



St Charles Borromeo Catholic Primary School

Special Educational Need and Disabilities Information Report

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.

	<u>St. Charles Borromeo Catholic Primary School</u>	St Charles Borromeo School is a Mainstream Co-educational Catholic School. St Charles Borromeo School educates children within the mainstream whilst meeting their Special Educational Needs and disabilities as outlined below;
	Questions	School Response
1	How does St Charles Borromeo School 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>The progress of all pupils is monitored regularly through formal termly assessment and ongoing informal assessment by the class teacher, the Senior Leadership Team and the Special Educational Needs and Disability Co-Ordinator (SENDCo) so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and if appropriate, the pupil concerned. Where appropriate we may ask the advice of outside agencies e.g., Speech and Language service.</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 or alternatively they can speak to our Special Needs and Disability Coordinator (SENDCo).</p> <p>If a pupil joins the school after the Nursery or Reception intake, then parents are encouraged to share any concerns with the class teacher, also to show us any end of year reports or targets. If a pupil was receiving additional help at their previous school, then we encourage parents to share this information so we can liaise with the previous school to plan to meet the needs of the pupil in the new setting.</p>
2	How will St Charles Borromeo School staff support my child?	When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to a

		<p>meeting at the school with the class teacher and SENDCo to discuss a plan of support.</p> <p>This individual provision plan (called an ISP or Pathway Plan) will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.</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. Pathway Plans/ISP.</p> <p>For some pupils there may be additional adults other than the class teacher or SENDCo supporting them. This may be a learning support assistant (LSA) or another teacher. Details of this will be included on the Pathway Plan/ISP.</p> <p>Pathway Plans/ISPs are formally reviewed each term to see if the pupil has met the targets and to review if the provision is still appropriate. New plans are sent home and parents/carers are invited to speak to the class teacher /SENDCo if they have any queries or wish to discuss the progress of the pupil. Pathway Plans/ISPs are informally reviewed by the class teacher and SENDCo, as and when appropriate, as sometimes a child may meet the target earlier than expected or need alternative provision to help them make expected progress.</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</p>
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		the SENDCo on the progress of students with SEND and meet regularly to discuss it. The SENDCo and SEND Governor also take part in Learning Walks.
3	How will the curriculum be matched to my child's needs?	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. If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.
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?	<p>All parents/carers are invited to discuss the progress of their child at parent consultation evenings held in the Autumn and Spring terms with the class teacher as well as receive a written report annually in the Summer Term.</p> <p>If a child has been identified as needing additional support for a special educational need or disability, parents/carers are invited to make an additional appointment with the SENDCo to discuss the support that the school are providing, evaluate impact and success and support the parents/carers in knowing how they can help their child at home. However, if a parent has any concerns or queries at any other time, then they are urged to discuss these as soon as possible with the class teacher or SENDCo.</p> <p>We host curriculum evenings to help families understand different areas of the curriculum and how to help/support learning at home. We believe in supporting the development of parenting skills and work in collaboration with other Weybridge schools to additionally offer workshops and meetings to further support families.</p> <p>We follow Surrey's medical policy and where there is a proven medical need then we put a plan in place to meet these needs. Additionally, where there is a behaviour need, support plans will be in place, where necessary.</p>

5	What support will there be for my child's overall well-being?	<p>Across the school we foster a caring ethos that promotes values e.g., friendship. This is created not just by adults supporting children but also older children mentoring younger children. Children are supported in asking for help should they need it.</p> <p>All students are supported with their social and emotional development through the curriculum. Pupils from Reception upwards follow weekly lessons following the Connect programme that teaches children key skills to promote emotional well-being and resilience. The Religious Education curriculum support the children's personal, social and emotional development. We focus on a core value each month and encourage children to reflect on the meaning and how they can show aspects of it in their own life.</p> <p>Children are encouraged to voice their opinions through regular Class Council sessions where representatives feedback suggestions, ideas, and opinions to the School Council. Pupils are also encouraged to contribute views through the pupil questionnaire.</p> <p>There is a Behaviour Policy which includes clear guidance on expectations, rewards, and sanctions; it is understood and followed by all staff. Individual behaviour plans are set up when required. There is a range of rewards to encourage positive attitude towards learning and behaviour.</p> <p>Where possible, small groups are offered to develop self-esteem and social confidence e.g., Time to Talk promotes the development of social skills. There is also a group called 'Rainbows' which supports children who are experiencing life changing crises.</p>

		<p>St Charles Borromeo School operates a robust Behaviour for Learning Policy as well as a Bullying Policy. There is a child friendly version of the policy that is displayed in classrooms for all the children to access. We access the learning materials that are shared nationally to mark National Bullying Week.</p> <p>Support is offered through support plans to minimise exclusion.</p>
	<p>What specialist services and expertise are available at or accessed by St Charles Borromeo School?</p>	<p>St Charles Borromeo School has a number of internal staff who work alongside class teachers and the SENDCo to offer expertise and support these include:</p> <ul style="list-style-type: none"> • Trained ELSAs • Trained ELKLAN LSAs <p>All staff have had first aid training and we have members of staff with paediatric first aid training.</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 School to work alongside the SEND team from Surrey LEA these currently include:</p> <ul style="list-style-type: none"> • Language and Learning Support Advisory Teacher (LLS/STIPS) • Behaviour Support Advisory Teacher • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher • REMA support teachers • Educational Psychologist • Speech and Language (SALT)

		<ul style="list-style-type: none"> • Occupational Therapy (O.T.) • Physiotherapy <p>School also sources external support from:</p> <ul style="list-style-type: none"> • ASD Outreach Service (Freemantles) • Requests for support (previously called referrals) to Mindworks (The Children and Young People’s Emotional and Wellbeing Service) • School Nurse
7	What training are the staff supporting children and young people with SEND had or are having?	<p>The SENDCo and LSAs regularly receive training both in the school and through the Xavier CET.</p> <p>The LSAs are fully trained in the MITA principles to best support children learning in the classroom.</p> <p>Where appropriate staff working with children with particular needs will attend specific training.</p>
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>Our Equality policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Careful thought has been given when choosing these activities to encourage this. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning and if appropriate writing an individual Risk Assessment.</p> <p>There are a variety of clubs to cater for individual needs such as craft club, netball, choir etc.</p>

		<p>Children are sometimes invited to attend workshops such as a DT challenge, Maths workshops or Writing workshops in other schools.</p> <p>All children are given the chance to apply for School Council. There are trips through School Council e.g., visit to the Houses of Parliament.</p> <p>There are opportunities for children to be included in trips to the local community e.g., singing for the elderly at a local home, singing with the choir at local events etc.</p>
9	<p>How Accessible is the school environment?</p>	<p>St Charles Borromeo is a small primary school with 7 accessible classrooms that directly face out to the playgrounds (including Nursery.) The school was built in 1989 and is suitably equipped for disabled access.</p> <p>There is a multi-purpose room (The Carlos Room) that is accessible to all and has disabled access.</p> <p>A disabled toilet is available; it is located in the main body of the school.</p> <p>There is 1 classroom that is accessed by a flight of stairs.</p> <p>Where and if, there are constraints, we will always make reasonable adjustment.</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.</p> <p>Additional information can be found in the School's Accessibility Plan.</p> <p>Meetings are held with any family who may need tailored resources to discuss how we could make school or information more accessible.</p>
10	<p>How will St Charles Borromeo School prepare and support my child to join the school, transfer to a college or the next stage of education and life?</p>	<p>When children join the Nursery the class teacher offers a visit to the home setting before the child starts school. If the child is starting in Reception, we liaise with their Nursery setting and offer opportunities for the child to visit the school to help them become more familiar with the environment and staff. All children have an induction afternoon and there is a carefully planned transition phase when the children first start. There is a transition meeting with the parents in the Summer Term prior to joining the school in September. Booklets are sent out for the children to share their interests.</p> <p>Wherever possible we tailor the Year 6 transition programme to the needs of the child. The Year 6 teachers meet with representatives from the receiving secondary schools and discuss each individual pupil including those with specific needs. We provide opportunities for children to attend events at secondary schools and where appropriate, support children attending induction days at their new school. If required there is a transition group that will be set up by the SENDCo.</p> <p>Year 5 parents of SEND children are given extra support in selecting the most appropriate school for their child.</p>

		For those children hoping to attend private schools the class teachers complete the references required.
11	How are the St Charles Borromeo's resources allocated and matched to children's special educational needs or disabilities?	<p>Where there is a recognised need, the school will make every reasonable attempt to provide the necessary resources to support the child's learning. This will include seeking specialist help as well as support and guidance from other establishments; to be eligible for this the child would need to meet strict criteria from the Educational Authority (Graduated Response). It may be appropriate for particular resources to be recommended through the Pathway Plan /ISP.</p> <p>A tailored package of support is carefully matched to each child's needs as they evolve. This can include social support, LSA support in lessons, small group withdrawal, one-to-one withdrawal and IT support. Each class has a regularly updated Provision Map which sets out the needs of individuals and how these will be met.</p> <p>Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.</p> <p>We follow statutory guidelines with classification of SEND which is highlighted through the school's SEND policy. (This is available on the school website)</p>
12	How is the decision made about what type and how much support my child will receive?	As a school we have clearly defined the provision that is available for all pupils as part of the Quality First inclusive practice (Wave One provision). If a pupil requires additional support to this i.e., an intervention group, then this is undertaken after consultation with the relevant staff, family and if appropriate the pupil.

		<p>Assessment is made regularly through monitoring to review and assess impact of interventions.</p> <p>Where a child is not making sufficient progress the Class Teacher, LSAs or SENDCo may make amendments to the provision as appropriate.</p>
13	<p>How are parents involved in the school? How can I be involved?</p>	<p>We whole heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We encourage parents to engage with us through entering 'the Home School Agreement' and approaching us with any concerns or queries, however small they may be or to celebrate successes. Our Governing Body includes Parent Governors/representatives.</p> <p>Parents are invited in regularly to information evenings to discuss curriculum and learning.</p> <p>Individual parent meetings to discuss individual progress 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> <p>Parental support is actively encouraged through either supporting their child at home or during the school day by volunteering to support some pupils with their learning (not necessarily own children) or by offering to help on school trips.</p>
14	<p>Who can I contact for further information?</p>	<p>If you are considering whether a child or young person should join the school then you are welcome to make an appointment with the head teacher, Mr. Stephen Holt to look around and discuss this further.</p>

		<p>Please contact the School Office to arrange this (info@stcharlesb.surrey.sch.uk)</p> <p>If your child is already at the school, then parents/carers are encouraged to talk to their child's class teacher and if appropriate arrange a meeting with the school SENDCo, Mrs. Kathryn Bray (kathrynbray@stcharlesb.surrey.sch.uk)</p> <p>The named SEND Governor is Mrs. Kathy Stokes (kathystokes@stcharlesb.surrey.sch.uk)</p> <p>Support for parents/carers can also be found by contacting Surrey SEND Information, Advice and Support Service. The link can be found on the SEND page of the school's website.</p>
		<ul style="list-style-type: none">• The Local offer for Surrey SEND can be found at: www.surreylocaloffer.org.uk