St. Alban & St. Stephen Catholic Primary School & Nursery
Cecil Road, St Albans, AL1 5EG

Executive Head: Mrs S Lavelle-Murphy Head of School: Ms T Hackett
Assistant Head/SENDCo: Mrs C Smith Assistant Head: Mrs J Bates
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St Alban & St. Stephen Catholic Primary School and Nursery

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SEN Information Report

St. Alban & St. Stephen Catholic Primary School and Nursery
Special Educational Needs and Disabilities (SEND) Information Report for 2026 – 2027

Introduction

Welcome to our SEN information report which is part of Hertfordshire's Local Offer for learners with SEN and disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEN. This information is updated annually.

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?

At different times in their school life a child or a young person may be defined as having a Special Educational Need. The Special Educational Needs and Disability Code of Practice: 0-25 years defines SEN as the following:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **has a significantly greater difficulty in learning than the majority of others of the same age, or**
- **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

Through quality first teaching the children's class teachers continually assess pupils' progress using their knowledge of the children, daily observations, marking and feedback. Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress in line with the expectations for their age. When a pupil's progress is falling behind age related expectations, or fails to match their previous rate of progress, despite high quality teaching targeted at their specific area/s of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of the child and the pupil, as well as the teachers and from assessments.

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There can be many reasons for why learners may not be maintaining their age-related expectations. These may include absences, attending many different schools, difficulties with speaking English or worries that distract them from their learning. We understand that children who experience these barriers to learning are vulnerable. This does *not* mean *all* vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

All our children have access to a broad and balanced curriculum, our teachers set high expectations, and ambitious targets of every pupil whatever their prior attainment. The attainment and progress of all children is rigorously tracked through termly pupil progress meetings and potential areas of difficulty or SEN are addressed and identified as early as possible so extra support can be put in place. This is done through dialogue with the child, parent/s, class teacher and the SEN Co-ordinator (SENDCo) Mrs Smith.

Each term, teachers make a formal judgement of pupils' achievements and the progress of all pupils is then discussed with Headteacher and Senior Leadership Team, at pupil progress meetings.
Any children making less-than-expected progress are noted on the class's provision map, and provisions are adjusted accordingly. Over time, or where concerns are immediately significant, children will receive special educational provision, which will be discussed with parents.

In the first instance, you should talk to your child's class teacher to discuss any concerns you have about your child. They will make suggestions for moving forwards in supporting your child. Parents can also make an appointment to see Mrs Smith (SENDCo) by speaking to the school office.

How will school staff support my child?

Ordinary Available Provision (OAP) refers to the standard, high quality, inclusive support and teaching strategies that early years and schools are expected to provide for children, including those with SEND, from their own resources. It promotes a consistent, universal approach to meeting needs.

High quality teaching with adaptations made for your child, provided by your child's class teacher and targeting their area/s of weakness is the first step in responding to supporting your child. The class teacher and SENDCo will ensure that all adults working with your child are aware of their needs and the response to them.

If your child's progress continues to be less than expected when this is reviewed with all those involved, then extra teaching or interventions will be put in place, this will be coordinated by the SENDCo and Senior Leadership Team (SLT). Where the interventions involve teaching away from the main class, the teacher still retains responsibility for your child and will work closely with support staff. Support may be in class, small group or one to one basis. It may be academic support or social or emotional support. Specialist support will be provided through careful consideration of the personnel providing it. The personnel may be a Teaching Assistant, a specialist teacher or an outside agency. The level of support and the personnel providing it will be communicated to you by the SENDCo. Interventions are regularly reviewed by all involved to establish the effectiveness of the intervention and to inform future planning.

If after the intervention has run, your child's progress continues to be less than expected then additional

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support will be put in place and a Support Plan will be drawn up with you and your child. The Plan will be reviewed every term with everyone involved. Whilst the extra support is in place a profile will be built up by the SENDCo to assess whether your child has SEN. This will include the views of yourself and your child.

If your child is / has been identified as having SEN, a graduated approach will be used. This is a four part cycle where the needs of the child are clearly and regularly assessed; intervention and support is planned to match the needs of the child; the intervention / support is undertaken and the pupil's progress is reviewed at an agreed date with the child and parents.

A specialist, e.g. Speech and Language Therapist, Educational Psychologist or other advisory teachers may become involved with your child if they continue to make less than expected progress despite intervention that is matched to their needs, or to advise us on early identification of SEN and effective support and interventions. You will be involved in the decision to involve any specialists and will be kept up to date with outcomes and progress.

The majority of learners will have their needs met in this way but some may require an Education Health Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

How will I know how my child is doing?

The attainment and progress of all children is rigorously tracked through termly pupil progress meetings. If concerns are raised through these meetings or at any other point by the class teacher, teaching assistant, parent or child then action is taken, as soon as possible, to identify their barriers to learning. Potential areas of difficulty or SEN are addressed and identified as early as possible so extra support can be put in place. This will be done through dialogue with the child, parent/s, class teacher and the SENCO.

Formal opportunities are available for parents to talk to their child's class teacher during Parent Consultations. These are held twice a year and a written report is sent home annually. The timing of when the report will be sent home will differ depending on the year your child is in. There are a number of occasions throughout the year when parents are invited into school to see their child's work. Additionally, your child's progress can be discussed at any time with the relevant staff by making an appointment to see them. This can be arranged through the school office.

Parents of children receiving special educational provision are invited to meet with the SENDCo and class teacher to review and plan provision and agree future targets and next steps.

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

On a daily basis, the class teachers assess the learning of all their pupils and adjust their teaching accordingly through careful differentiation, for example, teachers may adjust the structure of the lesson,

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the resources provided or the pitch of activities in order to support and challenge every individual.

For the child who has been assessed as in need of SEN support, our graduated response follows a cycle of *assess, plan, do and review.* All learning and development provision is carefully matched to the needs of each individual child.

This matching takes into account all the information that has been gathered from discussions with the parent, the child, the class teacher, SLT and any other professionals working with the child. After completing this 'assess' part of our graduated response we then carefully plan the provision to best overcome the child's barriers to learning. Parents will be invited into school for termly meetings to discuss their child with the class teacher and SENDCo. At these meetings we will review the child's progress over the preceding term and plan provision for the term ahead. Targets and next steps will be agreed as well as discussing the extra support available. These meetings enable us to work together to support your child and meet their individual needs.

What support will there be for my child's overall well-being?

As a Catholic school, we believe that everyone has a unique identity as a child of God. All members of staff are committed to the well-being of your child and work very hard to develop children as well-rounded, happy and confident individuals. The children's PSHE (Personal Social Health and Emotional) learning underpins every other area of learning and care plans are written with parents following advice from medical professionals and staff are given relevant training to be able to administer the plan.

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

Within school we have different staff members who have different areas of expertise to draw on. In the first instance, scaffolding and intervention / support will be closely matched to the expertise already within school.

Where a child continues to make less than expected progress, despite interventions and support that match their areas of need being in place, then we will consider involving outside agencies. These agencies can advise on early identification of SEN and effective support and interventions.

Parents are always involved in the decision to involve their child with an outside agency. These may be specialists from the following:

- Advisory teachers – EYFS SEND team, Collett outreach and Communication and Autism
- Educational Psychology Team
- Speech and Language Team
- Children's Occupational Therapist
- LINKS Academy outreach Team
- Family Support Worker through Vista Support Services

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- Counselling through Vista Support Services
- CAMHS (Child and Adolescent Mental Health Services)
- School Nurse Team and / or GP

Parents can also access some of these services outside of school for example by making an online referral to the school nurse team. Opportunities for this are advertised via the website. We also hold in-house termly coffee mornings for all parents to come along and chat to each other and share advice and experiences. Guest speakers are also often invited to come along and have an informal discussion.

What training have the staff, supporting children with SEND, had or are having?

All teaching and learning staff in the school support children with special educational needs. We have a wide and varied CPD program for all staff to ensure our team are well trained and have expertise in many areas.

Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation. Specific training is available to the relevant staff members in response to the needs of the children they are working with. The strengths and areas of interest of each staff member are carefully considered by SLT and the SENDCo when matching them to the needs of a child.

As well as sending staff members on external training courses we regularly invite experts into our school to deliver training to all members of staff. The SENDCo has completed the National SENDCo award. Best practice is shared through networks such as the Head Teachers' Consortium, Deputy Head Teachers' Network and local SENDCo meetings. We are part of DSPL 7. All staff have had Hertfordshire Steps training and this is refreshed annually in the Autumn term.

Regular training for all staff takes place in Safeguarding children, First Aid, asthma, epilepsy and Auto-Injector administration.

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

We strongly believe that parents are key to a child's successful education and because of this, we make lots of opportunities to involve all parents in their child's education. The class teacher will send out information on the curriculum that each year group is delivering, the weekly homework and links to websites that will support your child's learning at home. This may be by carrying out some home research, finding out a fact about something to share with the class or simply by playing a quick game. Additionally, we hold parent information meetings for every year group at the start of the school year. We also run parent workshops, these explain how we teach certain areas for example how we teach addition and subtraction and how you can support at home, we also have a large amount of resources for parents to access on our website.

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If your child is receiving SEN support then you will be invited into school every term to review the provision and discuss the next steps forward.

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

We aim to work very closely with parents of children with SEND, class teachers are available for informal discussions at the end of the day when relevant updates are an opportunity share the good news. For children receiving special education provision there will be a termly review which will involve the parents, class teacher, SENDCo, and any other external professionals involved with the child, where appropriate.

At these meetings, we will look at the child's progress towards their targets, celebrate any successes and discuss any problems or barriers to reaching their targets. We will also set new targets and discuss ideas of how to support the children to achieve them. The voice of the child and the parents are central to these meetings.

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

We believe all learners are entitled to the same access to extra-curricular activities (including school trips) and we are committed to making reasonable adjustments to ensure participation for all. These may include, for example, preparing staff at the visit venue for a child's needs: asking parents to accompany their child on a trip: placing the child in a smaller group. For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm.

Please contact us if your child has any specific requirements for extra-curricular activities.

How accessible is the school environment?

We endeavour to make our school as accessible as possible for all children and parents. There are ramps to allow access to and from the front and back of the school. The school has dedicated disabled parking. Signs clearly show visitors where they need to go to access the school building.

For children without English as a first language we will endeavour to put the correct support in place to allow them to fully access our school.

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?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with children, parents and staff to ensure these transitions run as smoothly as possible.

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Parents and carers considering choosing St. Alban & St. Stephen Primary Catholic School & Nursery for their child are encouraged to visit the school for a tour with one of the senior leadership team. If your child has special educational needs, we would encourage you to make an appointment to meet with our SENDCo prior to your child joining the school to discuss their needs and ensure the appropriate support can be put in place. We aim visit all children entering our nursery or those who are new to our Reception either at home or in their current nursery setting. This visit enables our staff team to get to know the children a little, find out about their likes, dislikes and any support needed. All of the children are also invited into school prior to starting school so they are able to feel comfortable and confident with the environment and the staff team.

For children that will find the transition more challenging we provide 'My New School' booklets with photographs of key staff and key places in school as well as extra visits. Children joining our school in the middle of the year are also invited to visit their class before attending full time.

During Year 6, information that has been previously agreed with parents, will be shared with the SENDCO at their next school. This information will outline needs and support that has been proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit your child at school or staff from our school will accompany your child on visits to their next school.

How are the school's resources allocated and matched to children's Special Educational Needs?

The school has an amount for SEND identified within their overall budget. This is not a ring-fenced amount and as a school we aim to provide high quality appropriate education for all children using this budget. The needs of all the children are central to our decision making when allocating resources. Our knowledge of each child as an individual is key to managing this and as such resources are changed and re-allocated regularly to adapt to the children's changing needs. The senior leadership team report to governors regularly on the allocation of resources and the impact that these resources have had on the progress of the children.

For children with complex SEND, the frequency of extensive provision may result in the school applying for additional funding to support a child, known as High Needs Funding which is allocated by the local authority.

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

The local authority determines the level of funding for an individual child: this equates to the extra support your child will receive. In order to identify the support needed we will work closely with parents and use all of the information available about your child for example careful assessments, their progress so far, observations of the child and advice from external professionals. Reviewing the level of support your child receives will be a key part of the regular pupil progress meetings.

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Who can I contact for further information?

The school office is always open throughout the day, and office staff can direct enquiries to the most appropriate member of staff. Appointments can be made to see the Headteacher or our SENDCo. They will always endeavour to be available to address urgent concerns immediately. The team are also contactable by telephone and email.
School Office: admin@ssas.herts.sch.uk
Telephone Number: 01727 866668

The school's SEN policy is available on our website under 'Key information' and 'Policies'.

The Parent Partnership service is an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers, young people and professionals. Further details can be found by following the link: https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-parents-carers-and-families/services-for-parents-carers-and-families.aspx

Where can I find information about the local authority's Local Offer of services and provision for children and young people with SEN?

For further information about the local authority's Local Offer please follow the following weblink:
http://www.hertsdirect.org/localoffer

For further information about Ordinary Available Provision please follow the following weblink:

https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision

What can I do if I have a complaint related to SEND?

For further information about our complaints process, refer to the All Saints Catholic Academy Trust (ASCAT) Complaints Policy available on the website or as a hard copy from our School Office.

ASCAT Complaints Policy for Parents and Carers