



SEND Information Report for St. Catherine Catholic Primary School

What kind of SEN provision is made at St. Catherine's?

St. Catherine's Primary School is a caring and inclusive school, which values the ability and achievement of all its pupils. Within the school, we support children with a variety of different types of SEN. Many of the children on the SEN register experience difficulties with speech and language, some children experience difficulties linked with Mental Health, ADHD, Autistic Spectrum Disorder/Condition or difficulties associated with Dyslexia.

How do we identify and assess pupils with special educational needs?

Children with SEND are identified under four broad areas of need: communication and Interaction; cognition and learning; social, emotional and mental health difficulties, and sensory and/or physical needs. Children may have needs in more than one category and different children will have different levels of need which might change over time. Therefore, staff use a wide range of tools to assess the amount and level of SEN support required. Children are continually monitored and their progress is carefully tracked and reviewed. If a child has been identified as needing more specialist input, in addition to Quality First Teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling the child to make progress. For further information, refer to the school's Inclusion policy.

How do we make provision for pupils with special educational needs?

Quality First Teaching is the first intervention in addition to the curriculum being adapted to meet your child's individual needs. Every child's progress is continually monitored by his/her class teacher and is reviewed formally every half term by the class teacher, SENCO and Headteacher. If a child has an EHC (Education Health Care) Plan, their progress will be formally reviewed at an 'Annual Review' meeting with all the adults involved with the child's education, invited to attend. If a child needs extra help, in a particular area, support will be given to address the child's individual needs. This may involve the use of TAs to complement the work of the teacher, 1:1 teaching or small groups, specific programmes of support, visual materials or social stories, support for emotional, mental and social needs or outside specialist help. Where necessary, we will seek the advice of external agencies including: Speech and Language Therapy Service (SALT), Educational Psychologist, School Nursing Team, Outreach support from Special Schools, Child and Adolescent Mental Health Services (CAMHs) and Special Education Needs Support Service. For further information regarding accessibility and how pupils with medical conditions are supported, refer to the school's Inclusion policy.

The name and contact details of our SENCO.

The Special Educational Needs & Disability Co-ordinator at our school is currently our Headteacher, Mrs Sharon Betts who is a very experienced SENCO. In January 2020, this role will be taken up by Mr Matthew Rimell. Please phone the school office, on 01202 883763, if you wish to arrange an appointment.

The expertise of the staff supporting pupils with SEND.

Training needs are identified through a process of analysis of need of both staff and children as and when required. Children have access to differentiated teaching within the class and Teaching Assistants support children on a daily basis. As necessary, the school also has access to support from the Speech and Language Therapy Service (SALT); Educational Psychologist, Jeremy Side; School Nursing Team; Outreach support from Special Schools and Child and Adolescent Mental Health Services (CAMHs).

Equipment and facilities needed to support pupils with special educational needs.

Support and resources are allocated based on advice from external agencies and in consultation with parents/carers, the Head teacher, class teachers and the SENCO. All resources/training and support are reviewed regularly and changes made as needed. For further details refer to our school's Inclusion policy.

Consulting parents of children with SEN and involving them in their child's education.

We value the support of parents in supporting the education of their children and recognise the importance and impact of parental involvement. We will ensure that the class teacher works closely with you to co-produce a support plan which includes targets that are achievable and realistic for your child.

You can support your child by hearing them read each day, helping them with Home Learning tasks and working with them on any specific targets suggested by the class teacher.

You will be invited to a termly meeting with your class teacher to review your child's progress against their targets and plan further actions. All staff, including the SENCO, are happy to meet with you at a convenient time to discuss your child's individual needs. All information from outside professionals will be discussed with you or, where this is not possible, shared in a report.

Consulting our pupils with SEN and involving them in their education.

Our pupils' views, regarding SEN, are sought and listened to, on a regular basis. On these occasions, the pupils are able to share information about themselves, their strengths, their difficulties, their aspirations for the future but also any worries. The pupils' individual targets are achievable and realistic, and shared with them.

If you have any concerns.

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO/Headteacher.

Involving other bodies in meeting the needs of pupils with SEN and in supporting the families of such pupils.

In liaison with the Headteacher/SENDSCO, the following organisations have worked with the school: Health and Social Services bodies; 'Team Around the Family', where different agencies are brought together into one meeting, where there are concerns about a child, to source support services and agree an Action Plan for implementation; Children's Centres that provide a range of support services, activities and events; 'Action for Children' who are a charity whose ambition is for any child who needs help to get help; our parishes and the 'St Vincent de Paul' society, whose vision is for individuals and families, who are in any form of need, to have hope together with a sense of dignity, worth, well-being and peace of mind.

Contact details of support services for the parents of pupils with SEN.

- Family Partnership Zone: <https://www.dorsetforyou.gov.uk/family-partnership-zones>
Help is offered to families that are facing problems or are likely to face problems in the future if issues are not sorted.
- Outreach Officers: <http://tadss.co.uk/> The Teaching Alliance of Dorset Special Schools (TADSS) is an alliance of five schools that cater for a wide range of pupils with special needs and disabilities (SEND). Their aim is to support all pupils with SEND in the region and offer a wide range of opportunities to colleagues in other settings, including those who work in mainstream education.

- SENDIASS: <https://www.dorsetforyou.gov.uk/parent-partnership-service> SENDIASS offers impartial information and support to parents and carers of children with SEN.
- Dorset Parent Carer Council: <http://www.dorsetparentcarercouncil.co.uk/> The council works to provide a strong and united voice for families in Dorset aiming to inform all agencies that offer help, advice and benefits to children.

Supporting pupils with SEN in a transfer between phases of education.

We work closely with parents and Early Years placements to support the transition of children into our Reception class. This usually takes the form of a meeting between the Reception class teacher and nursery/kindergarten staff to discuss existing support. If appropriate, further meetings take place between our SENCO and the staff of the Early Years setting. We recognise that moving to a new class or school can be difficult for a child with SEN and appropriate steps are taken to ensure that any transition is as smooth as possible. When moving classes in the school, class teachers and teaching assistants meet during the summer term to discuss the learning and pastoral needs of every child.

If your child is moving to another school, we will be in contact with the new school's SENCO and ensure they are aware of any special arrangements of support that need to be made for your child. Staff from our school will work closely with your child's new school to make their transition as smooth as possible. The children will be given an opportunity to spend time in their new school (Transition Day) and to introduce them to the staff that will be supporting them. Where appropriate, enhanced transition can be arranged to further support the needs of any child. It is important to ensure that the transfer is managed so that children gain confidence in attending their new school and that they are effectively prepared for the expectations of the new school.

Additional SEND information.

Additional information regarding SEND is available in our school's Inclusion policy and our 'Local Offer'. The Local Offer is a Local Authority's publication of all the provision that they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education, Health and Care (EHC) plan. <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/about-our-local-offer/about-our-local-offer.aspx>