

St Catherine's Catholic Primary School

**Special Educational Needs and Disability (SEND) Information
Report**

(Part of the West Sussex Local Offer)

Updated September 2025



St Catherine's Catholic Primary School is a one form entry mainstream school located in Littlehampton, West Sussex. At St Catherine's, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential and to become confident individuals with a lifelong love for learning.

As a team, we use our best endeavours to create an environment that meets the special educational needs of each pupil so that they can achieve their learning potential and engage in activities alongside their peers. In order to do this, many steps are taken to support children through their learning journey. Quality teaching is important; however, for some children further additional help may be needed to help them make progress. At St Catherine's we endeavour to do everything we can to make sure children receive the support they need.

This SEND Information Report outlines how our school meets the needs of children with SEND and also is included in our Local Offer.

Our school mission statement says:

St Catherine's is a school where prayer, worship and learning are centred around the teachings of the Risen Christ.

Together, guided by God, we are:

- Growing in Faith
- Aiming for Excellence
- Learning for Life

Inspired by the Holy Spirit, we value individuality and celebrate diversity by building positive relationships within our community.

We understand that Special Educational Needs and Disabilities (SEND) covers a range of needs including: cognition and learning; communication and interaction; social, emotional and mental health difficulties and sensory and physical disabilities. At St Catherine's, we value the relationship between parents/carers, children and the school to ensure that our pupils are learning in a nurturing and stimulating environment.

The **SEND Code of Practice (2015)** defines SEN as follows:

A child or young person has SEND 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.*

The SEND team

Miss Amy Elsdon (Special Educational Needs and Disabilities Co-ordinator/SENDCo)

Mrs Rosaleen Murphy (SEND Governor)

What is the Local Offer?

The Local Offer includes details of all services available to support children with special educational needs and/or disabilities and their families. The West Sussex Local Offer is available online at: <https://www.westsussex.gov.uk/local-offer>

In addition, schools must produce their own Local Offer to inform parents and carers of the provision available to the children at that setting.

How does St Catherine's know if my child needs extra help?

- The progress of all pupils in the school is closely monitored through regular assessments by the class teachers and there are Pupil Progress Meetings with a member of the Senior Leadership Team and teacher every term. Where pupil progress is significantly slower than that of their peers, or fails to match their previous rate of progress, it may be that the child has SEND. The SENDCo will discuss the child's needs and next steps of support with the class teacher and parents.
- A change in a pupil's behaviour may also indicate needs.
- A pupil may ask for additional help.
- If you have any concerns regarding your child's wellbeing or progress, please do not hesitate to speak to your child's teacher as a first point of contact, who will be able to arrange a convenient time to discuss the matter further. The teacher may choose to seek advice from the school SENDCo or to include them in this discussion. Our class teachers will also meet with you twice a year at Parent Consultations to discuss the progress and attainment of your child.
- Miss Elsdon, our school SENDCo, can be contacted directly on: 01903 716039 or by emailing aelsden@stcathprimary.co.uk

How will St Catherine's support my child?

Each pupil's educational programme is planned by the class teacher and is adapted to suit individual pupils' needs. If your child requires support in addition to Quality First Teaching, SEND target sheets may be put into place which include both their targets and any interventions that have been put into place, as well as classroom strategies that are employed on a day-to-day basis. These interventions are closely monitored. The SENDCo works with the class teachers and the teaching assistants to ensure these are supporting the children's progress.

Graduated Approach

SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined, as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the Graduated Approach.



Cognition and Learning needs:

Through assessment, it may become apparent that a child is finding the work set in their year group too challenging. We aim to support a child as much as possible through first quality teaching, but it may be that they need additional support with their learning. Some pupils may require adult support within a lesson or their learning may need adapting so they have the best chance in meeting the desired outcomes. Other pupils may benefit from additional input or time to rehearse particular skills with an adult in a group or on a 1:1 basis.

With your permission, we may perform a 'screening' on your child to identify any specific learning difficulties that may be a barrier to their learning. For these needs, such as dyslexia, formal interventions may be put into place. These will be led by a teaching assistant and their progress will be monitored carefully by the class teacher.

All pupils with SEND have clear, focused targets set by the class teacher in liaison with the SENDCo and parents/carers. These are also shared with the pupils, who are able to contribute to the target-setting process.

Social, Emotional and Mental Health:

We understand that social, emotional and mental health can also be a barrier to a child's learning. Our Pastoral Support Assistant, Mrs Smith runs regular nurture groups and is available to support pupils with these needs. Some of our Teaching Assistants have also been trained to run the *Rainbows* bereavement and loss programme, where pupils meet in small groups and have the opportunity to talk openly about any loss they

have experienced. If you have any concerns about your child's emotional wellbeing, you are encouraged to contact the class teacher.

Sensory (Hearing and Visual) and Physical:

We will follow the advice offered by external agencies on how best to provide for your child's needs and this will be discussed with you. This could take the form of following personalised programmes from health agencies and may include providing your child with appropriate resources and equipment to support them. If your child has a medical need, such as an allergy or physical disability, a Health Care Plan will be written to ensure that their needs are being met.

Communication and Interaction:

We are able to carry out assessments for speech and/or language and plan suitable interventions to address any delays in this area. With support from the Speech and Language Therapist (SALT), targets are set for pupils and their interventions involve a variety of games and activities. When the pupils have met their targets, the SENDCo requests the link Speech Therapist to come back in to school to review your child's progress to set new targets.

How will the curriculum be matched to my child's needs?

All children receive high quality first teaching by the class teacher to enable every child to access the learning, regardless of their additional needs or disabilities. This may include:

- Changing the task to make it more manageable for the pupil
- Keeping the level of the task the same but providing extra support so that the pupil is able to access it e.g. using a word bank of spellings or key words, sentence starters, working with a learning partner or using a different way to present their work
- Providing equipment that enables a pupil to participate in learning e.g. a pencil grip, writing slope, concrete mathematic resources or a coloured overlay
- Teaching assistants may be allocated to work with a pupil in a small group or on a 1:1 basis
- Extra opportunities to rehearse a skill in Reading, Writing or Mathematics

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

All pupils on the SEND register have individually set SEND targets which are set by the class teacher and overseen by the SENDCo. Pupils may require interventions led by

Teaching Assistants or another member of staff for their area of need and these are outlined on the Class Provision Map. SEND targets are reviewed and re-written each term and we ask pupils and their parents/carers to take part in this process. If an intervention is proving beneficial, it may continue, but if there is little impact, the SENDCo may suggest an alternative.

However, if a pupil successfully achieves one or more of their targets on their target sheet before the review date, then new targets will be set in a timely manner without waiting for the termly review.

With children in receipt of an Educational Health Care Plan (EHCP), the Local Authority will determine the level of support a child must receive. Pupils who have an EHCP will have an ILP (Individual Learning Plan). Parents will be invited to attend Annual Review Meetings where the long-term objectives are reviewed and specific targets are set. Professionals from other agencies may also be in attendance or contribute to these meetings to ensure a clear picture of progress and that future needs are met.

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

At St Catherine's, we engage with parents at the earliest opportunity to share any areas of concern and any additional support being offered. Any additional interventions are regularly reviewed and parents are updated on their impact. As a school with a genuine open door policy, parents are always welcome to make an appointment to speak to the child's class teacher or SENDCo to discuss their child's progress.

These are two of the services which are available to parents:

West Sussex Parent Carer Forum- <http://www.wspcf.org.uk/> or Tel 01903 726188

SENDIAS- <https://westsussexsendias.org/> or Tel: 0330 222 8555

How will my child know how well they are doing and be involved in their provision?

- Pupils are given daily feedback in lessons mostly orally.
- Pupils are given regular opportunities to reflect on their learning and self-assess.
- Pupils are aware of their targets and are encouraged to identify their own progress towards meeting them.
- Pupils are involved in discussions around the progress towards their personal targets.
- When required, pupil conferencing is carried out to identify how individuals learn best and what support is required.
- Pupils are involved in the termly evaluation of their SEND targets and setting of new ones.

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

- St Catherine's provides a safe and welcoming environment where all children are included in all parts of school life whatever their needs. The school's strong Catholic ethos underpins all aspects of school life and creates a place where children are able to flourish in all areas of their development.
- Members of staff such as the class teacher, teaching assistants, the Pastoral Support Assistant and SENDCO are available for pupils who wish to discuss issues and concerns.
- The school runs a variety of lunchtime sporting activities that children may choose to participate in.
- Breakfast club is available at the school, run by an external provider, which provides a relaxed start to the day with a healthy breakfast and some activities or games.
- The highest priority is given to the 'Child's Voice' - their thoughts and opinions about their environment and learning are central. Each year, children are elected onto the School Council and there are opportunities for children to be Sports leaders at playtimes and Librarians.
- We are introducing Mental Health Ambassadors this year to help support and promote the Mental Health of all children.
- The school provides a residential visit in Year 6.
- For children with more specific needs, an individual behaviour or pastoral plan is put into place.
- Children's safety and wellbeing is paramount, therefore St Catherine's has policies in place for the following areas:
 - Health and Safety
 - Safeguarding & Child Protection
 - Behaviour
 - Managing Medicine

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

- All activities are planned so that every pupil is able to take part. Risk Assessments are always carried out for school trips and educational visits and parents can request to see a copy of these.
- Parents who have children with additional needs or disabilities are always welcome to contribute to the Risk Assessment process.
- If a level of 1:1 support is required, a parent or carer may be invited to accompany their child during the activity in addition to the usual school staff.

What training have the staff supporting children with special educational needs had or are having?

In our school, teachers and teaching assistants receive training and guidance appropriate to the needs of the children they are working with. This includes:

- Annual Safeguarding Training
- First Aid Training
- Annual training for all staff in treating emergency allergic reactions (epi-pens)
- Dyslexia Awareness
- Non-Directive play skills
- Numeracy support programmes training
- Phonics training
- Jump ahead
- Speech and Language support
- Supporting pupils with Literacy Difficulties
- Autism Affirming
- Supporting Engagement, Inclusion and Independence in the Classroom
- English as an Additional Language

It is the responsibility of our Head teacher and SENDCo to ensure that the training needs of staff are met. Training sessions may be undertaken in-house or through outside training providers. Where there is a need for specialist advice, there is a wide variety of agencies we can access. The SENDCo also attends regular network meetings with other SENDCos to share good practice and offer support and advice.

The SENDCo holds the National Award for Special Educational Needs Coordination and a Master's Degree in Inclusive Special Education.

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

Where there is a higher level of need or if as a school we feel that the targeted interventions are still not having enough of an impact on the individual, this may mean seeking specialist expertise. This step will always be taken in consultation with the parent/carer who will always need to give their consent. There are a number of agencies that the school can contact for further support. Some of these will be for telephone consultation only, between the SENDCo and the professional and most will have a waiting list.

These include:

- Speech and Language therapy

- LBAT (Learning Behaviour and Advisory Team) and ASCT (Autism and Social Communication advice)
- Educational Psychology Service
- Occupational Therapy Service
- Paediatric Physiotherapy Service
- Dedicated Schools Team (part of Early help)
- Social Services
- School Nursing Service
- Child Development Centre
- Voluntary organisations
- EMTAS- Ethnic Minority and Traveller Achievement Service
- Thought-Full (Mental Health Support Team)

These agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment which would involve working with the child directly. Advice given will be built into the child's individual targets for supporting the child's progress. These will be implemented, where possible, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher and the SENDCo will monitor this provision on a regular basis.

The school will record the steps taken to meet the needs of individual children through the use of SEND target sheets and Class Provision Maps and the SENDCo will have responsibility for ensuring that records are kept and available when needed. Working alongside trust colleagues, the local authority and outside agencies, will enable us to provide the best support for your child.

How accessible is the school environment?

St Catherine's Catholic Primary School is on one level and can be accessed via ramps. It also has two disabled toilets- one in the main school building and one in the modular building. We routinely provide writing aids such as writing slopes, pencil grips and shaped pencils. There are a wide variety of computer programmes available to support learning such as word processing and phonics. Other equipment such as wobble cushions, transparent coloured overlays or coloured paper, fiddle toys etc. are available when required.

How does St Catherine's ensure that our pupils with SEND are not treated less favourably than any other pupil?

The school has an inclusive ethos. We promote equality of opportunity for all children with SEND. We hope to make all our children welcome and feel happy and look forward to their school day. Every child is different and we view these differences as an opportunity for adults and children to learn more about each other.

We make adjustments, including the use of auxiliary aids and services to ensure that all children with SEND are not at a disadvantage compared with that of their peers. We make reasonable adjustments to meet all needs, which could include specific interventions, the use of aids and personnel to support learning.

How will the school prepare and support my child when transferring to another school?

We understand that transition can be a difficult time for both you and your child and we aim to make this process as smooth as possible. Transition arrangements when joining and leaving the school are well-planned and each pupil is supported through this time.

- When joining in Early Years, pupils are given opportunities to visit the school and familiarise themselves with the class teacher. Additionally, relevant information is passed up from the Nursery to the school. The SENDCo and Early Years teacher will also visit children at their nursery setting if required.
- At the end of Year 6, children have the opportunity to visit their new schools and transition programmes can be put into place. Our local secondary schools offer additional transition days for pupils who have SEND or are more vulnerable. The class teacher and the SENDCo liaise with the next school and pass on all relevant documentation so that there is continuity in the support provided. Parents can also arrange meetings with the SENDCo at the secondary school.

Admissions

The admissions process is the same for all pupils whether or not they have been identified as having special or additional needs. If there are additional needs, it is helpful if the parent makes an appointment to meet the SENDCo in advance so that the school can be aware of the nature of the support needed.

We are very happy to arrange additional visits, if needed, to allow a new pupil with SEND to become familiar with the school so that an easy transition can be made.

However, if a child already has an EHCP, the parents need to contact the SENAT (Special Education Needs Advisory Team) office, Telephone No: 033 022 23120, before approaching a school to discuss the most suitable setting for their child.

What can I do if I am not happy with my child's provision or have a complaint?

In the first instance, we would encourage you to discuss any concerns you have with the class teacher, SENDCo or Headteacher to resolve the situation. However, if you do not feel the school has fulfilled its role and wish to make a formal complaint, the School's Complaints Policy and procedures are available to view on the school [website](#).

Who can I contact for further information?

- Class teachers for specific information regarding your child
- The School Office to make appointments with a member of staff
- Miss Elsdon, the SENDCo, for any specific information regarding SEND
- Mr Croghan, the Headteacher, for any other enquiries