



# The Cathedral School of St Mary

## SEND Information Report 2024-25

### School Policy and Procedure

#### What is the school's vision for SEND?

The Cathedral School of St Mary is a mainstream primary school. We believe that all children and young people are entitled to an education, regardless of any special educational need or disability they might have.

We believe that education should enable them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (**p.81 Code of Practice, 2014**).

#### What kinds of SEND do pupils in the school have?

'A pupil has SEND where their learning difficulty or disability call for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (**SEN Code of Practice p.83**).

We are an inclusive Catholic school and aim to support all children and meet their individual needs within our allocated school budget.

The Code of Practice identifies four broad areas of need: : (**SEN Code of Practice, p. 86/87**)

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

#### How do the school know if a pupil needs extra help?

The school uses a range of measures to identify children that may be in need of additional support and follow the CAST SEND pathway to identify children who may have special educational needs. Indicators that a child may require additional support include:

- Concerns raised by Parents/Carers
- Concerns are raised by teachers and school staff
- Concerns are raised by outside agencies (for example health, social care)
- There is a lack of progress over two terms (e.g. from September to Easter)
- A pupil asks for help
- There is a change in the pupil's behaviour

All children make progress at different rates and at different times and we use the 'graduated approach' to ensure the correct level of support is in place.



Assess - What are the needs we have observed?

Plan - What are we going to do? Set short, achievable goals

Do - Put support in place (typically for a minimum of 6 weeks)

Review - What progress has been made toward the goal?

After a period of monitoring, children may be placed on the SEND register and have a personal learning plan (PLP). This will be reviewed at least termly throughout the year.

### **What should I do if I think my child has SEND?**

If you have concerns about the progress your child is making, please discuss these initially with their class teacher. They will be able to advise on how your child is doing at school and any additional support that is in place.

If your concerns continue it may be appropriate to discuss these further with the school SENCO. Appointments can be arranged via the school office.

### **Who is responsible for children with SEND?**

Mrs Bemand is our Special Educational Needs Co-ordinator (SENCo). She co-ordinates and oversees support for all children with SEND across the school.

Class Teachers are responsible for the day to day teaching of children with SEND in their class. The Head Teacher has overall responsibility for the learning, care and safety of all pupils in our school.

All of the staff in our school work in partnership to meet the needs of our children with SEND.

To contact any of our staff who could support you please contact the school office using the email address [csosmadmin@plymouthcast.com](mailto:csosmadmin@plymouthcast.com) or by phoning (01752) 265270.

### **What day to day support is available for pupils?**

Teachers use quality first teaching in the first instance to meet the needs of learners. Quality first teaching may include :

- Adapted learning tasks
- Additional prompts
- Resources that help understand - for example word mats, numicon, picture prompts
- Small group learning
- Pre and post teaching of topics or concepts
- Changes the environment to make it more manageable for pupils - seating position, visual timetable, organisation of lessons and timetable

If children are not making progress despite this support being put in place then your child's class teacher will arrange to meet with parents/carers along with the SENCO to discuss their next steps.

### **What additional support is in place for pupils with SEND?**

School staff will work closely with parents and children to ensure the correct support is put into place for children at school. This may include:

- Additional support in a small group from the class teacher or teaching assistant (TA)
- Further adaptations to the curriculum will be planned by the class teacher so that learning is at the correct level for children. These may be on a group or individual basis.
- Additional lunch-time or playtime provision
- Additional classroom resources

Sometimes children may require further support through the use of targeted interventions. These may be delivered either as a group or on a 1:1 basis. Targeted interventions used at The Cathedral School of St Mary include:

- RWI tutoring
- RWI fresh start for KS2 children
- Daily reading
- Emotion coaching
- Maths boosters
- Pre and post teaching sessions
- Young carers group
- Trauma Informed School (TIS) practitioner led work
- Precision Teaching
- Fine motor skills
- Curiosity box
- Speech and language sessions

The school funds this support through the allocated SEND notional budget.

### **Will other agencies work with my child?**

It may be appropriate for some children to be referred to external specialist services. The school will communicate with parents before any referrals are made.

The school has close working links with the following services:

- MAST - the school commissions support through MAST for educational psychology, family support workers and a learning mentor
- Local authority educational psychology team
- Communication and interaction team
- Speech and language therapy (through NHS Livewell)
- Outreach support from specialist schools for identified SEND
- Social care
- Mental Health Support Team (MHST)
- Community nursing team
- School nursing service
- CAMHS

From time to time, the school may also liaise with other external agencies such as paediatricians at the Child Development Centre (CDC), GPs, occupational therapists or physiotherapists. However please note that the school is unable to refer to these services and referral to these services must come from a GP.

### **How does the school monitor progress of children with SEND?**

All children on the SEND register have a personal learning plan (PLP) and these are used as an ongoing document, reviewed formally every term to measure pupil's progress towards targets.

School assessment data is analysed termly by the SENCO and where children are working well below age related expectations, their progress is tracked using the CAST small steps. The school also uses other progress measures such as reading ages and test scores.

If children have an EHCP these will be reviewed annually as a minimum to monitor the progress children are making towards their outcomes.

### **How will I know how my child is doing?**

PLPs will be reviewed every half term (October, February and June). These will be shared with parents along with new targets for the next term.

Progress will also be shared through parent evenings with class teachers and end of year reports.

Parents will be invited to annual review meetings for pupils that have an EHCP along with the SENCO and any other professionals involved in the ongoing plan of support for the child.

### **How does the school monitor effectiveness of SEND provision?**

The school SENCO as well as the wider leadership team regularly monitor support in class through lesson visits, looking at books and monitoring assessment data and PLPs.

Class teachers regularly meet with the SENCO to discuss any concerns and plans are put in place or reviewed as required.

The SENCO produces a termly report to the school governors which outlines SEND provision across the school. Additionally the school has a nominated SEND governor, Katherine Gulliver, who meets regularly with the school SENCO and ensures support is in place to meet the needs of pupils with SEND.

### **How will my child be included in activities outside of the classroom, including school trips?**

The school has an inclusive ethos and endeavours to make activities and trips accessible to all.

Where pupils have a special educational need or disability that may hinder their access to a trip, the school will discuss needs with individual parents and carers on a case by case basis.

All trips have a risk assessment in place that will consider the needs of individual pupils where appropriate. This is signed off by the headteacher before a trip takes place.

## How will the school support my child's overall wellbeing?

The school has a pastoral team that works across all year groups to support overall wellbeing. This includes the SENCO, parent support advisor, TIS practitioner as well as the headteacher and deputy head.

### **Social and Emotional Support**

The school may offer social and emotional support through in-class approaches, PSHE lessons as well as more targeted support such as emotion coaching, TIS sessions and access to a learning mentor.

The school follows a relational approach to behaviour. Where concerns around behaviour arise, class teachers will discuss these with parents and a relational plan may be put in place to support individual children.

### **Health and Medical Needs**

There is a medical policy in place across the school and the school office oversee medicine forms.

If your child has an ongoing medical or health condition, please speak with the school SENCO and arrange a time to discuss this further. For some children it may be appropriate to put a health care plan in place.

Whilst it is encouraged that children should be toilet trained upon starting school, we recognise that some children may require additional support with toileting due to medical conditions or SEND. Where this is the case, we will work with parents to produce an intimate care plan detailing the steps that will be taken to support and build independence.

## Involving Families

### How will parents be supported to share their views on progress?

All parents/carers are encouraged to contribute to their child's education.

We have a number of formal opportunities for parents to meet with key members of staff - for example:

- During Parents' Evenings
- Discussions with the class teacher
- During planned discussions with Mrs Bemand, our SENCO; Mrs Wright, our Headteacher or Mrs Cook, our Parent Support Adviser.
- Shared written information, for example, if your child has a home-school communication book.
- Some families may have a regular TAM/TAF or EHAT in place. These are reviewed every 6 weeks and are often attended by multiple agencies.
- Planned annual review meetings for children with an EHCP

In addition to the formal, planned opportunities to meet with staff to share your views, we are always keen to chat! If anything is ever concerning you regarding your child's learning please do feel free to contact either your child's class teacher, Mrs Bemand (SENCO), Mrs Cook (PSA) or Mrs Wright (Headteacher)

### How will my child be able to share their views?

Children are at the heart of our provision. We make decisions about what support should be put in place through close observation of children within the setting as well as through discussion with them.

Where children may find it hard to verbalise their thoughts, we use pictures, observation or time with trusted adults to try and gather their views. This may be led by a teacher, TA, SENCO, learning mentor or other trusted adult.

### How will my child be supported when they join the school or transfer to a new school?

At The Cathedral School of St Mary we understand that moving school can be a worrying time for children and their families. We try to make this easier by:

- Planning visits for children who will be joining school in the Reception class.
- Sharing information between nursery/home and school if your child has SEND or if there is a concern that they have additional needs.
- At times children may need to have an 'enhanced' transition, in these cases we will work with you and other professionals to offer extra support.
- All children will be given the opportunity to have a 'move up' day before they go to their next class.
- If your child needs a bit more support with moving classroom and change of teacher we will create a more detailed plan of action to help them with the move.
- When children are in Upper Key Stage 2 (years 5 and 6) they will be supported to think about and often visit the preferred secondary school.
- Sometimes parents and the SENCo will need to make more detailed plans to support with choice of school and/or more visits to the new school.
- If a child joins our school mid-way through a school year, we will contact the previous school for the child's records. Where there are additional needs the SENCo at the old and new school will share information so that we can understand how best to support them.

### Staff Skills and Wider Support

#### What skills do staff have to meet the needs of pupils with SEND?

Mrs Bemand has completed the National Award for Special Educational Needs Coordination at Winchester University. (NaSENCO)

All of our staff have had a range of training around supporting children with SEND. Where a need is identified we will seek specialist advice and support.

Some staff have undertaken specialist training and achieved a level 5 diploma in trauma and mental health informed schools (practitioner status). These staff are able to deliver sessions with children where this may be beneficial.

#### What happens if my child needs specialist equipment?

The school has some equipment available through our universal offer. This includes equipment such as writing slopes, coloured overlays and wobble cushions.

Other, more specialised equipment, is sought through medical services such as nursing, paediatricians and occupational therapy. If your child requires specialist equipment, please make an appointment to discuss this with the school SENCO.

## How accessible is the school?

The school has an accessible toilet on the ground floor. Hessian is used on boards to assist with the auditory environment and provide a calm learning space.

If you have any queries around accessibility, please discuss these with the school on an individual basis.

## Accessing Advice and Support

### What should I do if I think my children may have a special educational need or disability and I want to discuss this further?

Please talk to your child's class teacher or arrange a meeting to discuss this with the school SENCO, Mrs Laura Bemand.

Mrs Bemand works at The Cathedral School on Tuesday morning and Wednesday and is best contacted via the school office or her email: [l.bemand@plymouthcast.com](mailto:l.bemand@plymouthcast.com)

### What do I do if I am not happy or I want to complain?

If you wish to discuss any concerns, the first point of contact should be the SENCO.

If you continue to have concerns or are unhappy about something regarding the support your child is receiving please contact Mrs Wright (Head Teacher) or Cannon Mark (Chair of Governors).

The school has a complaints policy which can be accessed on the school website or is available from the school office.

### Where can I get information, advice and support?

Whilst the school aims to support in the first instance, at times we may signpost families to other organisations that may be helpful.

PIAS provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area. Visit <https://www.plymouthias.org.uk/>

### Where can I find out about other services that may be useful for our family and my child?

#### **The Local Offer**

The link below will take you to Plymouth's online directory. Here you will find information about how the Local Authority expects schools to meet the needs of children with SEND and their families. This is called the 'Local Offer'.

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

#### **Other support**

The Child Development Centre padlet has links to useful information from a range of services including neurodivergence, occupational therapy and general wellbeing.

<https://www.plymouthhospitals.nhs.uk/cdc-advice-and-guidance/>

Last updated 18/09/2024 by Laura Bemand

