

St Cuthbert Mayne Catholic Primary School

SEN Information Report

This report gives you information about our school and its SEND Provision. Please read it in conjunction with the responses we gave to the fourteen frequently asked questions about SEND, our provision Map and SEND Policy. All of these can be found in this section of our website. Paper copies can be requested from the school office.

The kinds of special educational needs that are provided for in our school:

We are an inclusive, mainstream Catholic Primary School that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff are able to work with learners who may have difficulties with:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Staff have either been trained or receive on-going support and training in order to cater for children within their class who may have one or more of the above difficulties.

We strive to include all children in all activities and make reasonable adjustments to our practises to comply with the Equality Act (2010).

We have staff that have training in the following areas:

Speech and Language (ELKLAN)

Reading, writing, spelling difficulties

Bereavement and loss

Emotional support (ELSA)

Please also see:

The School's Admissions Policy (on the school website)

Policies for identifying children and young people with SEND and assessing their needs and the name and contact details of the SENCo

The school has an SEN policy which can be found on the school website.

The SENCo is:

Mrs Rebecca Moore

Tel: 01483 274961

e.mail: info@stcuthbert-mayne.surrey.sch.uk

The governor with responsibility for SEN is:

Mr Russell Fuller

Tel: 01418 274961

e.mail: info@stcuthbert-mayne.surrey.sch.uk

The school adopts a graduated approach to meeting the needs of all learners.

We use the process

- Assess
- Plan
- Do
- Review

for all children when identifying needs.

Initially it is the class teacher who is responsible for carrying out this process and putting in interventions that meet the needs of the children in their class. Where progress is not made or sustained a Pathway Plan maybe be started.

The SENCo will become involved with children where progress is still not being made or has slowed or a child has more complex needs. More time may then be given to interventions and further stages of the Support Plan initiated

Parents/guardians and the child /young person are invited to contribute at all stages

All children are assessed at least termly and the data from these assessments analysed by the head teacher and senior leadership team (including SENCo), assessment co-ordinator, class teacher and appropriate subject leaders. Children who are not making expected progress are identified and strategies put in place to help them move towards their targeted outcomes.

All aspects of children's learning and development, academic, emotional and social, are discussed at staff meetings and senior leadership team meetings both of which are held weekly.

Arrangements for consulting young people with SEN and involving them in their education

As a school we recognise that young people are often aware of their own particular difficulties and the ways they find helpful to overcome them. Discussing with the child or young person the strategies and approaches to be used helps them to feel engaged in their own learning. Where there are concerns about progress or engagement information is shared between the SENCo and key staff and decisions made about the most appropriate support to put in place. As a part of this process a one page profile is completed with the learner which helps to give a clear view of the whole child. Parents/ guardians are also consulted.

The support to be given to a learner is explained to them and targets set where appropriate. Their progress is discussed with them regularly.

It is important that learners feel involved at all stages.

We have an active Friends Association and all parents/ guardians are automatically members and invited to take part in activities arranged by them.

Parents/ guardians can stand for election as Parent Governor

Parents are also invited to share experiences or expertise they may have eg talking about their job or interests to a group or class.

We welcome parents who can support children with their reading or by helping with practical activities eg art.

Help in accompanying school trips, swimming or games lessons and matches is also appreciated by the school.

We host information sessions and focus groups to gain the view of parents and carers

There are opportunities for parents to be involved in support groups in the local area eg ASD Support group and events for parents organised by our Confederation of schools.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities to work with parents and young people as part of this assessment and review

Targets are set for each child in order to reach expected outcomes for the end of each academic year and each Key Stage. Progress towards these is reviewed at least termly. During our assess, plan, do and review cycle the actions needed to support a learner towards their outcomes and the person responsible for putting these in place are identified.

Our Home School Link Worker is able to offer advice to parents for supporting their child either on an individual basis or by directing them towards other support groups for children with specific needs or towards parenting courses eg Parenting Puzzle.

Arrangements for supporting children and young people in

moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

In Year 5 all children are invited to attend a taster day at St Peter's Catholic Comprehensive school irrespective of whether this will be the school to which they transfer for their Key Stage 3/4 education.

Teachers from St Peter's and Glebelands Secondary school come to talk to children during Year 6 about secondary education and the opportunities available in each school. Both schools offer open days/evenings where children and their parents/ guardians can view the school and hear from/ talk to current pupils and staff.

Once secondary schools have been allocated discussion takes place between our school and the appropriate secondary school about each pupil transferring to them. This gives an opportunity for us to highlight the strengths and needs of each child and the support they have received so far.

Records and details of Provision Management are transferred.

Towards the end of the Summer Term in Year 6 the children are invited to induction day/s in the secondary school to which they will be transferring. The organisation of this differs from school to school but all children will have visited their new school before leaving us.

For children with particular needs additional visits during the school day and in some cases at the weekend are offered and special arrangements are made to meet the needs of individuals.

We encourage all parents/guardians of children with SEND to speak with the SENCo/ Inclusion manager of the school to which their child is transferring during Year 6, support can be offered either from the SENCo or Home School Link Worker if needed.

Throughout a child's time in this school they are encouraged to take responsibility for areas of school life. There is a School Council for which children from Year 1 - 6 can stand for election. Children are also encouraged to plan and take part in Assemblies according to their age and ability.

In Year 6 every child takes on a responsibility. They can select from a range eg office helper, infant helper, librarian, sports captain where more than one child would like a particular responsibility a secret ballot takes place. Children are expected to carry out their job at least twice a week.

All children in Year 6 have a responsibility. Where a child may find this more challenging they are paired with another child who can help them fulfil it.

The approach to teaching children and young people with SEN

We adopt a graduated approach to meeting the needs of all learners.

Through quality first teaching staff make reasonable adjustments to help include all children not just those with SEND.

We aim to educate the whole child and can support learners through pastoral support from particular teachers depending upon need, our Home School Link Worker and through the opportunity to take part in the Rainbows programme which supports children with or without SEND who have suffered loss through separation, divorce or bereavement.

How adaptations are made to the curriculum and learning environment of children and young people with SEND

Staff differentiate approaches and resources so as to support access to the curriculum making reasonable adjustments to match level of need to the support available.

The school has been adapted to allow access to all parts, there are ramps to all areas and lift access to the upper floor.

The expectation is for every child to be able to take part, as far as they are able, in all activities including school trips.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum.

At the start of the year, and at intervals during it, staff (teachers, support staff, midday supervisors) are updated on the needs of children throughout the school and ways to approach their particular difficulty.

We have staff who have been trained in ELKLAN (speech and language support)

Working with children who have dyslexia

Working with children who have particular health needs - diabetes. epilepsy.

Supporting children who have been bereaved.

In addition staff have updated their knowledge of working with children with ASD and ADHD

Other training for individuals or groups has included Multi- Sensory Behaviour Management, Positive Play, Handwriting, Motor Skills ,Bereavement Speech and Language Support, Occupational Therapy Support, Epipen, Diabetes, Epilepsy

Where external support is necessary we discuss referrals with parents/ guardians and gain signed permission before proceeding.

Copies of reports sent to school are given to parents/ guardians. Where the report comes from a health professional it will usually be sent to the parent/ guardian in the first instance and we ask parents to share this information with us so that we can better support their child.

We currently work with many other professionals and receive advice and support from:

Educational psychologist

Specialist teachers for: Language and learning; Behaviour; Physical and Sensory Support; the Visually Impaired; the Hearing Impaired.

Speech and Language Therapist

Paediatric Speech and Language Therapist

Occupational Therapist

CAMHs

Paediatrician

Social Services

Diabetic Nurse

Epilepsy Nurse

The Willows (Pupil Referral Unit)

Social Services

Evaluating the effectiveness of the provision made for children

and young people with SEND

We review the needs and progress of learners at least termly and in the case of more complex need at least half termly and endeavour to put in place provisions that support those needs. Some funding may be used for training so that in house provision is more targeted at needs.

Our provision management allows us to evaluate the effectiveness of interventions both in terms of a child's progress against desired outcomes and the cost of the intervention and time spent and to make adjustments as required

Assessments by outside agencies eg Speech and Language Therapist will also be used to review the effectiveness of interventions.

The SENCo will observe each child with SEND during each term and to discuss progress with the class teacher and other adults delivering interventions at least half termly.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Our expectation is that every child takes part, as far as they are able, in all activities, including school trips whether or not they have SEND and reasonable adjustments are made to allow participation

Teaching staff are required to visit venues for school trips before taking groups of children and to discuss the requirements of those children who have additional needs and how they can be managed.

Additional staff may be made available to accompany children and, where the need is a medical one, that member of staff will have a working knowledge of how to support that child eg in the

management of diabetes. In the case of other needs eg ASD we would expect to send a member of staff with whom the child is familiar and who is familiar with the child. A risk assessment must be completed prior to going on the trip outlining how the needs of particular children will be met and managed and the procedure for coping with problems that may occur. In cases where a child has a particular need, such as ASD a Social Story will be discussed with them prior to the trip. This involves the child being talked through the day and what will happen and the child having the opportunity to ask any questions about the trip.

In Year 6 the children go on a residential visit. In the past additional staff have accompanied children, in discussion with the centre specialist equipment has been made available to allow a child with physical and complex difficulties to take part in all activities.

Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

Children are made aware of what constitutes bullying during an anti-bullying week each year and through PSHE lessons during the year. They are encouraged to report incidents of bullying and know these will always be taken seriously. Staff expect to spend time resolving these situations and making sure there is a successful outcome. Children can nominate a particular member of staff to talk to and can request a meeting either by asking or through a given signal eg putting an item in a particular place.

Our Home School Link Worker is available to work with individuals and groups helping children with eg peer pressure, relationships with

peers. She can also run class sessions if these would be helpful and offer advice to staff and parents/ guardians.

This is a Rainbows school and staff have been trained to run courses for children who have suffered loss in their lives either through bereavement, separation or divorce. This is not counselling but an opportunity for children to talk with those of their peers who have similar life experiences.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

The school has a dedicated social worker who is available to discuss cases where they are beyond the experience of staff in school.

The school is represented at meetings with professionals acting in complex cases where support is required above and beyond what the school can offer. Parents and young people are invited to attend and, with permission, other agencies may work with the child/family.

In the past year the school have worked with:

Child and Adolescent Mental Health CAMHs

Social Services

ACT

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

We want all parents/ guardians to feel that the provision being made for their child is appropriate and helping them to make progress. We also want the child/ young person to feel positive about school and their achievements.

We believe that where there are disagreements these are best addressed at an early stage and encourage any parent, whether or not their child has SEND, to voice their concerns as soon as they arise. In the first instance we would ask that a discussion be held with the class teacher as most problems can usually be resolved at this point. Where this is not possible the SENCo becomes involved and, if there is still no resolution, then the head teacher.

If a complaint still exists there is a procedure to be followed which is available from the school office. This outlines the formal steps the school will take in handling each complaint.

Contact Names and Details

SENCo

Mrs Rebecca Moore

Interim Head teacher

Mrs Natalie McCarthy

The Governor with responsibility for SEND

Mr Russell Fuller

The Chair of Governors

Anne Halliday

All can be contacted through the school office.

Tel: 01483 274961

info@stcuthbert-mayne.surrey.sch.uk