



St Alban's Catholic Primary School SEND Information Report and Local Offer

1. How does St Alban's School know if children need extra help and what should I do if I think that my child may have special educational needs?

St Alban's 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 Alban's 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. 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 A Mettrick or contact her on amettrick@stalbans.surrey.sch.uk.

Each child on the SEND (Special Education Needs and Disability) Register has an individual support plan (ISP) and, if needed, a SEND Pathway to access, plan, action and review 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](#).

2. How will the school staff support my child?

Supported by our St Alban's school values, we use a person-centred approach to SEND, so that all SEND approaches focus on the individual child and how best to meet their needs. 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's ISP sets individual targets which their progress is monitored against 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 Alban's use detailed information and tracking about each pupil, to plan our curriculum to ensure that all pupils make progress and their needs are met. Our ordinarily available provision (resources available to all pupils) is designed to make classrooms accessible to all learners. For example, all classrooms have low-sensory displays and all classrooms have ear-defenders available.

There are many services in the school that teachers and TAs access in order to create an inclusive classroom environment. At St Alban's, we work closely with other agencies, such as Surrey's Specialist Teachers in Inclusive Practice Team, the ASC Outreach Service and Educational Psychologists who offer advice and support to ensure all children's needs are being met effectively. We adapt our teaching strategies to support different a range of different learning styles and needs.

The children at St Alban's 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.

At St Alban's, 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. The school has an active School Parliament. 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.

Our SEND Policy is available on the school website at [St Alban's Catholic Primary School – Policies](#)

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?

At St Alban's, we place great emphasis on involving parents/carers in their child's learning and see this as the key to a successful education. We feel that this can only effectively take place if effective communication is embedded. Parents/carers are communicated with at termly parents' meetings to discuss the support that the school is providing and how they can help their child at home. At these meetings we talk about your child's progress and share ideas about how we can work together to help them do even better. The child's achievements and attainment are shared at this meeting and targets and outcomes are jointly agreed. If your child has an 'Individual Support Plan' this will be shared with you at this meeting, though you are, of course, welcome to discuss your child's progress or any concerns you have at any time.

All children with an EHCP have an annual review each year to review their progress and set new targets. An 'annual review' meeting will take place at least once a year to review a child's EHCP, 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 drawn 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 Alban's, 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 continue to adapt our systems and structures: curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment. 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 peer-on-peer 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. We employ a Counsellor 2 afternoons a week to work with pupils in need of emotional support, as well as internal provision of ELSA and other wellbeing interventions. 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. First Aid is always available via our trained first aiders.

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

Our SENCo is an experienced fully qualified teacher and as Assistant Head is a member of the SLT. She is supported by the SEN and inclusion team within the Trust, as well as an independent SEN consultant. Our experienced team of teachers and LSAs work together to ensure that all children receive the support they need to achieve their full potential and enjoy learning.

Areas of need:

Communication and interaction – 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.

Cognition and learning – for example, where children and young people experience barriers to their learning, relative to 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.

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, pediatricians, 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 ASC outreach service;
3. Emotional wellbeing – CAMHS/Mindworks, specialist behavior teachers, primary mental health lead, education welfare officer, home-school link worker and School Counsellor.

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 Alban's, 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, including outstanding adaptation, 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:

- ✓ Precision teaching
- ✓ Speech and language therapy
- ✓ Colourful semantics
- ✓ Literacy for all
- ✓ Occupational therapy
- ✓ Toe by Toe, Power of 2, Dynamo Maths
- ✓ Touch typing

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

1. PDA profile within Autistic Spectrum Condition
2. Participation in "The Difference" inclusive practice course
3. Training on strategies to support positive mental wellbeing.

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:

- ✓ careful risk assessment to identify all possible needs
- ✓ ensuring an appropriate level of adult support, including one-to-one support where necessary;
- ✓ significant subsidy of all trips for pupils in receipt of pupil premium funding;
- ✓ working closely with parents to ensure we have all details about the child prior to an outing;

Trips are carefully considered and planned to ensure that they are accessible to all. If modifications to trip arrangements are required, these will be fully discussed and agreed with parents.

9. How accessible is the school environment?

St Alban's School has a mixture of older and more modern buildings. It is fully compliant with the 2010 Equality Act. Our facilities include:

- Wheelchair access to the ground floor rooms; flexibility of room use (eg re-allocating the use of rooms to ensure full accessibility)
- 2 toilets with disability access;
- Step-free access to the playgrounds;
- Automatic openers on some doors;
- Wide doors and wide corridors for wheelchair access;

Our Accessibility Plan is published on the school website.

10. Arrangements for the admission of disabled pupils

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. We ensure that any child with a disability has access to our curriculum, making arrangements to move classrooms if necessary. Full disabled access is provided to the main area of the school in addition to disabled toilet facilities. St Alban's is an inclusive and supportive school enabling all pupils to have equal access to learning.

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. The parents of any child joining the school during the school year are invited to meet a member of the Senior Leadership Team, so any additional needs can be identified and planned for. Full and thorough transition meetings are held between our year 6 staff and secondary school destinations, and with nurseries to support children moving into Reception. During these meetings we share/gain an understanding of “what works well” 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.

If a child with SEND joins St Alban’s, 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;

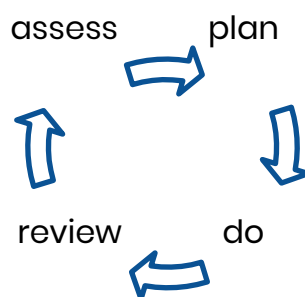
Where we feel it would be beneficial for individual children to receive additional support with transition, we arrange additional visits to St Alban’s / to their new schools, prior to the main induction day. Where parents have additional concerns regarding the KS2-3 transfer, they are encouraged to contact the class teacher or SENCo, and may also access support and advice from the Xavier Inclusion team. If your child has a statement/ 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 6 annual review.

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

At St Alban's, we place great emphasis 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. These documents can be found on the Surrey Council Website. Individual provision maps including costing information 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 Alban's, 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.



Different children need different levels of support in order to fulfil their potential and achieve their best. If necessary, advice about the best level of support is sought from outside bodies, such as the Educational Psychologist. Throughout this process, on-going discussions take place with parents/carers. Reviewing Individual Support Plan (ISP) outcomes termly and data tracking meetings ensure that children's targets are being met. We use these discussions to decide whether targets, strategies and provision needs to be adjusted. We value input from parents and children as part of this process.

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

At St Alban's, 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 assemblies;
- joining St Alban's FOSA (Friends of St Alban's)
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- attending parents' evenings;
- attending Curriculum and parent workshops

At St Alban's, 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, Polly Narcissi 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 (Mindworks)
- ✓ 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 follow the complaints procedure on the school website.