important that you include a clear statement of the actions that you would like the school to take to resolve your concern. Without this, it is much more difficult to proceed.

Stage Three: Complaint Heard by the Chair of Governors

You should write to the Chair of Governors within 10 school days of receipt of the decision of the stage two investigation. Upon receipt of your letter the Chair of Governors will write acknowledging receipt of your complaint. At this point the Chair of Governors will investigate the complaint.

The Chair will write to you within 10 school days of receipt of your letter to advise you of the outcome of their investigations. If you remain dissatisfied with this outcome, you have the right to take the complaint to stage 4, Governing Board Complaints Committee.

Stage Four: Complaint Heard by Governing Board's Complaints Panel

You should write to the Chair of Governors within 10 school days of receipt of the decision of the stage three investigation. Upon receipt of your letter the Chair of Governors will write acknowledging receipt of your wish to progress the complaint. You have the right to submit any further documents or information relevant to your complaint and the deadline for submission of these documents will be at least 5 days before the hearing. You may if you wish attend and be accompanied at the panel meeting.

The Clerk to the Governors will arrange for the Complaints Panel to be convened which will comprise of 3 or 5 governors who have no previous involvement with the complaint. At least one member of the panel will be independent of the management and running of the school. The review hearing should be heard within 20 school days of receipt of your letter.

The Clerk to the Governors will write to inform you of the date and time of the hearing, giving a minimum of 5 days' notice. All documents submitted will be circulated to all parties.

At the end of the meeting, the panel make findings and recommendations. A copy of the findings and recommendations will be provided to the complainant and, where relevant, the person complained about; and will be available for inspection on the school premises by the proprietor and the head teacher. The decision of the Committee is final.

A written record will be kept of all complaints that are made at the formal stage and beyond indicating:

- whether they are resolved following a formal procedure or proceed to a panel hearing.
- action taken by the school because of those complaints (regardless of whether they are upheld)

Correspondence, statements, and records relating to individual complaints will be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.