

St Hugh of Lincoln 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.

October 2020

	St Hugh of Lincoln Catholic Primary School	St Hugh of Lincoln is a mainstream primary school. Our school educates children within a mainstream setting whilst meeting their Special Educational Needs and disabilities as outlined below;
	Questions	School Response
1	How does St Hugh of Lincoln Catholic Primary School 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 pupils is monitored regularly by class teachers, subject Co-ordinators and the senior leadership team. If a pupil is not making expected progress in a particular area the school can identify the need for additional support. The school also has some in-house specialist expertise in communication, language social, emotional therapy which is recorded on our Provision Map.</p> <p>If parents/ carers have any concerns about the progress or attainment of their child they should make an appointment to speak to the class teacher in the first instance. Alternatively parents/ carers can speak with our Special Needs and Disability Coordinator (SENDCo).</p>
2	How will St Hugh of Lincoln Primary school 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 SENDCo to discuss a plan of support.</p> <p>This individual provision 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 is expected to also take part in their planning 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 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 through half 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	<p>How will the curriculum be matched to my child's needs?</p>	<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	<p>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>	<p>For some children, pupils' additional targets and provision are recorded on an Individual Support Plan (ISP, Section 5 of the SEND Support Arrangements) which are reviewed termly. Parents/ carers will have the opportunity to meet with the class teacher and/ or SENDCo to discuss progress with these targets and provision. There are other more informal opportunities to discuss your child's progress outside of the termly meetings. During these, and the termly meetings, we will discuss progress and share ideas about how we can together help your child do even better. There are generic updates on the curriculum which we share through our website and newsletters.</p>

		<p>We host a number of curriculum evenings to help families understand what learning is expected and how parent/ carers can best support their child.</p> <p>We keep some parents/ carers informed via a home/ school communication book.</p>
5	<p>What support will there be for my child's overall well-being?</p>	<p>Our staff are trained to provide a high standard of pastoral support. All are staff are trained in Emotion Coaching and Zones of Regulation is taught throughout the school.</p> <p>We have two highly skilled staff trained in Emotional Literacy.</p> <p>We have staff trained to deliver the Rainbows Programme to help children cope with loss, either through bereavement or separation.</p> <p>Relevant staff are trained to support medical needs.</p> <p>We have a medical policy in place.</p> <p>The school's behaviour policy, which outlines rewards and sanctions, is in place and is understood by all staff.</p> <p>The Head Teacher regularly monitors attendance and takes the necessary actions to prevent prolonged unauthorised absence.</p> <p>We have a school council to elicit the views of the pupils.</p> <p>We have trained Year 5 and 6 pupils to be Mental Health Ambassadors to help younger children with problems such as friendship fallout.</p> <p>We follow the Jigsaw PSHCE programme which incorporates weekly mindful activities into lessons.</p> <p>We have playground buddies to assist staff at play and lunchtimes who can introduce new playground games to younger pupils.</p>
6	<p>What specialist services and expertise are available at or accessed by St Hugh of Lincoln Catholic Primary School ?</p>	<p>St Hugh of Lincoln Catholic Primary School has a number of internal staff who work alongside the SEND team to offer expertise and support these include;</p> <p>ELSA Trained staff</p> <p>ELKLAN trained LSAs and teaching staff</p> <p>Makaton trained staff</p> <p>The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include;</p> <p>Educational Psychologist</p> <p>SEND Lead Advisor</p>

		<p>Safeguarding Lead Advisor</p> <p>External advisors may also come into School to work alongside the SEND team from Surrey LEA these currently include;</p> <p>Language and Learning Support Advisory Teacher Inclusion service Advisory Teacher Hearing Impaired Advisory Teacher Visually Impaired Advisory Teacher REMA support teachers Educational Psychologist</p> <p>School also sources external support from;</p> <p>ASD Outreach Service Referrals to CAMHS (Child and Adolescent Mental Health Service) School Nurse Play Therapist</p>
7	What training are the staff supporting children and young people with SEND had or are having?	<p>The SENDCo, teachers and support staff regularly receive training both in the school and through the Xavier CET. Our SENCO has completed the Postgraduate qualification in SEND.</p> <p>The support staff are fully trained in the MITA principles to best support children learning in the classroom.</p> <p>We have also had additional training in supporting children with visual impairment, early identification of speech and language difficulties with relevant strategies for a mainstream classroom, dyscalculia, dyslexia and strategies for supporting children with autism difference, sensory needs and the delivery of specific literacy interventions.</p>
8	How will my child/young person be included in activities outside the	<p>All students are invited on all activities and school trips; this can involve support from support staff, or additional member of staff.</p>

	classroom including school trips?	<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> <p>Social stories are written to help pupils who are on the autistic spectrum and additional staff may be asked to accompany pupils on school trips</p>
9	How Accessible is the school environment?	<p>St Hugh Catholic Primary School is a small primary the playground is accessible from all classrooms.</p> <p>Disabled toilets are located near the Reception area and in the after school club.</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</p> <p>Additional information can be found in the Schools Accessibility Plan.</p>
10	How will St Hugh of Lincoln Catholic Primary School prepare and support my child to join the school, transfer to a college or the next stage of education and life?	<p>We aim to make all our learners and their families welcome.</p> <p>We work collaboratively with feeder nurseries and host open morning for our new Reception Year pupils and their parents/ carers.</p> <p>Where there is a particular need, the SENDCo will visit new pupils in their pre-school setting, and/ or home, and liaise with staff and parents/ carers to ensure a smooth transition takes place.</p> <p>We keep detailed records of our pupils to pass on to secondary schools. When the need arises, the SENDCo visits secondary schools with parents/ carers to meet with the special educational needs staff there so that continuity of provision is maintained as far as possible.</p> <p>When a pupil has difficulty with change, for example, moving up to the next year group within this school, relevant staff will write a transition book to help your child through this process.</p> <p>Additional visits to the next class or school can be arranged.</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 support staff or ELSA.</p> <p>Year 5 parents are given extra support in selecting the most appropriate school for their child.</p>
11	How are St Hugh of Lincoln Catholic Primary School's resources allocated and matched to children's special educational needs or disabilities?	<p>Children are offered an LSA support package at a level reflective of their needs based on their progress.</p> <p>A tailored package of 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	How is the decision made about what type and how much support my child will receive?	<p>Good First Quality teaching for all pupils is clearly set out in our Wave 1 Provision Map and we expect all staff to deliver this.</p> <p>If additional support is required for your child this decision is made after consultation with the SENDCo, relevant staff, parents/ carers and, if necessary, any other agencies involved with the pupil.</p> <p>If it is seen as appropriate your child can also be involved in this process. The SENDCo will then consider a variety of options for suitable provision before deciding on a course of action with the relevant staff and parents/ carers.</p> <p>Outcomes are defined at the start of any intervention.</p> <p>All interventions for your child are recorded on their Individual Support Plan./provision map</p> <p>The SENDCo oversees all additional support and reports back to the SEN Governor and Head Teacher.</p>
13	How are parents involved in the school? How can I be involved?	<p>We whole-heartedly believe in partnering parents in a two-way dialogue in supporting your child's learning needs.</p> <p>We operate an open door policy and encourage you to share your thoughts with us. Parents and carers are invited to information evenings e.g. about residential visits and curriculum evenings so that you can help prepare your child for events and understand what is expected of them during the year.</p>

		<p>At the beginning of each academic year all parents/ carers have the opportunity to attend a class information evening.</p> <p>Parents and carers are invited to contribute through a number of means including email, face to face meetings, home/ school contact books, feedback regarding the Individual Support Plan form, parental questionnaires and the parent forum. ,</p> <p>Our Governing Body includes Parent Governors/ representative</p>
14	<p>Who can I contact for further information</p>	<p>If you have concerns about your child’s progress or learning we encourage you to talk to the class teacher in the first instance.</p> <p>Further information and support can be obtained from our SENDCo, Mrs Pickard. Our SENDCo can be contacted on the school’s usual telephone number, 01483 480441 on Mondays and Tuesdays. senco@sthugh-of-lincoln.surrey.sch.uk</p> <p>Our SEND governor is Ms Emberton mcembleton@sthugh-of-lincoln.surrey.sch.uk</p> <p>If you are considering our school for your child you should make an appointment to meet the Head Teacher, Mrs Harper, via the school office and, where there are additional needs, an appointment should be made with the school’s SENCo as well. Parents and carers can contact Parent Partnership if they need further advice. Surrey Parent Partnership helpline can is 01737 737300 or email spp@surreycc.gov.uk</p> <p>The authority’s Local Offer can be found on www.surreylocaloffer.org.uk</p>