Through God's grace, a community growing in knowledge and understanding

SEND Information Report 2026-2027

St Alban's Catholic Primary
Christ Be Our Light

What is this SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy and the provision that the school is able to offer. For our Inclusion Policy and Accessibility Plan, see the School website or ask at our office reception.

All Cambridgeshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What is the Local Offer?

The *Children and Families Bill,* 2014 requires the LA and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Cambridgeshire Local Offer can be accessed at: https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire- s-local-offer

What kinds of Special Educational Needs might the children at St Albans Catholic Primary have?

At St Albans we understand that the educational needs of every child are different and we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress**.**

The four broad areas of need are: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.**

Percentage of pupils within school with need: (Data correct from October 2026)

SEND Specific Needs

	# Pupils	% Pupils
Autistic Spectrum Disorder	5	2.4%
Specific Learning Difficulty	4	1.9%
Social, Emotional and Mental Health	3	1.4%
Speech, Language and Communication Needs	3	1.4%
Other Difficulty/Disability	2	1.0%
Hearing Impairment	1	0.5%
Multi-Sensory Impairment	1	0.5%

It is important to note that this data only gives the percentage within each Primary need and that pupils can have secondary needs that may not be represented in this data.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.

They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia which is a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols and dyscalculia which is a condition that affects the ability to acquire arithmetical skills.

If a child's SpLD can be met through Quality First Teaching and appropriate classroom differentiation it may be that this child is not on the school SEN register. Support for learning difficulties that requires wave 2 or wave 3 intervention and presents over an

extended period of time will result in SEN Support needs being identified.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which are manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or dangerous behaviour. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Anxiety or Attachment Disorder.

The school work with the Mental Health Support Team practitioners and employ an Art and Music Therapist as well as working with SEND Service specialist teachers and Educational Psychologists.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Children may also experience difficulties associated with conditions such as Dyspraxia, Downs Syndrome or Cerebral Palsy.

If a pupil has a medical need then an appropriate Healthcare Plan will be compiled with support from the school nurse or consultant Pediatrician if appropriate, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When necessary, staff will receive specific training to meet children's individual needs e.g. epipen training.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a medicine has been prescribed by a doctor and a signed medicine consent form is in place to ensure the safety of both child and staff member. The majority of staff have basic first aid training and there are several designated first aiders.

Who are the best people to talk to in this school about your child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in class (this could be targeted work or additional support) and letting the Inclusion Manager know as necessary.
- Writing Pupil Progress targets, and sharing and reviewing these with parents at least twice a year.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's Inclusion Policy is followed in their classroom for all pupils with SEND.
- Overseeing support that TAs provide for your child
- Ensuring that you, as parents, are involved in supporting your child's learning.

SENCo/Inclusion Manager: Mrs. Veronica Harvey

Our SENCo/Inclusion Manager is an experienced teacher who has completed additional training in special educational needs and has completed the National Award for SEND Qualification.

Responsible for:

- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND to achieve the best progress possible.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, SEND Service Specialist Teachers and Educational Psychologists.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing your child's progress.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known to staff) and making sure that records of your child's progress and needs are kept.
- Keeping the school provision maps up to date.
- Developing and reviewing the school's Inclusion policy and writing the SEN Information Report.
- Monitoring the success of additional provision by pre and post intervention testing.
- When necessary, with your permission, accessing further support through the Early Help Assessment (EHA) processes or other referral pathways.

The Head Teacher: Mr. Chris Wright

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Delegating responsibility to the SENCo/Inclusion Manager and class teachers, but still remaining responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.
- The deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The SEN Governor:

Responsible for:

- In consultation with the full governing body, making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the SEND policy.

How are children with Special Educational Needs identified and assessed?
At St Albans, children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting or other external agencies.
- Tracking information – monitoring each child's progress according to age expected levels.
- School-based assessments carried out initially by the class teacher.
- Further school-based assessments carried out by the SENCo/ Inclusion Manager where concerns are raised.
- Progress of all children is reviewed formally with members of the Senior Leadership Team every half term in reading, writing and numeracy, through pupil progress meetings.
- Concerns raised by parents, school staff or the pupils themselves.
- Health diagnosis requiring additional intervention or support beyond a reasonable wave 1 classroom adjustment.

What are the different types of support available for children with SEND in our school?
Details of our current Strategies and Interventions are attached, see appendix 1.

Class teacher input, through targeted classroom teaching (Quality First Teaching).
For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies, which may be suggested by the Inclusion Manager or an outside agency, are in place to support your child to learn.
- The teacher carefully checks your child's progress and decides that, if your child has a gap or gaps in understanding/learning, additional support may be needed for him/her to make the best possible progress.

Specific group work

- For our interventions we use one-to-one teacher or teaching assistant (TA) support and/or group support with teachers or TAs who have undertaken additional training.

Specialist groups run by outside agencies
This means a pupil has been identified by the SENCo/Inclusion Manager or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority Provision delivered in school

- Send Service 0-25 – Specialist Teachers/Educational Psychologists
- Early Intervention Family Worker support work, through friendship/ social skills groups
- Education Inclusion Family Advisor
- Mental Health Support Team group work.
- Sensory Service for children with visual or hearing needs
- SENDIASS (Parent support)
- Speech and Language Therapy Service (SALT)

Health Provision delivered in school as needed

- School Nurse
- Occupational Therapy
- Physiotherapy
- Child Adolescent Mental Health Service (CAMH) Pediatrician

Specified Individual support

Graduated response

All children identified to have additional SEND are known to the SENCo/Inclusion Manager and this information is kept up to date on a SEND register, all of these children have a **SEND Pupil Passport** completed in the Autumn Term by the class teacher and reviewed in the following year with the SENCo/Inclusion Manger in preparation for transition. These Pupil Passports are shared with the children (as age appropriate) to include their pupil voice on their aspirations and are also shared with parents and all staff working with the child.

Some of the children on the SEND register are identified to have a higher level of additional need, often specialists or other agencies are working with the school to support these children's needs, and as well as a Pupil Passport, they will have a School **Additional Support Plan (APDR)** drawn up by the class teacher with support of the SENCo/Inclusion Manger and reviewed, termly, in liaison with parents.

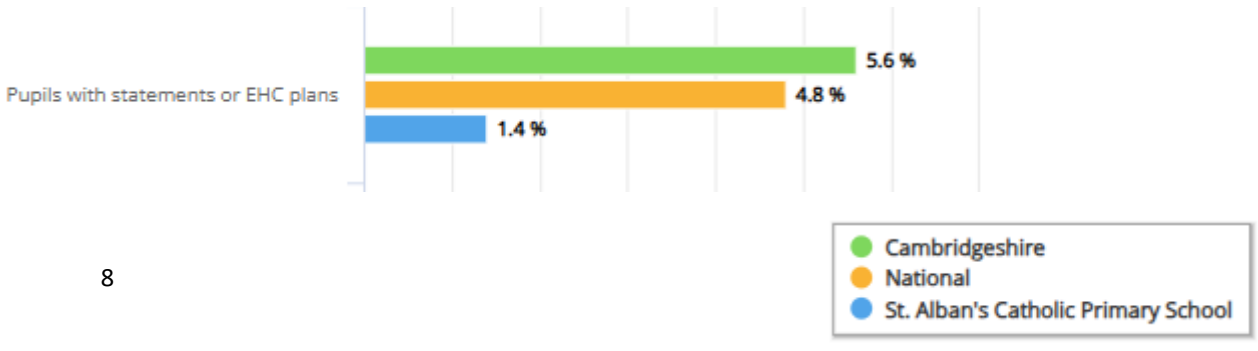
The APDR process is planned into the yearly school calendar. Teachers meet with the previous class teacher in July to discuss pupils' needs in depth and then plan the provision the following September. This is then reviewed at parent's consultation meetings and shared with parents.

All parents/carers, whose child has a SEN support plan or EHCP, will be invited to a formal meeting. Parents/carers will be asked to contribute their thoughts/opinions either verbally or in writing. Pupils are also asked to contribute either through attending the meeting or by filling in an all about me sheet so school are aware of how the child would like to be supported

Parents are invited to complete an annual parent questionnaire to collect parent views and opinions to further support development of school offer and policies.

Children with the most complex and severe special needs may require an E**ducation, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a significantly high level of individual or small-group teaching, in excess of what the school can provide for from the delegated SEND budget, and following a full assessment by the Statutory Assessment Team (SAT) at County an EHC Plan has been drawn up and agreed.

Information of number of children with EHCPs at St Albans:



How can you let the school know that you are concerned about your child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you can speak to the Inclusion Manager who can be contacted by email or phone or can arrange to meet with you by appointment.

School telephone number: 01223 712148
School email address: office@stalbans.cambs.sch.uk

SENDIASS:

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs.

SENDIASS can help you with

- Confidential support and someone to talk to in confidence
- Advice and information about special educational needs
- Independent support for children, young people and families as statements are transferred to EHC Plans
- Preparing for meetings with your child's school or with professionals who are working with your child
- Information on your rights and responsibilities as a parent, children's rights and SEN law and guidance
- Information about local support groups and voluntary organisations

Email -sendiass@cambridgeshire.gov.uk

Confidential helpline open during term times: 0300 365 1020

How will the school let you know if they have concerns about your child's progress in school?

If after a period of close monitoring your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail.

How are staff in the school helped to work with children with SEND, and what training do members of staff have?

Class teachers and TAs receive a range of training as part of their ongoing Continuing Professional Development (CPD) in order to respond to the needs of the individual children they are working with. Some TAs are ELKLAN trained, which means that they can deliver

specific speech and language related targets to children. Some members of staff have training in Autistic Spectrum Conditions or Specific Learning Difficulties. Other training includes assessing reading and running records, social stories and social skills, supporting transition, Numicon, (a resource to help children learn numeracy in a practical way) and Makaton for children who find the acquisition of speech difficult. Some staff are specifically trained to work with individuals who have a hearing impairment or visual impairment, and as such have received specific training from specialist teachers and outside agencies. Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.

How is St Albans accessible to children with SEND?

- The school is fully compliant with the Equality Act requirements.
- The school is on one level with easy access and double doors where appropriate.
- There is a suitable toilet for the disabled and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Radio transmitters are worn when appropriate by adults working with children who have hearing impairments to ensure that they are fully included in the curriculum
- Quiet areas and calming zones are provided for children who need a space to support their emotional needs.

How will we support your child during transition from one learning environment to another?

We recognise that transitions can be difficult particularly for a child with SEND, and we take steps to ensure that any transition is a smooth as possible.

- The SENCo/Inclusion Manager and Foundation Stage leader will visit pre-schools when appropriate and attend Annual Reviews or TAF meetings for pre-school children.
- If your child would be helped by a book/passport to support him/her to understand moving on, then one will be made with information about the current placement and new school.
- Your child will be able to visit our school and stay for a 'play date'.
- Parents will be invited to attend an information evening.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for the change in education provision.
- We pass on all records about your child as soon as possible. A member of staff may accompany children on additional visits to new schools.
- Within school, information is transferred to the new class teacher and a transition meeting takes place before the end of each academic year, ready for

new classes in September.

- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare for the move.

Complaints Procedure

The arrangement the governors have made for dealing with a complaint from parents of children with Special Education Needs is exactly the same as for any child within the school.

Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Phase Leader, who will investigate and report back on the results of the investigation. If the Phase Leader is not able to resolve the issue, it can be referred to the Assistant Head or Head of School. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on the policies page of the school website or on request from the school.

Appendix One:
Interventions and additional strategies to support children with SEND at St Albans

Communication and Interaction

- Use of ELKLAN resources
- Language Link screener
- Social stories
- Additional language support for EAL learners particularly those who also present with SEND
- Speech and Language work as recommended by the S&L therapist
- Time to Talk SEMH groups
- WIDGIT symbols
- Bell Foundation Resources for EAL

Cognition and Learning

- Dyslexia friendly classroom
- Additional guided reading sessions
- Expanded Rehearsal Technique 1:1 Reading Y2-6
- Use of Numicon (resources for helping children with numeracy in a practical way)
- Additional Handwriting groups
- Literacy Gold programme

Social, Emotional and Mental Health

- Time to Talk SEMH groups
- Peer buddying system
- Lunchtime group social skills sessions developing positive interaction
- Additional one to one lunchtime supervision
- Behaviour approach for de-escalation and positive behaviour management.
- Healing Together sessions
- ELSA Trained Staff

Sensory and/or physical

- Sensory circuits
- Use of equipment for hearing support
- Use of iPads for motor difficulties
- Write from the Start motor skills programme
- Physiotherapy work as recommended by the Physiotherapist