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Area Outlined in SEN Code of Practice 2014	St Cuthbert's SEN Information Report 2016/17
The kinds of special educational needs that are provided for in our school.	<ul style="list-style-type: none">• We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). All staff receive regular and ongoing training and some staff have specialised training in enrichment areas.• Staff are trained to develop and support children who may have difficulties with:<ul style="list-style-type: none">Cognition and LearningCommunication and InteractionSocial, Emotional and Mental HealthSensory and/or Physical• We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).• When the school identifies the need for an additional intervention to enable a child to make expected progress, the parents/carers will be informed of the planned support.• Wave 1, Wave 2 and Wave 3 provision maps state the ways in which children may be supported.• We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
Identifying	



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children with SEN	<ul style="list-style-type: none">• We have a rigorous monitoring system in place that tracks the progress our children make in all areas of the curriculum.• Regular pupil progress meetings take place with the Senior Management team and staff are vigilant at highlighting children and raising any concerns. We use data and a range of assessment strategies to identify additional needs.• Any children not making expected progress are quickly identified and strategies put into place to support their learning.• Decisions with the parents and the child (where appropriate) are made to support the child; these decisions tie in with the school's graduated approach to meeting a child's needs.• Parents/carers are encouraged to speak to the class teacher to discuss any concerns, who will then liaise with our SENCO as appropriate.• If the child meets the criteria for special education needs or disabilities (SEND), parents will be invited to a meeting at the school with the class teacher and/or the SENCO depending on the individual need and circumstances to draw up a plan of support, leading towards the SEND Support Arrangements under the New Code of Practice (0-25:2014) if necessary.
The provision for support for	<ul style="list-style-type: none">• Quality First Inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this.



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the individual needs of a child with SEN.	<ul style="list-style-type: none">• Through evaluation of targets and continual monitoring of progress it is quickly identified should additional (wave 2 or 3) support be needed; this is undertaken after consultation with Class Teachers and the Senior Leadership team in addition to the family.• In school, staff provide children with regular feedback and next steps. The methods vary with the needs of the children, but examples include, oral feedback, written feedback, small group support and checklists.• Children complete a one page profile with their parents or staff in school. It is important to have the views of the child so that we can deliver a child centred approach to learning.• All enrichment groups are monitored for impact and outcomes are defined at the start.• Should a child need additional provision via an Education Healthcare Plan (EHCP) the class teacher and SENCO will guide and support parents through the procedure.• During our 'assess, plan, do and review' cycle we will look at the actions needed to support a child towards their outcomes. We liaise with parents and carers where appropriate in order to support progress towards outcomes.• The school works closely with external agencies including the Educational Psychology Service, Learning and Language Support, Behaviour Support Service and Education Welfare Officer to develop the child.• We have links with the Freemantle's (ASD) specialist school and The Children's Trust (brain injury recovery centre) outreach services.
Arrangements for consulting	



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<p>parents of children with SEN and involving them in their child's education.</p>	<ul style="list-style-type: none">• We work in partnership with parents to support children's well-being, learning needs, progress and aspirations.• We operate an open-door policy to allow parents to contact staff when they feel there is a need.• The process of contacting staff is outlined at parents/carers information meetings and in writing at the start of the school year.• Annual reports, formal Parents' Evenings and other informal meetings throughout the year allow parents/ carers the opportunity to receive regular feedback on their children.• Meetings are held to support both parents and the school to make suggestions on how each party can make positive contributions to the children overall academic development and well-being.• Team Around the Family (TAF) and Child In Need (CIN) meetings take place within the school when the need arises.• The child is always central to our meetings and the school follows the Surrey recommendations when running a Child Centred meeting.
<p>The approach to teaching children with SEN.</p>	<ul style="list-style-type: none">• We adopt a graduated approach to meeting needs, through quality first teaching, our staff make reasonable adjustments to help include all children not just those with SEN. We have high aspirations and expectations for all our children.• Wave 1, Wave 2 and Wave 3 provision maps state the ways in which children may be



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	<p>supported.</p> <ul style="list-style-type: none">• The school works closely with outside agencies to provide the relevant support to children drawing up individual programmes for children as required e.g. Speech and Language service, Physical and Sensory Support Service and Behaviour Support.• As part of this assessment outside agencies may visit the school for classroom observations, individual assessment, therapy sessions, meetings with parents, carers and teachers or offer advice and training• All external partners we work with are vetted in terms of safeguarding.
How adaptations are made to the curriculum	<ul style="list-style-type: none">• All teachers are aware of the needs of individual children so that they can plan the learning within the curriculum to ensure that all children are able to make progress.• Staff differentiate approaches and resources to enable all children to have access to the curriculum, for example, if a child has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new



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<p>and the learning environment of children with SEN</p>	<p>vocabulary.</p> <ul style="list-style-type: none">• All classrooms use a visual timetable. Individual visual timetables are provided for children when needed.• In order for children with SEN to participate in trips, including residential visits in Years 4, 5 & 6, additional staff accompany the children to ensure that their needs are met.• We have an Accessibility Plan in place, and when feasible, make reasonable adjustments to improve the accessibility of our environment. Our policy and practice adheres to The Equality Act 2010.• The design of our school enables us to accommodate children who have physical disabilities.• Individual curriculums and resources are provided where necessary including a range of toolkits, task boards, now and next boards, reward charts and time for movement or quiet breaks.
<p>What support is there for improving emotional and social</p>	<ul style="list-style-type: none">• The school works as part of our parish community - The Parish of St. Cuthbert.• The spiritual well-being of all our children is a primary concern at St Cuthbert's Primary School and we provide a high level of pastoral support.• The children's emotional, social and mental needs are fully supported through peer and adult mentoring and our pastoral care programme.• There is a dedicated Emotional Team comprising of identified adults from throughout the school who are



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development?	<p>available for the children.</p> <ul style="list-style-type: none">• Children' views are central to our ethos and are sought individually and through school council and other forums.• We have a zero tolerance approach to bullying• All children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) forms an important part of our curriculum.• Specific staff are trained to support individual medical needs: there is whole school training and refresher training in basic first aid.• We have a Health and Safety and safeguarding and policies in place.• Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff.• The school reward system of DOJO points is used throughout the school from EYFS to Year Six.• We regularly monitor attendance, support children returning to school after absence.• We hold half termly meetings with the Education Welfare Officer (EWO) to monitor attendance.• Safeguarding training and constant updates are provided to all staff. Relevant, child age appropriate information is displayed on school premises.• The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children SEN and supporting their families• We also work with Children's Services and the Community Police to support children and their families.
The arrangements for supporting children in	<ul style="list-style-type: none">• We have an induction programme in place for welcoming all new children to our setting.• The Foundation Stage children are given the opportunity to spend a morning or afternoon with their new teacher. Our Foundation Stage teacher conducts visits to the feeder pre-schools and carries out home visits in order for the children to meet her in a known environment.



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moving between phases of education and participation in society.	<ul style="list-style-type: none">• Our SENCO meets with the feeder pre-schools to discuss children with SEN and to collect appropriate information i.e. areas of need, strategies being used to support and what provision is already in place.• Transition within the school itself is well planned with information sharing between the year groups and visits to new classes prior to entry. All children spend the last two weeks of the summer term in their new class with their new teacher, if possible, in order for them to be ready for the transition in September.• Transferring to secondary school is managed by including additional visits to the new setting as part of a tailored transition plan for our children. Both children and parents are involved in order to provide a smooth transition plan.• We have strong links with Salesian school. Meetings take place between the schools to ensure the new school is well prepared for SEN children.• Meetings are set up for parents who may have concerns about transferring to secondary with the receiving SENCO/Inclusion Manager.• The receiving schools SENCO/Inclusion Manager is invited to attend the annual review of Statemented/EHCP children.
Arrangements for handling complaints from parents of children	<ul style="list-style-type: none">• In the first instance if the parent/carer has a concern they are encouraged to talk to their child's class teacher and then their KS leader. Foundation and KS1 is Mrs. Zsuzsa Gallagher, KS2 is Miss Vicky McQuillan.• For children with SEN, further information and support can be obtained from the school's SENCo (Mrs Jennie Adams) or the Head teacher: Telephone 01784 494128 or email



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with SEN and the provision made at the school.

info@stcuthberts.surrey.sch.uk

- Surrey SEND Information, Advice and Support Service (SSIASS) - formally Surrey Parent Partnership - provides impartial and independent information, advice and support to parents of children with special education needs.
- Surrey (North West) Special Education Needs Management Team manages school placements and provision for children with special education needs. Telephone: 01483 518110