



*"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 2026

	<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?	St Cuthbert's Catholic Primary School is a welcoming and inclusive community where every child is valued and supported. We embrace children with a wide range of abilities and needs and are committed to ensuring that all pupils can thrive and fully participate in school life. In line with the Equality Act 2010, we make reasonable adjustments to remove barriers to learning and access. Our dedicated teachers and support staff are highly skilled in child development and inclusive practice. They work collaboratively to identify and respond swiftly to any concerns regarding a child's progress, development, or wellbeing, ensuring that every child receives the support they need to flourish. 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. 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) Maggie Sabbadin.

2	How will St Cuthbert's staff support my child?	At St Cuthbert's we have a child centred approach in everything we do focusing on the individual child and their needs and how best to support them. Once a child has been identified as needing additional support, the parents/carers will be invited to a meeting at the school with the SENCo to discuss a plan of support. 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. The Child may also take part in their planning (if appropriate) and their view is central to the discussion. 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. 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. 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 through termly assessment and reporting and at the end of each intervention if appropriate. 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 SENCo on the progress of students with SEND.
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3	How will the curriculum be matched to my child's needs?	At St Cuthbert's, we are committed to ensuring that every child receives the support they need to thrive. Our teachers use detailed information and ongoing tracking of each pupil's progress to carefully plan a curriculum that is responsive, ambitious, and inclusive. This ensures that all learners—regardless of their starting points—are supported to make meaningful progress. Our staff are highly skilled in adapting their teaching to meet the diverse needs of every child. We are proud of the inclusive environment we foster at St Cuthbert's. Teachers and Learning Support Assistants (LSAs) work closely with a range of professionals and services to enrich our provision. These include Surrey's Specialist Teachers in Inclusive Practice Team, Freemantles Outreach Service, and Educational Psychologists, who offer expert guidance to help us meet the needs of all learners effectively. At St Cuthbert's, we nurture a love of learning and encourage our pupils to become reflective, life-long learners. Children are supported to understand their own learning journey—celebrating their successes and identifying their next steps using clear success criteria. Pupil voice is central to our inclusive approach. We actively seek and value the views of our children, using their insights to shape and improve school life. Opportunities for self- and peer-assessment, as well as structured feedback through SEND support planning, ensure that every child is involved in assessing, planning, doing, and reviewing their learning. Children with SEND are supported to contribute to their SEND Support Arrangements through their One-Page Profiles, and those with EHCPs are encouraged to take part in their Annual Reviews, ensuring their voices are heard and respected every step of the way.
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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?	At St Cuthbert's, we deeply value the partnership we build with parents and carers, recognising that working together is key to helping children and young people with SEND reach their full potential. Parents and carers bring a unique and vital perspective on their child's strengths, needs, and the support that works best for them. This insight plays a central role in shaping the support we provide. 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. In addition, every child with SEND or a disability has an Individual Learning Plan (ILP). This is reviewed termly and shared with parents three times a year and outlines specific targets that will guide aspects of their child's learning and development. For children with an Education, Health and Care Plan (EHCP), parents and carers are invited to attend an Annual Review. This is a collaborative meeting where everyone involved in supporting the child—including parents, school staff, and external professionals—shares insights and agrees on priorities and targets for the year ahead. These reviews can also be held more frequently if needed, either at the request of the school or the family. We are proud of our strong links with a wide range of external agencies and take a multi-agency approach to supporting our pupils. We believe that the complex needs of children with SEND are best understood and addressed through open dialogue between families and professionals. Together, we co-produce plans that ensure each child receives the right support to thrive—academically, socially, and emotionally..
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5	What support will there be for my child's overall well-being?	At St Cuthbert's, we believe that positive self-esteem is fundamental to every child's overall wellbeing and success. Our dedicated and compassionate team of staff work hard to create a safe, supportive environment where every child feels valued, respected, and understood. We are committed to nurturing the physical, social, emotional, and intellectual development of all our pupils through a rich and balanced Personal, Social, Health and Economic (PSHE) curriculum. This curriculum equips children with the knowledge, skills, and understanding they need to build emotional resilience, develop healthy relationships, and make informed choices. To support emotional regulation and wellbeing, we teach and embed the Zones of Regulation across the school, helping children to recognise and express their emotions effectively. In addition, we are proud to offer ELSA (Emotional Literacy Support Assistant) sessions, where trained staff provide targeted emotional support to children who may be experiencing anxiety, low self-esteem, or other social and emotional challenges. These sessions are delivered in a safe, trusting space and are tailored to each child's individual needs. We have a zero-tolerance approach to bullying and child-on-child abuse. We are clear that abuse is never acceptable. We work proactively to address the root causes of bullying and promote respectful, inclusive behaviour, ensuring that every child feels safe and secure at school. A number of our staff are trained in First Aid and Paediatric First Aid, ensuring that qualified help is always available when needed.
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6	What specialist services and expertise are available at or accessed by St Cuthbert's?	St Cuthbert's has several internal staff who work alongside the SENCo to offer expertise and support; • ELSA • Drawing and Talking • Higher level learning support assistants • Nurture provision The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include: • Educational Psychologist • SEND Lead Advisor • Safeguarding Lead Advisor External advisors may also come into School to work alongside the SENCo from Surrey LEA. These currently include: • STIPs Teachers (Specialist Teachers for Inclusive Practice) • PSS Team (Physical and Sensory Support Team) • REMA support teachers (Race Equality and Minority Achievement) • Educational Psychologist School also sources external support from: • ASD Outreach Service (Freemantles) • Referrals to CAMHS (Child and Adolescent Mental Health Service) • Eikon • Barnardo's • School Nurse • Occupational Therapists • Speech and Language Therapists
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7	What training are the staff supporting children and young people with SEND had or are having?	The school SENCo is a trained teacher and reports to the Senior Leadership Team. The SENCo's and LSA's regularly receive training in school, via external services and through the Xavier CET. The LSA's follow the MITA (Maximizing the Impact of Teaching Assistants) principles to best support children learning in the classroom. Relevant staff have also had additional training in: Expressive and Receptive Language Colourful semantics ACE awareness Supporting Autism in the classroom Quality interactions in EYFS
8	How will my child/young person be included in activities outside the classroom including school trips?	We are a fully inclusive school where every child is actively involved in all aspects of the curriculum, including activities beyond the classroom. Our goal is to ensure all pupils can participate in educational visits. To support this, we offer a range of provisions, such as: • Additional staffing to meet the required adult-to-child ratios on trips when necessary; • One-to-one support for children who need it; • Financial assistance for families who may find trip costs challenging; • Close collaboration with parents/carers to gather all relevant information about the child before any outing. Prior to any off-site activity, a thorough risk assessment is conducted to ensure the health and safety of all participants. In the rare instance that a child cannot safely take part, we will provide alternative, curriculum-linked activities within school.

9	How Accessible is the school environment?	St Cuthbert's is a single form entry primary with accessible classroom that directly face out to the playgrounds. There are two disabled toilets at the school and there are no stairs. All correspondence is conducted in English, however every effort is made to use staff or others to translate when necessary for letters or meetings. Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress. Students with SEND are always part of the conversation around meeting their needs and making the learning environment more accessible to them. Additional information can be found in the Schools Accessibility Plan.
10	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?	A robust transition programme is in place including individual additional secondary school visits for students with SEND. Students with SEND are fully supported throughout the transition days/afternoon in July. Students with SEND are offered additional opportunities to visit the school after transition days. Year 6 children prepare for transition during additional sessions with their LSA or a key adult. The SENCos from both provisions discuss needs and smooth transitions. Yr 5 parents are given extra support in selecting the most appropriate school for their child.

		Parents of children with an EHCP are invited to attend a Transition Review meeting that normally takes place in the Summer Term of Year 5, with the school SENCo and Surrey EHCP Coordinator. During the meeting mainstream or specialist secondary settings are discussed, both parents and children's preference are taken into consideration and relevant decisions are recorded in their EHCP.
11	How are the St Cuthbert's resources allocated and matched to children's special educational needs or disabilities?	At St Cuthberts Catholic Primary School, we are committed to meeting each child's individual needs to the best of our ability, within the resources available. We have a skilled and experienced team of Learning Support Assistants (LSAs), who deliver targeted programmes tailored to both groups and individual pupils. SEN children are provided with an ILP (Individualised Learning Plan) that contains provisions and resources used to cater for their needs. Those plans are reviewed termly, and a meeting is held to discuss achievements and progress with parents, SENCo and class teacher participating.
12	How is the decision made about what type and how much support my child will receive?	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. Assessment is made regularly through monitoring tests to assess impact of interventions, following an 'Assess, Do, Review' cycle.

13	How are parents involved in the school? How can I be involved?	At St Cuthberts Catholic Primary School, we actively encourage parents and carers to be involved in their child's education. There are many ways to take part, including: • Listening to your child read and supporting their home learning; • Attending open days and other school events for families; • Joining us for Class Masses; • Participating in parents' evenings; • Coming along to Curriculum and Parent/Teacher meetings. We also work closely with our Governing Body, who play an important role in monitoring the effectiveness of our SEND provision. The SENCo provides regular updates on the progress of pupils with SEND. If you wish to contact her, please refer to the email address written below.
14	Who can I contact for further information:	• SENCo: Maggie Sabbadin (Tuesday to Thursday): senco@stcuthberts.surrey.sch.uk • School Admissions: info@stcuthberts.surrey.sch.uk • SEND Governor: Joanne Shears joanne.shears@stcuthberts.surrey.sch.uk
		• The Local offer for Surrey SEND can be found at: www.surreylocaloffer.org.uk