



St Alban's Catholic Primary School

Special Educational Need and Disabilities Information Report

This document was last reviewed in November 2025 by Angie Mettrick and will be reviewed annually.

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

	Name of School	St Alban's is a Mainstream Co-educational Catholic Primary School. St Alban's educates children within the mainstream whilst meeting their Special Educational Needs and disabilities as outlined below.
	Questions	School Response
1	How does St Alban's 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>Where SEND needs are already identified prior to a child entering our school, we will work closely with their prior setting in order to establish the level of need and provision required.</p> <p>The progress of all students is monitored regularly through at least termly assessment by teachers and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need</p>

		<p>for additional support. This will then be discussed with parents/carers and (in an age / developmentally appropriate way), the student concerned.</p> <p>If parents/carers have concerns about the progress or attainment of their child, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. Alternatively they can contact our Special Needs and Disability Coordinator (SENDCo), Mrs Angela Mettrick.</p>
2	How will St Alban's 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 have a discussion with the SENDCo regarding a plan of support.</p> <p>Children entering the SEN register will have an ISP (individual support plan) which will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.</p> <p>To the degree that it is age and developmental stage appropriate, the child will also be invited to 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 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	How will the curriculum be matched to my child's needs?	<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. The approach taken will be matched to the identified needs at the time, and will follow the graduated response approach of Assess, Plan, Do, Review.</p>
4	How will both you and I know how my child is doing and how	<p>In addition to Parent-Teacher consultations with the class teacher, Parents/carers of children on the SEN register will be invited to an additional termly SEN parent-teacher meeting,</p>

	<p>will you help me to support my child's learning?</p>	<p>where their child's ISP will be discussed, alongside measures that can be used at home to support a child's development. Parental feedback in these meetings is warmly appreciated. Additionally, information sessions during the year will be offered to all parents on areas of particular relevance – eg how to support neurodiversity needs at home.</p> <p>The SENDCo also welcomes parental requests for meetings at other points of the year, and allocates some time each week to meet requests received.</p>
5	<p>What support will there be for my child's overall well-being?</p>	<p>All students are supported with their social and emotional development through the curriculum.</p> <p>Students with identified SEND needs are mentored regularly by members of the SEN team.</p> <p>There is a comprehensive programme of small groups or individual sessions designed to develop self-esteem and social confidence, where a particular need for this is identified. Additionally, all children access fortnightly lessons through the "My Happy Mind" programme on mental health and wellbeing.</p> <p>Attendance is closely monitored on a daily basis and monitored through regular meetings with Heads of Year and SEND team.</p> <p>St Alban's operates a robust Behaviour for Learning Policy, as part of the Xavier Trust's overarching Behaviour Policy.</p> <p>Support is offered through support plans to minimise exclusion.</p> <p>Children are supported in asking for help should they need it.</p> <p>Anti-bullying measures are listed in the Behaviour Policy. We are aware that children with SEND might have additional risk factors relating to bullying, and monitor this carefully through relational practice approaches, such as all children knowing their specific trusted adults that they can talk to, including adults outside of their classroom.</p>
6	<p>What specialist services and expertise are available at or accessed by St Alban's?</p>	<p>St Alban's SEND team includes staff trained in the following approaches:</p> <ul style="list-style-type: none"> • ELSA (Emotional Literacy Support Assistant) • Drawing and talking therapy • Speech and language interventions (under the guidance of the Surrey Speech and Language link therapist). <p>In addition, the school provides an external Counsellor, who works with designated children when this is deemed appropriate.</p> <p>The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include;</p>

		<ul style="list-style-type: none"> • Educational Psychologist • SEND Lead Advisor • Safeguarding Lead Advisor <p>External advisors may also come into St Alban's from the Surrey SEND team. These currently include;</p> <ul style="list-style-type: none"> • EHCP Officer (formerly Case Officer) • STIPs Teachers from Surrey LEA • Speech and Language Therapist • Occupational Therapist • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher • REMA support teachers • Educational Psychologist <ul style="list-style-type: none"> • St Alban's also sources external support from: ASD Outreach Service • Referrals to Mindworks / CAMHS (Child and Adolescent Mental Health Service) • Primary Mental Health Worker • School Nurse
7	What training are the staff supporting children and young people with SEND had or are having?	<p>The School SENDCo is a trained teacher and is on the Leadership Team of the school.</p> <p>The SENDCo is completing the NPQSEN. She has also completed the Difference Inclusive Leadership course. She is assisted by an external SEND Consultant, Mrs Sara Alston, who visits on a monthly basis to offer advice as needed.</p> <p>The SENDCo's and LSA's regularly receive training both in the school and through the Xavier CET.</p> <p>The LSA's are fully trained in the MITA principles to best support children learning in the classroom.</p> <p>We have also had additional, whole-staff training from Trauma Informed Schools.</p>
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>All students are invited on all activities and school trips; this can involve support from an LSA, or additional member of staff.</p> <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>
9	How Accessible is the school environment?	<p>All classrooms other than the current upper KS2 classrooms are accessible and at ground level.</p> <p>Disabled toilets are located in the main building, the KS1 and KS2 blocks.</p>

		<p>All correspondence is conducted in English, however every effort is made to use staff or others to translate when necessary for letters or meetings.</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. This will be tailored to be appropriate to the child's age and developmental stage.</p> <p>Additional information and information about provision for disabled children can be found in the Schools Accessibility Plan.</p>
10	<p>How will St Alban's prepare and support my child to join the school, or transfer to Senior School?</p>	<p>Our SENDCo is available at Open days (for the next Reception cohort) or during School Tours for any immediate questions.</p> <p>A robust transition programme is in place including individual additional nursery visits for students with SEND, where appropriate.</p> <p>Students with SEND within the school are fully supported throughout the internal transition sessions in July, when they prepare for joining their new class and teacher.</p> <p>The school participates in the STIP-led Aspire transition programme, to enhance the available level of SEND handover between SENDCos for children moving to Senior school</p> <p>Year 5 parents of students with SEND are given extra support in selecting the most appropriate school for their child, including opportunities to attend briefing sessions on the transition from the Trust, early in the Autumn term of Year 5. Parents of children with EHCPs are assisted to be aware of the range of options available, via additional discussions with the SENDCo prior to the Transition Review where any preference is voiced.</p> <p>Where it is identified that this will be beneficial, Year 6 children on the SEND register receive small group transition support during additional sessions with their LSA or ELSA, over and above that provided for the whole class.</p>
11	<p>How are St Alban's resources allocated and matched to children's special educational needs or disabilities?</p>	<p>Children are offered LSA support 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>

		Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.
12	How is the decision made about what type and how much support my child will receive?	<p>Where a child has identified needs that are impacting on their progress in school, the class teacher and SENDCo, in collaboration with parents and any external professionals involved, may request additional assessments and/or make amendments to the provision as appropriate. This will follow the Graduated Response approach, where measures are increased in line with the cycle of Assess, Plan, Do Review.</p> <p>Assessment is made regularly through monitoring tests to assess impact of interventions.</p>
13	How are parents involved in the school? How can I be involved?	<p>Individual parent meetings to discuss individual progress occur throughout the year.</p> <p>Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.</p> <p>Parents with SEND are fully supported to engage with the school, and make use of the school buildings.</p>
14	Who can I contact for further information	<ul style="list-style-type: none"> • The School SEND Policy is available here • SENDCo – Mrs Angela Mettrick mailto:senco@stalbans.surrey.sch.uk • Ms Gibson – mailto:admin@stalbans.surrey.sch.uk • SEND Governor Polly Narcisi - mailto:PPinto@stalbans.surrey.sch.uk • If you are unhappy with the level of SEND support provided, please raise with the Headteacher in the first instance. The Xavier complaints procedure can be found here
		<ul style="list-style-type: none"> • The Local offer for Surrey SEND can be found at: www.surreylocaloffer.org.uk