

St Hugh of Lincoln Catholic Primary School Special Educational Needs Information Report:

School Name: St Hugh of Lincoln Catholic Primary

Provision: Mainstream Primary ages 4-11

Address: Five Oaks Close, St John's, Woking, Surrey GU21 8TU

Telephone: 01483 480441

Email: info@sthugh-of-lincoln.surrey.sch.uk

Website: www.sthugh-of-lincoln.surrey.sch.uk

Ofsted link: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125226>

Head teacher: Michael George BA Hons (QTS) NPQH

SENCo: Jo Ashby until July 2017, Mrs R. Pickard from September 2017

email: senco@sthugh-of-lincoln.surrey.sch.uk

The School's Special Educational Needs and Disability (SEND) Policy can be found on the School website.

Inclusion statement:

St Hugh of Lincoln Catholic Primary School is committed to providing an appropriate and high quality education to all the children in our care. Our desire is to see every child, regardless of gender, race or ability, achieve the very best that they can in all aspects of school life. We believe that all children, including those identified as having 'special educational needs', have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and have the right to be fully included in all aspects of school life. Special Educational Need might be an explanation for delayed or slower progress but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to develop cultures, policies and practices that include all learners. Our approach will engender a sense of community and belonging, and will offer new opportunities to learners who may have experienced previous difficulties. At St Hugh's we aim to identify educational needs as they arise and provide teaching and learning contexts which enable every child to access the curriculum and receive a quality education in line with the Code of Practice.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf



Aims

God our Father, help us to:

Live like Jesus,
One family, learning together,
Valuing everyone,
Each and every day.

We aim to ensure that all pupils reach their full potential and focus on positive outcomes for the pupils.

	Question	Response	Examples of good practice in our setting
1	<p>How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>The School pays regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches.</p> <p>We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrating achievement.</p> <p>If we have concerns about the progress of an individual pupil, the Class Teacher informs parents to discuss possible extra help.</p> <p>Parents are encouraged to speak to the Class teacher about any concerns they have.</p> <p>If the pupil continues to make inadequate progress or demonstrates signs that they might have an underlying Special Educational Need, the School's Special Educational Needs Co-ordinator (SENCo) meets with Staff and parents to discuss possible strategies to try and interventions to support progress through the graduated approach:</p> <ul style="list-style-type: none"> • Assess • Plan • Do • Review 	<p>Termly tracking of all pupils to identify any pupils making inadequate progress.</p> <p>The head teacher meets every class teacher towards the end of each term to discuss each child's progress in Pupil Progress Meetings and set targets for attainment.</p> <p>The School uses its regular in-house assessment systems for literacy and numeracy to identify pupils with difficulties in these areas.</p> <p>Staff can raise concerns with the SENCO using an 'Expression of Concern' form, providing details of measures they have already taken to address the child's learning needs.</p> <p>Additional assessment may be carried out by specialist advisors and medical staff for pupils with high levels of need.</p> <p>The School is currently developing its range of in-house SEND assessment materials eg. dyslexia portfolio, speech production screener, Specific Learning Difficulty checklist.</p> <p>Assessments from specialist agencies, for children joining</p>

		<p>By listening to the pupil, observing them and if necessary, carrying out diagnostic assessments, the School will endeavour to identify barriers to learning.</p> <p>Children with identified SEND are placed on the School's SEND register.</p>	<p>the school, inform planning of support.</p>
2	<p>How will school staff support my child/young person?</p>	<p>All classes cater for the full range of learners. Class teachers are fully aware that they are responsible for the teaching of children with special educational needs and differentiate the curriculum in accordance with identified pupil needs. Where necessary they seek advice from the SENCo on strategies to support children with specific difficulties.</p> <p>The quality of whole class teaching and differentiation is monitored by Senior leaders.</p> <p>Having identified additional needs, we seek to match provision to need.</p> <p>For most learners with SEND this will involve classroom strategies, higher levels of differentiation and small group interventions to provide focussed targeted support in the areas that the pupil finds most difficult.</p> <p>For pupils with higher levels of SEND, this may involve some one-to-one more individualised support targeted at removing barriers to learning.</p> <p>We monitor the impact of interventions through observation, oral & written</p>	<p>Children who are supported through interventions are screened before and after the intervention to ensure the impact is maximised and support adjusted if necessary.</p> <p>Support can be provided to help children with a broad range of needs as described in the 2014 Code of Practice:</p> <ul style="list-style-type: none"> • Communication and Interaction including autistic spectrum and language disorders <i>eg personal task boards, visual timetables, social skills groups, playtime friendly groups</i> • Cognition and Learning including dyslexia, dyspraxia, ADHD, and dyscalculia; moderate learning difficulties, global developmental delay <i>eg phonological awareness, phonological knowledge, additional 1:1 reading and comprehension, targeted maths support, adapted resources</i> • Social, Emotional and Mental Health including ADD, ODD, attachment disorders, emotional difficulties, mental health difficulties <i>eg Emotional</i>

		<p>feedback, review of short-term individual targets and tracking of pupil progress using a range of assessment data.</p> <p>The SENCo shares generic SEND information with Governors regarding the numbers and categories of need of pupils in the School.</p> <p>The headteacher reports to the Governing Body on the progress of all pupils, including those identified as having Special Educational Needs.</p>	<p><i>literacy, anger management, circle of friends, sensory wedges and movement breaks</i></p> <p>• Physical and Sensory</p> <p>Including hearing impairment, vision impairment <i>eg adapted resources, specialist equipment, sensory diets</i></p>
3	How will the curriculum be matched to my child's/young person's needs?	<p>We endeavour to deliver an exciting and engaging curriculum to all of our pupils. Pupils, either with or without special educational needs and disabilities, learn in different ways so differentiation is embedded in our high quality whole class teaching provision.</p> <p>All teachers differentiate work in English, Maths and Religious Education. Where appropriate, the way we deliver the curriculum is tailored to meet the needs of individual pupils. Regular Pupil Progress Meetings help us to monitor this and reflect on the next best steps.</p> <p>All our teachers are clear on the expectations of whole class provision and this is monitored regularly by the leadership team.</p> <p>All children have clear targets and progress is monitored against these and shared with parents at Parent consultation meetings.</p>	<p>Differentiation includes a range of strategies <i>eg. Adapted tasks, supportive worksheets, different recording procedures, or additional adult support from the Class Teacher or Teaching Assistant under the guidance of the Class Teacher.</i></p> <p>Reasonable adjustments are made to support the learning of individuals with special educational needs <i>eg. additional support at playtimes/ unstructured times; Soundfield system to support hearing of hearing impaired pupils; Visual timetables & task boards and personalised reward systems for children on Autistic Spectrum; use of enlarged scripts for teaching & assessment of children with visual impairment; use of cream paper and/ or coloured reading screens for pupils with visual stress.</i></p>
4	How will both you and I know	School monitors every child's progress using assessment for	All parents are invited to 'meet the teacher' events at

	<p>how my child is doing and how will you help me to support my child's learning?</p>	<p>learning to identify next steps and regular summative assessments for children above Reception age.</p> <p>Whilst all pupils are monitored through the whole School tracking systems, children with identified SEND are tracked by the SENCo who is also involved in reviewing progress against targets and provision.</p> <p>We regularly share progress & feedback on next steps with all our learners through marking and oral feedback as well as individual target-setting.</p> <p>We have twice yearly parent consultations meetings where parents/ carers can meet with staff to discuss learner progress. At such meetings we clearly share individual targets & next steps as well as what can be done by families at home to support the learning at school.</p> <p>Parents/ carers receive an annual report of their child's progress and achievements and are invited to meet the teacher to discuss this if they wish.</p>	<p>the start of the school year where the curriculum is outlined to parents.</p> <p>Curriculum outlines on school website.</p> <p>Additional learning events for parents: internet safety evening; induction meetings for new parents; subject specific information evenings eg maths & phonics.</p> <p>Extended parent consultation meetings for parents of pupils with SEND attended by SENCo.</p> <p>Parents are invited to attend planning and review meetings with Specialist advisors working with higher needs pupils.</p> <p>Pupil work is available for parents/ carers to view at parent consultation evenings and during the School Sports day.</p>
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>All staff members are regularly trained to provide a high standard of pastoral support & in Safeguarding procedures.</p> <p>Relevant staff are trained to support medical needs and all staff receive basic first aid training in accordance with the School's Management of Medical Conditions policy.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and</p>	<p>Whole school Catholic Community ethos; collective worship; golden & rejoice assemblies; house system.</p> <p>Class teachers have received training in how to support pupils suffering bereavement or loss.</p> <p>Trained staff offer 'Rainbows' intervention to support children suffering bereavement or loss.</p>

		<p>sanctions, is fully understood and implemented by all staff. Instances of unacceptable behaviour are monitored by School Leaders.</p> <p>Our Anti-bullying Policy seeks to ensure that pupils feel safe and happy in School, and that parents as well as all Staff know procedures for investigating cases of alleged bullying. Allegations of bullying are monitored by the School's Pastoral Director.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Pupil voice is central to our ethos and this encouraged in a variety of ways including School Council and Circle times. Children have the opportunity to influence curriculum choices through the termly class or whole school theme weeks.</p>	<p>Pupil views collected formally through School Council, Fairtrade Committee, Pupil questionnaires & buddy meetings; and informally through day-to-day interactions between Senior Leaders and pupils.</p> <p>For pupils on the SEND register, we work with the pupil to complete a 'One Page Profile' which incorporates their likes, dislikes and views about how adults can best support them as an individual.</p> <p>During periods when pupils might be particularly vulnerable eg. Transition periods, times of upheaval at home, illness in the family or bereavement, the School monitors pupils closely and implements additional support if necessary.</p> <p>The School works with other professional bodies in health, social care and local authority support organisations such as the Early Help Team, to provide a holistic network of support for pupils and families where necessary, including families of Looked After or Previously Looked After Children.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Our staff receive regular training in identified areas for whole school development and our class teachers all hold qualified teacher status.</p> <p>We have a number of established relationships with</p>	<p>Professional organisations: Learning and Language Support, Behaviour Support, Educational Psychology team; Freemantle's Outreach Support Service, Paediatricians; Speech & Language therapists;</p>

		<p>professionals in education, health and social care. We also work with a number of voluntary organisations which support families with children with special needs and disabilities.</p> <p>All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>	<p>CAMHS; Occupational Therapists; Physiotherapists; School Nurse; ADHD Specialist Nurse; Race and Ethnic Minority Attainment (REMA) team; Physical & Sensory Support team; Early Help Coordinators; Family Support Partnership</p> <p>Voluntary sector organisations: RNIB, MacMillan Support, NSPCC</p>
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our Special Needs Co-ordinator (SENCo) works closely with other SENCos in the local area and especially with the SENCOS from the other Deanery Schools, including SJB, at networking events and professional development sessions.</p> <p>The School seeks to identify priorities for professional development through pupil provision mapping and analysis of attainment data.</p> <p>Training is supplied either to whole staff or individual staff members as appropriate by members of specialist support services. This has included pupil-led learning and behaviour management.</p>	<p>Teachers and Teaching assistants have received training in how to meet the needs of pupils with a range of learning needs including dyslexia.</p> <p>The School has two qualified Emotional Literacy Support Assistants (ELSAs) and a number of members of staff have received training in how to support children on the Autistic Spectrum and with Social Communication difficulties. All staff are trained in de-escalation techniques and 'positive touch' and a number of Staff have received training in managing physical aggression. Teaching assistants in classes with pupils with hearing or vision impairments have received specific training from Physical and Sensory Support. Where a speech therapist is working with a child, they regularly provide training and support for the support</p>

			Staff working with that child.
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.</p> <p>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.</p>	Additional staff taken on residential trips to support children with Special Needs; special arrangements made to ensure that children can access offsite activities such as swimming or Advent reflection in Church.
9	How accessible is the school environment?	<p>Our Accessibility Plan is robust. This incorporates the regular reminding of staff and learners about the Equality Act 2010.</p> <p>We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</p>	<p>The School is wheelchair accessible and there is one wheelchair accessible toilet. There is a disabled parking bay and parents who are temporarily unable to walk up to School are given permission to park in the School Car Park.</p> <p>Classrooms are adapted to meet the needs of all learners eg. radio aid equipment for hearing impaired children; edges of steps painted white to assist visually impaired children in moving safely around the School.</p> <p>A low stimulus calm room is available to pupils needing to calm down.</p> <p>The School receives ICT advice & equipment from Physical & Sensory Support Services who support us in the provision of assistive technologies to disabled pupils.</p>
10	How will the school prepare and support my child/young person to join	We have a robust Induction programme in place for welcoming new learners to our setting.	Entry into Reception: Reception Staff visit pre-school settings and discuss pupils coming into School with Key Workers. Where

	<p>the setting school, transfer to a new school or the next stage of education and life?</p>	<p>Our Provision Management systems records which strategies help child/young people learn and this information is passed on in transition to new settings.</p> <p>We have very good relationships with feeder settings as well as settings children/young people move onto.</p> <p>Children visit their new school for induction visits during final term in Year 6.</p>	<p>appropriate, SENCo will accompany and will attend transition meetings for pupils coming in with an EHCP already in place. Reception teachers carry out home visits before Pupils first start at school. Children starting school in September have 3 visits to School in the summer term.</p> <p>Children joining further up the School:</p> <p>Children who start midstream are invited to have a pre-visit to meet their new teacher/class. They are then given a buddy to support them in their first few weeks.</p> <p>All children moving up through the School:</p> <p>Teacher-to-teacher handover meetings as children move up through the School; Moving-up books for children on Autistic Spectrum or who need additional support.</p> <p>Moving on to Secondary School:</p> <p>Year 6 Class teacher meets Head of Year 7 from Saint John the Baptist Secondary school, SENCo liaison with SJB SENCo for children with Special Needs and additional visits arranged where appropriate. Records are shared with new schools.</p>
11	<p>How are the school's resources allocated and matched to children's special</p>	<p>Our finances are monitored regularly by the School Business Manager, Headteacher and Governors, and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</p>	<p>Needs of learners are taken into account when planning deployment of Teaching Assistants and use of resources.</p>

	educational needs?	<p>We seek to ensure value for money service, so are developing systems to ensure that all interventions are costed and evaluated.</p> <p>Staffing and interventions are reviewed termly to make sure they match the needs of the pupils.</p>	
12	How is the decision made about what type and how much support my child/young person will receive?	<p>Quality First inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff and their families.</p> <p>All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and shares updates with the SEND Governor.</p> <p>Teachers and teaching assistants delivering interventions evaluate each lesson/ session so that this can inform future support/ challenge.</p>	<p>We seek the views of pupils and parents at all levels of provision for pupils with Special educational needs. This may be through the completion of 'One Page Profiles' to which pupils, teachers, support staff and parents may contribute. By knowing pupils well we endeavour to provide support that is most likely to help them to overcome barriers to learning and development as happy confident individuals.</p> <p>For high needs pupils, advice and support is sought from Specialist Support Agencies and other Professional Services. Following observations and assessments and in consultation with School Staff & Parents, they assist in the identification of long-term desired outcomes for pupils & recommend short-term targets and strategies to support pupils in moving towards those positive outcomes. They will meet with teachers and families to review progress. Where appropriate they will provide Staff training.</p>

			In a small number of cases and for pupils with the highest level of needs, School, supported by specialist advisers, and in consultation with parents/carers, will request consideration for an Education Health and Care Plan (EHCP) so that Top-Up Funding can be accessed in order to meet a pupil's learning needs.
13	How are parents involved in the school? How can I be involved?	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue.</p> <p>Parents are invited to contribute through a number of means. We host regular parent forums in order to listen to any parental concerns & inform parents as to the existence of 'Parent View'.</p> <p>Our Governing Body includes Parent Governors/representatives.</p>	Parent helpers; 'Friends of St Hugh's', Parent run after-school activities, minutes of Parents' Forum and Friends meetings are published on school website.

14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's Class Teacher. Further information and support can be obtained from the school's SENCo via the School Office or by email: senco@sthugh-of-lincoln.surrey.sch.uk
-----------	---	--

Report updated: May 2017

Review date: May 2018

Surrey's Local Offer: Further information about Surrey's Local Offer for children with Special Educational Needs and Disabilities can be found at www.surreysendlo.co.uk

Information for families of children with special educational needs can be obtained from:
Surrey SEND Information, Advice and Support Service (SSIASS) www.sendadvice.surrey.org.uk
01737 737300

Is there any additional provision you have developed during the year?

The School has developed its Special Needs Provision in the last year by offering professional development for all teachers in Neurodiversity and how to meet the needs of all learners as part of their Quality First Teaching in the classroom.

Due to the success of the work completed by the current School ELSA, we have trained a second School ELSA. The ELSA regularly cascades good practice down to all teaching and support staff following their regular ELSA Network meetings which are led by the Educational Psychologist.

The School has broadened the range of interventions that it can offer to pupils needing additional support to achieve expected standards including Early Literacy Support, Alpha to Omega and Fisher Family Trust Literacy.

The Friends of St Hugh's have provided three laptops for the use of pupils with Special Educational Needs, which are used to deliver touch typing and online spelling interventions.