



St Hugh of Lincoln Catholic Primary School SEND Information Report and Local Offer

Provision: Mainstream Primary ages 4-11

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Ofsted link: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125226>

Head teacher: Mrs Catherine Grace

SENCo: Mrs Rachel Pickard **Email:** senco@sthugh-of-lincoln.surrey.sch.uk

SEND Governor: Margaret Clare Embleton **Email** info@sthugh-of-lincoln.surrey.sch.uk

The St Hugh of Lincoln Primary School's SEND Information Report sets out what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEND policy gives more detail about our day to day procedures including how we plan and review their progress. The information supplied in this report aligns with;

[The Special Needs and Disability Regulations 2014 \(Schedule 1\)](#)

The Surrey Local Offer

[Surrey Local Offer](#)

The Surrey Local Offer site contains a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedure for requesting an assessment for an Educational Health and Care Plan (EHCP). You will also find

- where to go for advice and guidance on SEN and Disability matters:
- health and care services

1. How does St Hugh of Lincoln Primary School know if children need extra help and what should I do if I think that my child may have special educational needs?

St Hugh of Lincoln Catholic Primary School is an inclusive community and welcomes children with a wide range of abilities and needs. We will make reasonable adjustments under the 2010 Equalities Act to ensure that all can access our school. The teachers and support staff at St Hugh are highly skilled practitioners with sound knowledge of child development. They are able to highlight any concerns about a child's development, progress or welfare quickly. The progress of all pupils is monitored regularly and closely by class teachers using observations and teacher assessments, so that if a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support quickly.

Assessment is the process by which pupils with SEN can be identified. All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Parents and carers will be informed about these concerns before this decision is made. We consider the whole child when assessing their progress. This might include concerns about their development beyond academic subjects.

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.' (COP 2014)

Additionally, children are flagged up in regular data tracking meetings between the class teacher and Senior Leadership Team. Any concerns will then be discussed with parents/carers and, if appropriate, the pupil concerned. If parents/carers have concerns about the progress, attainment or welfare 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 SENCo, Mrs R Pickard or contact her on senco@sthugh-of-lincoln.surrey.sch.uk. Each child on the SEND (Special Education Needs and Disability) Register has an individual support plan (ISP) and, if needed, greater support is accessed through a plan, action and review cycle their education and welfare needs. For this the school follows Special educational needs and disability code of practice: 0 to 25 years (January 2015) and the Surrey's Local Offer.

We are able to undertake a number of assessments in school to help us identify ways of supporting children and where necessary will seek the advice and support of other agencies. A holistic approach is taken to meeting a child's needs where professionals work with families to ensure the best outcome for the children.

2. How will the school staff support my child?

Supported by our St Hugh of Lincoln Catholic Primary School's school values, we make sure your child is at the centre of everything we do. The Assistant head has overall responsibility for SEND and Inclusion. We regularly meet to discuss SEND issues as a leadership team. We keep a list of children we identify as having SEN and/or a disability and keep records as an Individual Support Plan (ISP) of all the different ways in which children are additionally supported which is shared with parents. This may include small group or individual lessons and/or the use of particular resources recommended by specialists. These provision maps are updated at least termly by the class teacher and SENCO and progress is monitored to ensure that children are getting the right support. The main provision will always be quality first teaching from the class teacher.

Based on the results of previous assessments, further actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support • Devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies

We use a person-centred approach to SEND, so that all SEND approaches focus on the individual child and their needs and how best to meet them. Once a child has been identified as needing additional support, the class teacher works with the SENCo to draw up an Individual Support Plan (ISP) which outlines support, strategies, expected outcomes and provision. The child has individual targets against which their progress is monitored at least termly. These are used to identify next steps and the need for further or different support. This is shared with the parent/carer who are encouraged to discuss it with the class teacher and/ or SENCo.

All the intervention programmes we use

- are tried and tested and known to support children to make increased progress
- are monitored for effectiveness and suitability for the child who is receiving it.
- are evaluated and reviewed to ensure that they are having the expected impact for each child

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

All the teachers, at St Hugh of Lincoln Catholic Primary School use detailed information and tracking about each pupil, to plan our curriculum to ensure that all pupils make progress and their needs are met. The teachers are highly skilled in delivering lessons to suit the needs of every child in their class. For example, if a child has speech, language and communication needs teachers will use simplified language and appropriate resources to support and help the child. There are many services in the school that teachers and LSAs access in order to create an inclusive classroom environment. At St Hugh of Lincoln Catholic Primary School, we work closely with other agencies, for example Surrey's Specialist Teachers in Inclusive Practice Team, Freemantle's Outreach Service and Educational Psychologists who offer advice and support to ensure all children's needs are being met effectively. The children at St Hugh of Lincoln Catholic Primary School are encouraged to become 'life-long learners'. We foster a love for learning and encourage children to reflect on their learning, identifying what they have done well and what their next steps are using the Success Criteria.

At St Hugh of Lincoln Catholic Primary School, we place great importance on gaining the views of our children and using them to develop the school for the better. We provide a wide variety of opportunities for children to express and share their views on all aspects of school life, including peer and self-marking and through Pupil voice. It is very important to us that each child has opportunities to be involved in assessing,

planning, doing and reviewing their learning and SEND support. Children are able to do this by feeding into their SEND Support Arrangement documentation through their one-page profile and for children with EHCPs through attendance at their annual review.

.. 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?

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

We firmly believe in developing a strong partnership with parents/carers as this will enable children and young people with SEN to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. In addition to a termly meeting where parents can meet with their class teacher to discuss their child's progress, all children with a SEN and /or disability will have a Individual Provision Map which will be shared with parents at the beginning of the new term. This may include targets which part of your child's curriculum will be focused around. Parents of children with an ECHP will be invited to their annual review where their ideas will be shared along with all professionals working with the child and the yearly targets and focus will be jointly written and agreed between all parties.

Either the parents/ carers or the school may wish to call annual reviews more frequently. We have very strong links with outside agencies and pride ourselves in taking a multi-agency approach. It is important that the complexities of children with SEND are discussed by a range of educational professionals and plans are draw up together with parents/carers to support them and ensure that the children's needs are being met.

5.What support will there be for my child's overall well-being?

At St Hugh of Lincoln Catholic Primary School, we believe good self-esteem is crucial to a child's wellbeing. We have a highly committed, caring and understanding team of staff. We aim to ensure that all pupils are motivated and encouraged to develop physically, socially, intellectually, and emotionally by providing a broad and balanced Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We teach and actively use the Zones of Regulation so the children are able to confidently talk about their emotions. We have a zero-tolerance approach to bullying and child-on-child abuse in the school. We understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a

laugh” or “part of growing up”. We address the causes of bullying as well as dealing with negative behaviours, to ensure all children feel safe and valued at our school. Medical Care Plans are drawn up and advice is sought when needed. Medication given at the school is closely monitored and logged to ensure that the school is administering the correct amount. A number of staff are First Aid trained and trained in Paediatric First Aid, so that First Aid is always available

6. What specialist services and expertise are available at or accessed by the school?

Our SENCo is an experienced fully qualified teacher, who has acquired the SENCo Award and as Assistant Head is a member of the SLT. She is supported by an experienced team of teachers and LSAs who work together to ensure that all children receive the support they need to achieve their full potential and enjoy learning, including children

SEN needs in the areas of: Communicating and interacting (CoIN) – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. All staff have recently completed the Communication Friendly Setting Award.(2022) We have a member of staff who is trained in Makaton.

Cognition and learning (LAN) – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties (SEMH) – for example, where children and young people have difficulty in managing their relationships with other people or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing. Our school has two highly skilled Emotional Literacy Support Assistants (ELSAs) and a Drawing and Talking therapist. All our staff are trained in Emotion Coaching.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

As a school we work closely with outside agencies including:

1. Health – GPs, paediatricians, clinical psychologists, speech and language therapists, speech and language assistants, occupational therapists, school nurse and specialist nurses;

2. Education – educational psychologists, learning and literacy specialists and the outreach service from Freemantles Special School;

3. Emotional wellbeing – CAMHS/Mindworks, Education Wellbeing Practitioner. We use Early Help Assessments (EHA) and Team Around the Family (TAF)/ Team around the Child (TAC) meetings to support and facilitate multi-agency work.

Through the use of the Surrey SEND Support Arrangements, we ensure a positive multi-agency approach for all children with SEND and are able to evaluate its impact, seeking additional support and funding where and when appropriate.

We work with the Surrey Virtual School and Children's Services to ensure that all Looked After Children and previous Looked After Children are given the appropriate support and care to help support their progress and engagement within learning

7. What training are the staff supporting children and young people with SEND had or are having?

At St Hugh of Lincoln Catholic Primary School we pride ourselves on having well trained staff with expertise in SEND. We regard all teachers as teachers of SEND and see quality first teaching as the key to high quality provision for children with SEND. Using this approach, we are able to support the learning of all children within inclusive classroom settings. We provide a wide range of different interventions to support pupils to make at least expected progress. These include both research based and specially developed intervention to meet individual needs and include:

- ✓ Precision teaching
- ✓ Speech and language therapy
- ✓ Colourful semantics
- ✓ Literacy for all
- ✓ Read Write Inc.
- ✓ Drawing and Talking Therapy
- ✓ Power of 1 and 2,

Our training is constantly being updated and adapted according to the needs in the school.

Recent training includes: 1. Read Write Inc. Phonics Training. 2. Colourful semantics 3. Communication Friendly Setting Quality Mark 4. Autism training for various members of staff. 5. Master Readers

.8. How will my child/young person be included in activities outside the classroom including school trips?

We are a fully inclusive school, where all children are included in all parts of curriculum, including activities outside the classroom.

Our aim is to include all children on educational visits.

We have a range of provisions to support and promote this, including:

- ✓ extra support in order that we meet statutory required adult to child ratios on our trips when needed;
- ✓ one-to-one support, where necessary;
- ✓ funding can be accessed for families who might not afford the cost;
- ✓ working closely with parents to ensure we have all details about the child prior to an outing;

A risk assessment is carried out prior to any off site activity to ensure nobody's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

9. How accessible is the school environment?

St Hugh of Lincoln Catholic Primary School is fully compliant with the 2010 Equality Act.

Our facilities include:

- Wheelchair accessible classrooms;

- 1 toilet with disability access;
- Parking bay for wheelchair use.
- Wide doors and wide corridors for wheelchair access;
- All classes are low sensory to reduce sensory overload.
- Step edges painted white very visible to assist children with visual impairment.

Our Accessibility Plan is published on the school website

10. Arrangements for the admission of children with Special Educational Needs.

We are a fully inclusive school which admits pupils with SEN and disabilities. Admission criteria for children with disabilities will follow the admissions policy agreed by the school's governing body. Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum. Appropriate support and training will be provided for staff if necessary.

St Hugh of Lincoln Catholic Primary School is an inclusive and supportive school enabling all pupils to have equal access to learning.

Children with SEN and/or disability are welcome in all aspects of school life: joining clubs like multisport, attending school trips including residential and after school clubs are encouraged.

. 11. How will the school prepare and support my child to join school, transfer to a new school or the next stage of education and life?

We encourage all new families to visit our school prior to starting.

Full and thorough transition meetings are held between our year 6 staff/SENCo and secondary school destinations. During these meetings we share an overview of our learners who have SEN. 'What works well' is shared so that transition to the next phase is made as smoothly as possible. We discuss worries and give the children time to prepare for the change, providing information about the new setting and what to expect. Children with additional needs are offered extra transitional days and additional support in transition.

If a child with SEND joins St Hugh of Lincoln Catholic Primary School, where appropriate, we

- visit the previous setting in order that we understand the full needs of any child;
- write a social story with the child, if transition is potentially difficult;
- involve multi-agency colleagues to be included in the process;
- invite the child to come in for parts of the school day;

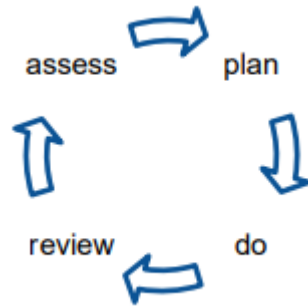
When parents/carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or SENCo during Years 5 and 6. If your child has an EHCP, the annual review in Year 5 will be used to discuss transfer to secondary school and the new school will be invited to attend in the Year 5 or Year 6 annual review.

12. How are the school's resources allocated and matched to children's special educational needs?

At St Hugh of Lincoln Catholic Primary School, we place great importance and value on meeting a child's needs to the best of the school's ability with the funds available. We have a highly experienced team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children and individual's needs. The school uses the Surrey SEND Banding and 'The Right Provision at the Right Time' documents to support and evaluate decisions about the allocation of resources. The St Hugh of Lincoln Catholic Primary School Individual Support Plan (ISP) includes costing information to enable detailed evaluation of the use of resources and evidences their impact

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

At St Hugh of Lincoln Catholic Primary School, we believe that all children are entitled to good or better quality first teaching. The SENCo and class teachers work closely together to discuss each child's needs and what support would be beneficial for them. We work with a continuous cycle of assess, plan, do and review, to identify the best support for each child.



14. How are parents involved in the school? How can I be involved?

At St Hugh of Lincoln Catholic Primary School we encourage parents /carers to get involved in their child's education.

Some of the ways that you can get involved are: • Hearing your child read and supporting them with their home learning

- coming to our open days and many other events for parents and other family members;
 - attending Class Masses;
 - joining St Hugh of Lincoln Friends and attending events
-); • attending parents' evenings;
- attending Curriculum and Parent/Teacher Meetings;

At St Hugh of Lincoln Catholic Primary School, we work closely with our governing body. They are responsible for monitoring the effectiveness of the provisions in place for pupils identified with SEND and they receive a report from the SENCo on the progress of pupils with SEND. The named governor, Margaret Clare Embleton, meets with the SENCo and monitors SEND provision within the school. You can contact her via the school office.

15. Who can I contact for further information?

Ways to get in touch with the school are:

✓ talk to your child's class teacher;

✓ contact the school office to make an appointment with SENCO or another member of the Senior Leadership Team; If needed, we can signpost parents to a wide range of agencies to gain additional support.

For example:

✓ Surrey Family Support Services;

✓ Home School Link Worker

✓ Surrey Young Carers;

✓ Child and Adolescent Mental Health Service;

✓ Jigsaw – bereavement;

✓ Rainbows- Bereavement and loss

✓ Woking Housing and Police Services;

✓ Surrey Parent Partnerships;

✓ Citizens Advice Bureau (CAB);

✓ Domestic Abuse Support;

✓ Social Care.

Should you need to make a complaint, please refer to the Complaints Policy on the Xavier Educational Trust Website.

[Xavier Catholic Education Trust Policies](#)

