

St Cross Catholic Primary School SEN Information Report

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Class teachers assess each pupil's current skills and levels of attainment on entry and termly thereafter, including where pupils access support from teaching assistants or specialist staff. Children falling behind age appropriate expectations will be identified through half termly pupil progress meetings with the Senior Leadership Team, including the SENCO. All staff are invited to raise any concerns at any time. If additional needs are identified, intervention and support will be put in place to help develop these areas.

Parents/carers are encouraged to speak to the class teacher and/or SENCO about any concerns they have.

2. How will school staff support my child?

Class teachers carry out a clear analysis of each pupil's needs. Regular monitoring by the Senior Leadership Team/SENCO ensures that all pupil's needs are being met through quality first teaching and occasionally alternative support programmes. Our teachers deliver high quality teaching and plan for adaptation within lessons that meet the needs of all individuals. SLT/SENCO review the quality of teaching regularly, identifying pupils at risk of underachievement. Further support may be addressed by the completion of a Learning Plan which sets out clear, detailed information about the individual and their targets.

3. How will I know how my child is doing?

A curriculum meeting and initial 'Meet the Teacher' meeting are planned for September. Parent Consultations are then held twice a year. Children on the SEND register also have the opportunity to meet with the class teacher/SENCO at least once a term. At St Cross, we offer an open-door policy and we encourage parents to make contact with members of staff. Should more regular contact be required, suitable arrangements can be made e.g. home/school books. Parents/Carers are invited to call and arrange (via the office) additional meetings as needed.

4. How will the learning and development provision be matched to my child's needs?

Class teachers will provide quality first teaching and an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion and pupils with SEN in the classroom. Class teachers are fully aware of our SEND policy and the procedures for identification, monitoring and supporting pupils with SEN.

Children are consulted throughout the whole process and play a key role in decision making.

5. What support will there be for my child's overall wellbeing?

Our school's ethos is embedded around pastoral care and children's well-being.

Our staff are trained to support medical needs, including regular epi-pen and asthma training. All staff have received Therapeutic Therapy Training and updates. We have 5 paediatric first aiders on site. Our behaviour policy, which includes guidance on expectations, rewards and consequences is shared and implemented by all staff and pupils. PSHE sessions and social stories are used regularly throughout the school. We regularly monitor attendance and take the necessary actions to prevent prolonged, unauthorised absence for any pupil due to health or pastoral needs. We have Year 6

Disciples to help younger pupils develop their friendships and promote responsibility in older children. At St Cross, we run a Nurture programme and Lego Therapy for identified pupils.

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

Staff training is continuous, in order for skills to be developed and to cater for a wide range of needs. Training includes: nurture support programmes, behaviour support, Specific Learning Difficulties (SpLD), gross and fine motor skills, Speech and Language, ADHD and Autism. We work with Herts County to access Educational Psychologists, Speech therapists, SpLD consultants and Autism advisory services.

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

All staff are trained in first aid (some in paediatric first aid) and safeguarding. Other staff have been trained in Speech and Language support, Autism, Lego therapy, behaviour strategies, Maths/English and reading interventions, memory skills, Makaton signing and gross and fine motor skills support. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

8. How will you help me to support my child's learning?

At Parent Consultation meetings/Learning Plan review meetings we clearly share what can be done by families at home to support the learning at school. This is also reinforced by updates on the curriculum and whole school meetings with parents. Our report format, clearly states next steps and these are reviewed at Parents Consultations. The website is updated regularly with parent workshops and support groups.

9. How will I be involved in discussions about and planning for my child's education?

Parent Consultation meetings are held twice a year, a full report is sent out midyear and a final summary report in July. For pupils who are on the SEND register, parents will have 3 meetings throughout the year, held termly. In addition, we have an 'open-door' policy where parents/carers are usually able to speak to a teacher after school to pass on a message, or, a meeting can be planned where a longer discussion is needed. Working parents are able to telephone/email (via the school office) to arrange for a teacher to contact them regarding a particular issue. Parents are represented on the school governing body and there is also a very active Friends Committee.

10. How will my child be included in activities outside the classroom including school trips?

At St Cross, we offer an extended curriculum and class teachers are encouraged to plan activities outside the classroom. For all school trips, a risk assessment is carried out to ensure that every individual is kept safe. All children with SEND are included on all school trips and, where appropriate, additional staff are deployed. Parents are involved in the planning process to ensure full participation and active engagement of all children. When outside agencies lead visits they are made aware of any additional needs, prior to the visit taking place, so they can deal with them sensitively and appropriately. We ensure all our pupils have full access to all visits and journeys.

11. How accessible is the school environment?

We are a one-form entry school and our building is all at ground level. For further information, please see our Accessibility Policy.

<https://www.stcross.herts.sch.uk/accessibility-plan-2021/>

12. Who can I contact for further information?

Parents/carers are encouraged to talk to their child's class teacher initially. Further information and support can be obtained from the school SENCO (Emma James), via the school office.

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

Smooth transition is a high priority in school planning. As children start school in Reception, we offer a well-developed transition programme which involves liaison with nurseries and local children's centre, parent meetings and visits to the school. As children progress through the school, close liaison between teachers and other professionals ensures smooth transition. We have strong links with our feeder secondary schools with a programme of visits in place for our Year 6 pupils. Personalised transition programmes are in place in order to meet individual needs. For further information, please see the section on Transition on the website.

<https://www.stcross.herts.sch.uk/transition-joiners-leavers/>

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources and training which will support the progress of children with SEND. Budgets are closely monitored and aligned to the school improvement plan. Where necessary (if a child requires provision which exceeds the nationally prescribed threshold), school have the opportunity to apply for High Needs Top-Up Funding.

15. How is the decision made about how much support my child will receive?

A detailed analysis of a child's needs, barriers to learning, parental views, their own views and consultation with the class teacher is carried out to decide on how much support your child will receive. Any support offered is reviewed regularly and interventions are monitored to look at impact and any amendments that may need to be made. There is an emphasis on early identification and targeted effective support to minimise any long-term need for additional support.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information regarding the Hertfordshire Local Authority SEND Offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

More information can be found on our website:

<https://www.stcross.herts.sch.uk/special-educational-needs-and-disabilities/>