



*"We are a Catholic community, living and learning in faith.
Through the Gospel values of faith, hope, trust and love,
we aim to recognise individuality and enable each other to fulfil our potential"*



St Cuthbert's Catholic Primary School

Special Educational Need and Disabilities Information Report

This document will have due regard to legislation, including but not limited to: Children and Families Act 2014
Health and Social care Act 2014
Equality Act 2010

Mental Capacity Act 2005 Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to: SEN Code of Practice 0-25 (2014)
Supporting Children with Medical Conditions
Keeping Children Safe in Education

Working together to Safeguard Children.

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.

September 2022

	<u>St Cuthbert's</u>	St Cuthbert's is a Mainstream Co-educational Catholic Primary School. St Cuthbert's educates children within the mainstream whilst meeting their Special Educational Needs and disabilities as outlined below
	Questions	School Response
1	How does St Cuthbert's know if young people need extra help and what should I do if I think, my child may have special educational needs or a disability?	<p>The progress of all students is monitored regularly through termly assessments so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed at pupil progress meetings with a member of the senior leadership team and with parents/carers of the student concerned.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Special Needs and Disability Coordinator (SENCo) Laura Clarke.</p>
2	How will St Cuthbert's staff support my child?	<p>When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to a meeting at the school with the SENCo to discuss a plan of support.</p> <p>This Learning Support Plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.</p> <p>The Child may also take part in their planning (if appropriate) and their view is central to the discussion.</p> <p>Our School Provision Map shows the range of interventions in place in our school which will be used where we identify students who will benefit from these interventions.</p> <p>All the intervention programmes we use are evidence based and/or recommended by external services such as Speech and Language Therapy or Occupational Therapy and known to support students to make increased progress.</p> <p>We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting</p>

		<p>through termly assessment and reporting and at the end of each intervention if appropriate.</p> <p>Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENDCo on the progress of students with SEND.</p>
3	How will the curriculum be matched to my child's needs?	<p>All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all students are able to make progress. If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.</p>
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<p>Parents/carers will be invited to a review meeting in October, February and May/during the parents evening meeting slots to discuss with the student the support that the school are providing, evaluate impact and success and support the parents/carers in knowing how they can help their child at home.</p> <p>At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better</p> <p>You may be invited to meetings with specialists to share ideas and think strategically moving forward for the child, should this be necessary.</p>
5	What support will there be for my child's overall well-being?	<p>St Cuthbert's has a mental health and wellbeing lead who is responsible for coordinating the school's provision for pupil's mental health and wellbeing.</p> <p>All students are supported with their social and emotional development through the curriculum and Zones of Regulation is used across the school to encourage and develop our pupil's emotional literacy.</p> <p>Students with identified SEND are monitored regularly by class teachers and their key adult (if they have one).</p> <p>Students with SEND have access to the SENCo office which is a quiet calming space.</p> <p>Some of the interventions delivered in school are focused on the development of self-esteem and social confidence, such as games groups.</p>

		<p>We have an LSA who is trained in ‘Drawing and Talking’ which is an attachment based therapeutic intervention.</p> <p>St Cuthbert’s operates a robust Behaviour for Learning Policy and follow an anti-bullying agenda delivered through our school values and restorative practices.</p> <p>Children are supported in asking for help should they need it.</p>
6	<p>What specialist services and expertise are available at or accessed by St Cuthbert’s ?</p>	<p>St Cuthbert’s has a number of internal staff who work alongside the SENCo to offer expertise and support these include;</p> <ul style="list-style-type: none"> • Drawing and Talking lead • Higher level learning support assistants <p>The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include;</p> <ul style="list-style-type: none"> • Educational Psychologist • SEND Lead Advisor • Safeguarding Lead Advisor <p>External advisors may also come into School to work alongside the SENCo from Surrey LEA these currently include;</p> <ul style="list-style-type: none"> • STIPs Teachers (Specialist Teachers for Inclusive Practice) • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher • REMA support teachers (Race Equality and Minority Achievement) • Educational Psychologist <p>School also sources external support from;</p> <ul style="list-style-type: none"> • ASD Outreach Service (Freemantles) • Referrals to CAMHS (Child and Adolescent Mental Health Service) • ADHD Nurse Advisor • School Nurse • Occupational Therapists • Speech and Language Therapists

7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>The School SENCo is a trained teacher and reports to the Senior Leadership Team.</p> <p>The SENCo is also a Level 7 trained specialist teacher and has undertaken the National Award for SENCo's.</p> <p>The SENCo's and LSA's regularly receive training in school, via external services and through the Xavier CET.</p> <p>The LSA's follow the MITA (Maximizing the Impact of Teaching Assistants) principles to best support children learning in the classroom.</p> <p>Relevant staff have also had additional training in:</p> <ul style="list-style-type: none"> Colourful semantics ACE awareness Supporting Autism in the classroom Quality interactions in EYFS
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>All students are invited on all activities and school trips; this can involve support from an LSA, or additional member of staff.</p> <p>Parents with additional concerns may be invited in to discuss this with staff and other professionals. Action plans for the trip and an individual Risk Assessment may also be written with the parent's support.</p>
9	<p>How Accessible is the school environment?</p>	<p>St Cuthbert's is a single form entry primary with accessible classroom that directly face out to the playgrounds.</p> <p>There are two disabled toilets at the school and there are no stairs.</p> <p>All correspondence is conducted in English, however every effort is made to use staff or others to translate when necessary for letters or meetings.</p> <p>Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress.</p> <p>Students with SEND are always part of the conversation around meeting their needs and making the learning environment more accessible to them.</p> <p>Additional information can be found in the Schools Accessibility Plan.</p>

10	<p>How will St Cuthbert's prepare and support my child to join the school, transfer to Secondary School or the next stage of education and life?</p>	<p>A robust transition programme is in place including individual additional secondary school visits for students with SEND.</p> <p>Students with SEND are fully supported throughout the transition days/afternoon in July.</p> <p>Students with SEND are offered additional opportunities to visit the school after transition days.</p> <p>Year 6 children prepare for transition during additional sessions with their LSA or a key adult.</p> <p>The SENDCo's from both provisions meet early to discuss needs and smooth transitions.</p> <p>Yr 5 parents are given extra support in selecting the most appropriate school for their child.</p>
11	<p>How are the St Cuthbert's resources allocated and matched to children's special educational needs or disabilities?</p>	<p>Children are offered support at a level reflective of their needs based on their progress.</p> <p>Tailored support is carefully matched to each student's needs as they evolve. This can include social support, LSA support in lessons, small group withdrawal, one-to-one withdrawal and IT support.</p> <p>Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.</p>
12	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Where a child is not making sufficient progress the Teacher, Senior Leaders, LSA's and SENDCo may feedback, make assessments and make amendments to the provision as appropriate.</p> <p>Assessment is made regularly through monitoring tests to assess impact of interventions.</p>

13	How are parents involved in the school? How can I be involved?	<p>Parents are invited in regularly to information evenings to discuss curriculum and learning</p> <p>Individual parent meetings to discuss individual progress throughout the year.</p> <p>Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.</p> <p>Parents with SEND are fully supported to engage with the school and make use of the school buildings.</p>
14	Who can I contact for further information	<ul style="list-style-type: none"> • The St Cuthberts SEND Policy is available here.... • SENCo: Laura Clarke senco@stcuthberts.surrey.sch.uk • School Admissions: info@stcuthberts.surrey.sch.uk • SEND Governor: Joanne Shears joanne.shears@stcuthberts.surrey.sch.uk
		<ul style="list-style-type: none"> • The Local offer for Surrey SEND can be found at: www.surreylocaloffer.org.uk