



SEND INFORMATION REPORT 2025-2026

John 10:10 "I have come that they may have life, and have it to the full."

Purpose of the Report

The St Catherine's (C of E) Primary School's SEN Information Report enables us to share with you how we approach Special Educational Needs and Disabilities and how children benefit from a coordinated approach from all school staff.

Transition is a high priority for us all and we will ensure your child's educational journey is as smooth as possible. We work with the Developing Special Provision Locally group 3 (DSPL3) sharing our expertise and provision to ensure all children within this DSPL have equality of provision and services.

SEND Data

% of SEN at St Catherine's (C of E) School	% of SEN (average) Nationally
13.8% (current data September 2025)	19.5% (January 2025)

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

We monitor all of the children here at St Catherine's very closely and assess their progress at regular intervals throughout the year. Early identification of needs is key to getting support in place as soon as possible. The class teachers develop a good working knowledge of children's strengths and abilities. We build up a comprehensive picture of our children and where there is strong evidence of persistent lack of progress over time we will conduct a thorough needs assessment and decide on an appropriate method of school support.

In the first instance, with any parental concerns, talk to your child's class teacher, they are the person who knows your child best and are ultimately responsible for their learning. The class teacher will then feedback your comments and concerns to the SEND/Inclusion team. If you still have questions and/ or concerns you can ask for an appointment with the SEND/Inclusion team, who will listen to your concerns and plan a way to address them.

The SEND/Inclusion team has an open door policy for all parents and actively encourages contact from families where concerns persist. The Educational Psychology Service also operates a contact line, which is a 'quick queries' service for members of the Hertfordshire Community (01992 588574).

SENDCo/Inclusion Leaders: Mrs Hazel Leslie, Mr Andrew Carless and Miss Michala Baker – You can contact them via admin@stcatherines.herts.sch.uk or via the school telephone number; 01920 462653

Headteacher: Mrs Hazel Leslie

SEN Governor: Mrs Natasha Hillcoat-Hyde

Chair of Governors: Mr Lee Bezer

2. How will school staff support my child?

- Class teacher input, via excellent targeted and differentiated classroom teaching (Quality First Teaching).
- Specific group work and/or Intervention which may be run alongside class provision. These are run by a teacher or a teaching assistant (TA).
- No setting or streaming (following guidelines from current research) to ensure the highest standard of learning and self-esteem for every child.
- Staff have received training around sensory needs and there is a strong awareness across the whole teaching team of how to support children to meet these needs (eg. sensory circuits, provision of activities which support proprioceptive/vestibular needs) in a positive and proactive way.
- Specialist groups run by outside agencies, e.g. Speech and Language therapy. If your child has been identified by the SEND team/Inclusion Leaders/class teacher as needing some extra specialist support in school from a professional outside the school, parental permission would be required and a meeting would occur to discuss this with you and inform you of what would happen next.
- Specified Individual Support: This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. All persons involved in this type of support would meet regularly (at least termly) to talk through provision, progress and identified targets.
- For examples of how we might support pupils with SEND across the curriculum, please visit our website: <https://www.stcatherines.herts.sch.uk/sen/>

3. How will I know how my child is doing?

Your child's progress will be continually monitored by his/her class teacher throughout the year:

- Their progress will be reviewed during pupil progress meetings with the leadership team/Head teacher/SEND team every term in Reading, Writing and Maths.
- At the end of EYFS schools have a statutory requirement to submit data on meeting the Early Learning Goals, Phonics Screening in Year 1, Multiplication Check in Year 4 and at the end of KS2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Parent meetings are held to discuss any statutory tests each academic year.

-Where necessary, children will have individual targets set by school or by outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

-The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

-Regular book looks and lesson observations will be carried out by the SEND team and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

4. How will the learning and development provision be matched to my child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class (differentiated and personalised) and will ensure that your child's needs are met.

- ❖ Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- ❖ Specific resources and strategies will be used to support your child individually and in groups.
- ❖ Planning, teaching and targets will be adapted, to meet your child's learning needs.

5. What support will there be for my child's overall wellbeing?

The school recognise that some children have extra emotional and social needs, which need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The local school's partnership has Family Support workers who are deployed to work with schools and families. We have a family support worker, who works within the school and with parents, to target areas of emotional and social wellbeing. The school run interventions in small groups and on a 1:1 basis to support many areas of emotional development. Interventions include help in supporting: friendships, emotions, self-esteem, stranger awareness, conflicts, behaviour, bereavement and bullying. The school aim to empower children and build up their skill base to enable them to solve problems.

The school also buy in other resources such as play therapy, counselling and family support, when needed, to ensure all children feel safe and have access to required provision needed.

The school also has:

- ❖ A whole school therapeutic approach to behaviour management.
- ❖ An in-school nurture provision, run by highly qualified Nurture Practitioners and a Nurture Assistant. This follows the Nurture Principles and is run on a termly basis.
- ❖ Lunchtime and playtime support through planned activities and groups, including year 6 play leaders.

If your child still needs extra support, with your permission, the SEND team/Inclusion leaders will access further support from outside agencies.

Children's achievements are regularly celebrated to develop self-esteem including Friday's regular celebration assemblies. Children are supported with their social and emotional development throughout the day through the general school curriculum and the provision of a variety of extracurricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum to support personal and social development of all of the children. Behaviour is a high priority and our

behaviour policy is followed by all school staff to ensure consistency and high expectations of all children.

6. What specialist services and expertise are available at or accessed by the school?

The Local Authority can support and provide provision to be delivered in school including:

- Autism Advisory Service
- Educational Psychology Service
- Sensory Service for children with visual, hearing or other sensory needs
- Parent Partnership Service
- SALT (Speech and Language Therapy) Health Provision delivered in school can include:
 - Additional Speech and Language Therapy input to provide a higher level of service to the school
 - School Nurse
 - Occupational Therapy (OT)
 - Physiotherapy
- SMHST (Schools Mental Health Support Team – NHS)

The school has recently brokered the services of an Educational Psychologist (EP) whom we can, in some cases, contact for advice and refer to for assessments.

7. What training have the staff, supporting children and young people with SEND, had or are having?

The SENDCo's job is to support the class teacher in planning for children with SEND.

- ❖ Regular Hertfordshire Therapeutic Thinking training.
- ❖ The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism, attachment disorders, Speech, Language and Communication need (SLCN), Hearing needs, Visual needs and Social, Emotion and Mental Health (SEMH).
- ❖ Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class

8. How will you help me to support my child's learning?

The school can support families in a number of ways, by providing advice and support. This is entirely dependent on individual circumstances.

9. How will I be involved in discussions about and planning for my child's education?

The school formally reports to parents three times a year – however if children experience difficulties, parents will be invited in for a discussion about any issues and how they may be resolved. The teacher/SENDCo may believe that there are some Special Educational Needs and then you will be contacted and may be asked for permission to place your child onto the SEND register. Once your child has been identified with SEN, the teacher will adapt the curriculum and may make extra provision for them in order to achieve targets. Parents are always consulted so that we can work in partnership to best to support your child. Any targets will be sent home and you can meet with the teacher or SENDCo to look at the targets set and help in the reviewing process. The school take into consideration the child's strengths and try and build on these to increase confidence and self-esteem.

10. How will my child be included in activities outside the classroom including school trips?

St Catherine's Primary is an inclusive school where all children, regardless of their abilities, are engaged and able to part-take in all activities we offer. Day to day lessons are generally mixed ability. Where appropriate, adjustments are made to the curriculum, environment and activities so all children can access them. Thorough risk assessments are conducted before any excursion which support anyone with additional needs. This may include having a higher staff to child ratio, one to one pupil support or making adjustments to the method of transport or the activities that the children take part in.

11. How accessible is the school for disabled pupils?

Admission Arrangements:

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of students with disabilities is considered in the first instance in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. Steps are taken to prevent any students being treated less favourably than other students. In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

Admissions to the school can be made via the following Hertfordshire County Council Link:

<https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/school-admissions-and-transport.aspx>

School Environment:

St Catherine's Primary School is built on various levels; however, we endeavour to make this an accessible environment with disabled facilities being available. If a need is encountered that requires changes to the environment, the school would do its utmost to make reasonable adjustments necessary to meet those needs.

- Classrooms are carpeted to aid hearing impaired students with their learning
- There are disabled toilets available on both levels of the school
- Disabled parking is available in the school car park
- Exterior lighting to improve evening access

Inclusion:

We aim to include all students, staff and visitors; including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport and music
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participate for students with disabilities

- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- using language which does not offend in all its literature and make staff and students aware of the importance of language

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12. Who can I contact for further information?

After the child's class teacher, the school SENDCo/Inclusion leaders (Hazel Leslie/Andrew Carless or Michala Baker via admin@stcatherines.herts.sch.uk) are the best points of contact for information. Alternatively, the Hertfordshire County SEN Team can also assist.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

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

If your child is joining us from another school:

- The SENDCo/Inclusion leaders will visit pre-schools with the Foundation Stage Leader when appropriate.
- They may be helped by a book/passport to support them to understand moving on.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- The school will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- The school will make sure that all records about your child are acquired.

When moving classes in school:

- Information will be passed on to the new class teacher in advance on the start of the year through various planning meetings.

In Year 6:

- The SENDCo/Inclusion leaders & class teacher will discuss the specific needs of your child with the secondary school SENDCo. In most cases, a transition review meeting, to which parents will be invited, will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

14. How are the school's resources allocated and matched to children's special educational needs?

Resources are matched and allocated by each child's need on a case by case basis. Some children may require augmented learning materials, changes to the learning environment, an enhanced level of lesson differentiation or greater staff support. This is different for each and every child. The decision is made with members of staff and, if necessary, professionals from outside agencies. Whatever decisions are made they will be developed with your involvement. Regardless of the support that is available to meet your child's needs, all staff working with your child will build up a

comprehensive knowledge of their abilities and needs and will be able to share that understanding with you whenever necessary.

15. How is the decision made about how much support my child will receive?

This decision is made on a case by case basis depending on the needs of your child.

16. What do I do if I feel my child needs an EHCP?

It would be expected that a child would already be on the SEND register, known to the SEND team and would be on a learning plan before an EHCP assessment application would be considered. Parents can apply to the local authority directly for an EHCP assessment but the school would be asked for supporting evidence. It is usual that school and parents collaborate on these applications, with school submitting applications on the family's behalf.

Generally, school identifies children in need of an EHCP, however we are open to discussing parental opinion and working together in the best interests of the child. If you feel your child needs an EHCP, please contact the SENDCo/Inclusion leaders via the school admin team:

admin@stcatherines.herts.sch.uk

17. What do I do if I am unhappy?

Should a parent have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern is not resolved, then a meeting will be scheduled with the Inclusion leaders (Andrew Carless or Michala Baker). If the Inclusion Leaders are unable to resolve the difficulty, concerns are discussed with the Headteacher, Hazel Leslie. In the unlikely event that the issue is still unresolved, parents should write to the Chair of Governors, Lee Bezer, care of the school. The full Complaints Policy is available at the school office and on the school website.

18. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

More information is available from the following website: www.hertsdirect.org/localoffer

Glossary of Terms

ASD – Autism Spectrum Disorder

CAMHS – Childhood and Adolescent Mental Health Services

CDT – Communications Disorders Team

EHCP – Education and Health Care Plan

EHM – Early Help Module

EP – Educational Psychologist

FFA – Families First Assessment

HI – Hearing Impairment

OT – Occupational Therapist

PALMS – Positive behaviour, Autism, Learning disability and Mental health Services.

SALT – Speech and language therapist

SENCo – Special Educational Needs Coordinator

SEND– Special Educational Needs and/ or Disability.

SENDIASS – Special Educational Needs and Disability Information and Advice Support Service

SALT – Speech and Language Therapist

SLCN – Speech, Language Communication Need

TA – Teaching Assistant

VI – Visual Impairment