



St Cross Catholic Primary School SEN Information Report



SEND leadership details

Named SEND Governor: Mrs Kathryn Bennett

SENDCo: Mrs Emma James

St Cross Catholic Primary School is committed to creating an inclusive, nurturing and aspirational environment where every child is valued as a unique member of God's family. We celebrate diversity and strive to ensure that every pupil, regardless of need or disability, can flourish academically, socially, emotionally and spiritually. We provide equality of opportunity through access to a broad, balanced, relevant and ambitious curriculum and support pupils across the four broad areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Physical and Sensory Needs. Provision is delivered through a graduated approach of Universal Provision, Targeted SEND Support and Specialist Provision.

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?

Teachers regularly assess attainment, progress and wellbeing through ongoing assessment, half-termly reviews and pupil progress meetings. Early identification is a key priority and information from parents, previous settings and external professionals is carefully considered. Staff identify strengths as well as areas of need so that appropriate support can be planned, implemented and reviewed through the Assess, Plan, Do, Review process

2. How will school staff support my child?

Class teachers are responsible for delivering high-quality adaptive teaching that meets the diverse needs of all pupils. Universal provision includes:

- Adapted and scaffolded learning activities.
- Writing frames, sentence stems, word banks and visual prompts.
- Chunked instructions and clear modelling.
- Additional processing time.
- Explicit vocabulary teaching.
- Concrete mathematics resources.
- Alternative recording methods.
- Assistive technology including word processing and voice recording software.
- Pre-teaching and post-teaching opportunities.
- Daily reading opportunities and Little Wandle catch-up phonics where appropriate.

Where additional support is required, pupils may receive targeted SEND support through personalised Learning Plans, Pupil Passports, small-group interventions, teaching assistant support and specialist programmes. Learning Plans are reviewed termly with parents through the Assess, Plan, Do, Review process.

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

Parents of pupils on the SEND register are offered three review meetings annually. Learning Plans are available via the Edukey platform and can be provided in paper format if requested. Parents are invited to all review meetings and meetings involving external agencies. The school operates an open-door approach and additional meetings can be arranged according to need.

Parent workshops, coffee mornings and SEND information sessions are offered regularly

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 adapted 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. Classroom adaptations include:

- Visual timetables and "Now and Next" boards.
- Flexible seating arrangements.
- Writing slopes, reading rulers, coloured overlays, pencil grips and privacy screens.
- Visual scaffolds and learning prompts.
- Sensory considerations including access to calm spaces and the sensory room.
- Alternative methods of recording work.
- Individual sensory programmes and movement breaks where appropriate.

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. 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 Peace Makers 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.

Universal wellbeing support may include:

- Emotional literacy displays and wellbeing check-ins.
- Positive behaviour and reward systems.
- Buddy systems and peer support.
- Emotional regulation tools and visual supports.
- Sensory equipment including fiddle toys, wobble cushions, weighted lap cushions and ear defenders.
- Access to key adults and safe spaces.

Targeted SEMH support includes:

- Sunflower Group (Nurture Provision).
- Social Skills Groups.
- Lego Therapy.
- Emotional literacy and emotional regulation programmes.
- Zones of Regulation.
- 20:20:20 lunchtime provision.

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.

The school works closely with a range of professionals including:

- Educational Psychologists.
- Specific Learning Difficulties Advisory Service.
- Speech and Language Therapists.
- Autism Advisory Services.
- Rivers ESC Behaviour Support Service.
- Medical professionals and specialist nurses.
- Other Local Authority support services.

Pupils with Education, Health and Care Plans (EHCPs) receive personalised support based on assessed needs and outcomes

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

Training is matched to school priorities and pupil needs and may include:

- Autism.
- ADHD.
- Speech, Language and Communication Needs.
- Social, Emotional and Mental Health Needs.
- Behaviour Support Strategies.
- Lego Therapy.
- Sensory Processing Difficulties.
- Specific Learning Difficulties.
- Medical Needs Training.
- Speech and Language Support.
- Makaton.
- Gross and Fine Motor Development.

The SENDCo attends local authority forums, SEND training and professional development opportunities and shares best practice across the school.

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

The SENDCo may signpost families to support services and organisations, including the Local Authority SEND Information, Advice and Support Service (SENDIASS). Information and resources are also available through the school's SEND webpage and SEND newsletters.

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://stcrossherts.web04.juniperwebsites.co.uk/accessibility-plan>

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?

Transition arrangements may include:

- Additional visits to new classrooms or settings.
- Transition books and photographs.
- Visual supports and social stories.
- Meetings between parents, professionals and receiving schools.
- Enhanced transition programmes for vulnerable pupils.
- Planned opportunities to practice routines and expectations.

Prior to Reception entry, the SENDCo and Early Years staff liaise with nurseries and parents. During Year 6, annual reviews are held and receiving secondary schools are invited to attend to support successful transition.

<https://stcrossherts.web04.juniperwebsites.co.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>

At St Cross Catholic Primary School, we work collaboratively with families, professionals and our wider Academy Trust to ensure every pupil receives the support they need to achieve positive outcomes, reach their full potential and live out our mission:

"Together we grow in God's love."

More information can be found on our website:

<https://stcrossherts.web04.juniperwebsites.co.uk/special-educational-needs-and-disabilities>