



St Charles Borromeo Catholic Primary School

Special Educational Need and Disabilities Information Report

The St Charles Borromeo School's SEND Information Report explains how we identify and support children and young people with special educational needs and/or disabilities (SEND). Further information is included in our SEND policy.

This document will have due regard to legislation, including but not limited to:

- The Children and Families Act 2014
- The Health and Social Care Act 2014
- The Equality Act 2010
- The Mental Capacity Act 2005
- The Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including but not limited to:

- The 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.

January 2026

	<u>St. Charles Borromeo Catholic Primary School</u>	St Charles Borromeo School is a mainstream co-educational Catholic Primary 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?	St Charles Borromeo School strives to be an inclusive and supportive environment for all children who attend and the school welcomes children with a range of abilities and needs. Where appropriate and possible, the school makes reasonable adjustments under the 2010 Equalities Act. Class teachers regularly monitor the progress, attainment and wellbeing of all pupils through ongoing observation, assessment and tracking. All teachers are responsible for identifying pupils who may have SEND and work closely with the SENDCo to ensure that any emerging needs are recognised and supported at the earliest opportunity. Through this process, staff are able to identify pupils who may not be making expected progress or who may be experiencing difficulties relating to their learning, development, communication, social, emotional or physical wellbeing. Where concerns are identified, appropriate support and intervention can be considered and implemented. In addition to ongoing classroom assessment, pupils' progress is reviewed through termly assessment and pupil progress meetings. Where appropriate, the class teacher and/or SENDCo may carry out more detailed assessments to help identify specific areas of need and inform future planning and provision. <i>'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with</i>

		<i>chronological age means that there is no learning difficulty or disability.'</i> (SEND Code of Practice, 2014) Regular meetings are held between the class teacher, Senior Leadership Team and the Special Educational Needs Co-Ordinator (SENDCo) to discuss the progress of all the children. Children who are not making expected progress, or who may have concerns about any part of their development or welfare, are raised so that the school can identify if there is a need for different or additional support. This will then be discussed with parents/carers and, if appropriate, the pupil concerned. Where necessary we may refer to outside agencies for further support (e.g. Speech and Language service). 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. Should concerns remain ongoing, following a sustained period of implementation of any agreed actions and next steps with the Class Teacher, parents/carers can arrange to speak to our school's Special Needs and Disability Coordinator (SENDCo). Where SEND needs are already identified, prior to a child entering our school, we will work closely with the previous setting in order to establish the level of need and provision required.
2	How will St Charles Borromeo School staff support my child?	When the school identifies the need for additional support, to enable a pupil to make expected progress, the parents/carers will be invited to a meeting at the school with the class teacher and/or SENDCo, to discuss a plan of support. This individual provision plan (called a Pathway Plan or Individual Support Plan) will detail what sort of provision is in place, what outcome is expected, who is providing the provision and for how long. In some cases, the provision may be in the form of alternative materials or specialist equipment, or a specific intervention to support an area of learning.

		However, the main provision will always be quality first teaching from the class teacher. Our School Provision Map shows the range of interventions/support in place in our school. All the intervention programmes we use are evidence-based and known to support pupils to make increased progress. We will monitor the progress of all pupils receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. 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/Individual Support Plan (ISP). 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 either sent home via a paper copy or parents are invited to access the plans electronically. 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 identified students. Both the SENDCo and SEND Governor will meet regularly to discuss this report, as well as to conduct termly Learning Walks. As a school, we keep a list of the children who have a Pathway Plan or Support Plan; this is called the SEND register.
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3	How will the curriculum be matched to my child's needs?	All teachers are provided with information on the needs of individual pupils and regular continuing professional development (CPD) and updates on quality first teaching methods. This enables them to plan for the learning needs of all children within the curriculum, ensuring that all students are able to make progress. The approach taken will be matched to the pupil's identified needs at the time and will follow the graduated response approach of 'Assess, Plan, Do, Review'. We work closely with external agencies like the Speech and Language Service, or Freemantles School (autism outreach), who offer us support and advice to ensure we are helping every child to make progress across the curriculum.
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?	<i>'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'</i> (SEND Code of Practice 2.2) As parents and carers, you are your child's first and primary educators and we firmly believe in working in partnership with you to ensure your child reaches their full potential. All parents/carers are invited to discuss the progress of their child at parent consultation evenings, currently held in the Autumn and Spring terms, with the class teacher. Parents/carers will also receive a written report annually, in the Summer Term, at the end of the academic year. If a child has been identified as needing additional support for a special educational need or disability, parents/carers are invited to make an alternative extended appointment, with the Class Teacher and SENDCo for parent consultation evenings. 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. Parents of children with an EHCP (Education, Health and Care Plan) will also be invited to their annual review meeting. 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 agencies, to offer additional workshops and meetings, to further support families.
5	What support will there be for my child's overall well-being?	All students are supported with their social and emotional development through the curriculum. Pupils from Reception upwards participate in weekly lessons following the Ten: Ten programme, which teaches children key skills to promote emotional well-being and resilience. The Religious Education curriculum supports children's personal, social and emotional development. As a school, we also focus on exploring up to two Catholic Social Teaching Principles each half term. Children are encouraged to voice their opinions through regular Class Council sessions, where representatives give feedback, suggestions, ideas and opinions to the School Council. Pupils are also encouraged to contribute views through the school's annual pupil questionnaire or pupil voice opportunities. There is a Behaviour Policy which includes clear guidance on expectations, rewards and consequences; 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 attitudes towards learning and behaviour. Children are taught and encouraged to use the 'Zones of Regulation' to recognise and talk about their emotions.

		Where possible, small group activities are offered to develop self-esteem and social confidence (e.g., Time to Talk which promotes the development of social skills). There is also a 'Rainbows' group, which supports children who are experiencing life changing crises. 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 Bullying Policy, which is displayed in classrooms for all children to access. We use learning materials, which are promoted and shared nationally across school settings, to mark National Anti-bullying Week.) Attendance is monitored closely and appropriate support is provided where attendance becomes a concern. Support is offered for pupils, through individual support plans and risk assessments, to minimize the likelihood of exclusion.
6	What specialist services and expertise are available at or accessed by St Charles Borromeo School?	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 but are not limited to: • Trained ELSAs (Emotional Literacy Support Assistants) • Higher Level Teaching Assistants (HLTAs) trained to deliver the Nuffield Early Language Intervention (NELI) programme. • ELSAs trained in delivering 'Drawing and Talking' interventions for discovering and communicating emotions All staff have had basic first aid training and we also have members of staff who are pediatric first aid trained. All staff have had 'Emotion Coaching' training to support children in understanding and managing their emotions and associated behaviors.

		External advisors may also come into School to work alongside the SEND team from Surrey Local Education Authority (LEA), these currently include: • Language and Learning Support Advisory Teacher and Specialist Teachers for Inclusive Practice (LLS/STIPS) • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher • Race, Equality and Minority Achievement (REMA) support teachers • Educational Psychologist • Speech and Language (SALT) • Occupational Therapy (OT) • Physiotherapy Our School also sources external support from: • Autistic Spectrum Disorder (ASD) Outreach Service (Freemantles) • Referrals to Mindworks (Child and Adolescent Mental Health Service) • School Nurse
7	What training are the staff supporting children and young people with SEND had or are having?	The SENDCo is a qualified teacher and has completed, or is completing, the National Award for SEN Coordination. The SENDCo also attends local authority and trust SEND networks to remain up to date with legislation and best practice. All staff regularly receive training both in the school and through the Xavier Catholic Education Trust. All new LSA's receive new to LSA training and attend two yearly Trust INSRET Where appropriate, staff working with children with needs will attend specific training.

		All Class Teachers at St Charles Borromeo hold Qualified Teacher Status (QTS). Staff have received training from Trauma Informed Schools.
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: • extra support in order that we meet statutory required adult to child ratios on our trips when needed; • one-to-one support, where necessary; • funding can be accessed for families who might not afford the cost; • working closely with parents to ensure we have all details about the child prior to an outing. A risk assessment is carried out prior to any off site activity to ensure nobody's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Within school, there are a variety of clubs for children to participate in such as craft club, netball, choir etc. Children are sometimes invited to attend workshops such as Maths workshops or Writing workshops in other schools.

		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. 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.
9	How Accessible is the school environment?	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. A disabled toilet is available; it is located in the main body of the school. There is one classroom that is accessed by a flight of stairs. There is a dedicated disabled parking bay close to the pupil gates for access. All classes are low sensory to reduce cognitive and sensory overload. All correspondence is conducted in English; however, every effort is made to use staff or others to translate when necessary for letters or meetings. Students with SEND may be offered computer-aided technology to support them in lessons or activities if it promotes their learning and progress. Additional information can be found in the Schools Accessibility Plan. Meetings are held with any family who may need tailored resources to discuss how we could make school or information more accessible.

10	Arrangements for the admission of children with Special Educational Needs	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 admissions and ensure that essential 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. St Charles Borromeo School is an inclusive and supportive school enabling all pupils to have equal access to learning. Children with SEN and/or disabilities are welcome in all aspects of school life: joining clubs like multisport, attending school trips (including overnight residential trips) and after school clubs are encouraged. We follow Surrey's medical policy and where there is a proven medical need, a plan is put in place to meet these needs.
11	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?	We encourage all new families to visit our setting before starting. When children join the Nursery, the class teacher offers a visit to the home setting before the child starts at the setting. If the child is starting in Reception, we liaise with their Nursery/ pre-school 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. Wherever possible we tailor the Year 6 secondary 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. Where it is identified that this will be beneficial, Year 6 children receive small group transitional support with a school adult, over and above that provided for the whole class.
12	How is the decision made about what type and how much support my child will receive?	At St Charles Borromeo Catholic Primary School, we place great importance and value 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 individuals' 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.
13	How are parents involved in the school? How can I be involved?	As a Catholic school, we believe that parents are the primary educators of their children and it is our role to support them. We 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. Parents are also warmly invited to school events e.g., whole-school Masses, individual class Masses, class assemblies and by becoming part of our Parent Teacher Association (PTA). Our Governing Body includes Parent Governors/ representatives and termly SEND updates are shared with the SEND governor.

14	Who can I contact for further information?	If you are considering whether a child or young person should join the school, you are welcome to make an appointment with the Head of School, Miss Gemma Willcox, to look around and discuss this further. Please contact the School Office to arrange this (info@stcharlesb.surrey.sch.uk) All dates for school tours, in readiness for September admissions, can be found on the school website. If your child is already at the school, parents/carers make an appointment to speak to the class teacher. This can be arranged via an email or telephone call to the school office: info@stcharlesb.surrey.sch.uk 01932 842 617 Should concerns remain ongoing, following a sustained period of implementation of any agreed actions and next steps with the Class Teacher, parents/carers can arrange to speak to our school's Special Needs and Disability Coordinator (SENDCo). sendco@stcharlesb.surrey.sch.uk The named SEND Governor is Mr. Dave Anderson. Contact can be made via the School Office (info@stcharlesb.surrey.sch.uk) 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.
		• The Local offer for Surrey SEND can be found at: www.surreylocaloffer.org.uk

