St Clement's Catholic Primary School

Special Educational Needs and Disabilities

Information Report

This document will have due regard to legislation, including but not limited to:

Children and Families Act 2014
Health and Social Care Act 2014
Equality Act 2010
Mental Capacity Act 2005 Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to:

SEN Code of Practice 0-25 (2014)
Supporting Children with Medical Conditions
Keeping Children Safe in Education
Working together to Safeguard Children.

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.

October 2026

	Name of School	St Clement's is a Mainstream Co-educational Catholic Primary School. St Clement's educates children within the mainstream whilst meeting their Special Educational Needs and Disabilities as outlined below;
	Questions	**School Response**
1	**How does St Clement's know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?**	Where SEND needs are already identified prior to a child entering our school, we will work closely with their prior setting in order to establish the level of need and provision required. The progress of all students is monitored regularly through at least termly assessment by teachers and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and, in an age/developmentally appropriate way, the student concerned. If parents/carers have concerns about the progress or attainment of their child, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. Alternatively, they can speak to our Special Educational Needs and Disability Coordinator (SENDCo), Mrs Beth Roberts.
2	**How will St Clement's staff support my child?**	When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to a meeting at the school with the SENDCo to discuss a plan of support. Children entering the SEN register will have an ISP (Individual Support Plan) which will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. To the degree that it is age and developmental stage appropriate, the child will also be invited to take part in their planning and their view is central to the discussion. Our School Provision Map shows the range of interventions in place in our school which will be used where we identify students who will benefit from these interventions. All the intervention programmes we use are evidence based and known to support students to make increased progress. We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting through termly assessment and reporting and at the end of each intervention if appropriate.

		Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENDCo on the progress of students with SEND.
3	**How will the curriculum be matched to my child's needs?**	All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all students are able to make progress. The approach taken will be matched to the identified needs at the time, and will follow the graduated response approach of Assess, Plan, Do, Review. If, for example, a student has speech, language and communication needs, teachers will use simplified language and pictures to support them to understand new vocabulary.
4	**How will both you and I know how my child is doing and how will you help me to support my child's learning?**	In addition to parent/teacher consultations with the class teacher, parents/carers of children on the SEN register will be invited to a termly review meeting with the class teacher, where their child's ISP will be discussed, alongside measures that can be used at home to support a child's development. Parental feedback in these meetings is warmly appreciated. Outside agencies or specialists are available at other times to share ideas and think strategically moving forward for the child should this be necessary.
5	**What support will there be for my child's overall well-being?**	All students are supported with their social and emotional development through the curriculum. Students with identified SEND are mentored regularly by members of the SEND team. We also employ Emotional Literacy Support Assistants (ELSA) to work with children in school. There is a comprehensive programme of small groups or individual sessions designed to develop self-esteem and social confidence, where a particular need for this is identified. Two staff have been trained to deliver the Rainbows programme to help children cope with loss, either through bereavement or separation. Two staff have been trained to deliver the Rainbows wellbeing programme to help children manage their emotional wellbeing, friendship issues and develop resilience. Small groups are offered to develop self-esteem and social confidence. The Head of School regularly monitors attendance and takes the necessary actions together with the Senior Leadership Team to prevent prolonged unauthorised absence. St Clement's operates a robust Behaviour for Learning Policy.

		Support is offered through support plans to minimise exclusion. We have trained Year 6 pupils to be Wellbeing Ambassadors and Year 6 pupils to be Sports Leaders (Junior Supremos) to assist staff at play and lunchtimes who can introduce new playground games to younger pupils. Children are supported in asking for help should they need it. Anti-bullying measures are listed in the Behaviour Policy. We are aware that children with SEND might have additional risk factors relating to bullying and monitor this carefully through relational practice approaches, such as all children knowing their specific trusted adults that they can talk to, including adults outside of their classroom.
6	**What specialist services and expertise are available at or accessed by St Clement's?**	St. Clement's SEND team includes staff trained in the following approaches: • ELSA (Emotional Literacy Support Assistant) • Drawing and Talking therapy • Lego Therapy • Speech and language interventions (under the guidance of the Surrey Speech and Language link therapist) • ELKLAN • 2 Staff members trained as Champions for Occupational Therapy through the Surrey Occupational Therapy (OT) team The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include; • Educational Psychologist • SEND Lead Advisor • Safeguarding Lead Advisor External advisors may also come into St Clement's to work alongside the SEND team from Surrey LEA. These currently include; • Specialist Teachers for Inclusive Practice (STIPs) • Speech and Language Therapists • Hearing Impaired Advisory Teacher • Early Years SEND Team School • Reception Inclusion Pathway Planning (RIPPL) • Autism Outreach Service • Primary Mental Health Worker

		• Referrals to Mindworks • School Nurse • Paediatric Physiotherapist • Occupational Therapy • Partnership for Inclusion of Neurodiversity in Schools (PINS) • Physical and Sensory Support (PSS) All external partnerships we work with are vetted in terms of safeguarding.
7	**What training are the staff supporting children and young people with SEND had or are having?**	The School SENDCo is a trained teacher and is on the Senior Leadership Team of the school. The SENDCo has completed the National Professional Qualification (NPQ) SENCo. The SENDCo and LSAs regularly receive training both in the school and through the Xavier CET. The LSAs are trained in the Maximising the Impact of Teaching Assistants (MITA) principles to best support children learning in the classroom. We have also had additional, whole-staff training about Childhood Trauma. We have also had additional training in phonic skills; behaviour management; early identification of speech and language difficulties with relevant strategies for a mainstream classroom; strategies for supporting children with autism difference and sensory needs.
8	**How will my child/young person be included in activities outside the classroom including school trips?**	All students are invited on all activities and school trips; this can involve support from an LSA, or additional member of staff. Parents with additional concerns may be invited in to discuss this with staff and other professionals. Action plans for the trip and an individual Risk Assessment may also be written with the parent's support.
9	**How Accessible is the school environment?**	St Clement's is a one-form entry primary school where all classrooms are at ground level and have easy access to both the KS1 and KS2 playgrounds. A disabled toilet is available in the entrance corridor on the ground floor and a child-accessible disabled toilet is located on the KS1 corridor, also on the ground floor.

		All correspondence is conducted in English, however every effort is made to use staff or others to translate when necessary for letters or meetings. Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress. Students with SEND are always part of the conversation around meeting their needs and making the learning environment. This will be tailored to be appropriate to the child's age and developmental stage. Additional information about provision for disabled children can be found in the Schools Accessibility Plan.
10	**How will St. Clement's prepare and support my child to join the school, transfer to a college or the next stage of education and life?**	Our SENDCo is available at Open Days (for the next Reception cohort) or during School Tours for any immediate questions. We aim to make all our learners and their families welcome. We work collaboratively with feeder nurseries and hold Stay and Play sessions and Story time sessions for our new Reception year pupils and their parents/carers. Where there is a particular need, the SENDCo and EYFS Lead will visit new pupils in their pre-school setting and/or home and liaise with staff and parents/carers to ensure a smooth transition takes place. A robust transition to secondary school is in place including individual additional secondary school visits for pupils with SEND. Year 6 children prepare for transition during additional sessions with their LSA, ELSA and EIKON. The SENDCos from both provisions meet early to discuss needs and smooth transitions. Pupils with SEND are fully supported throughout the transition days in July, both in school (changing from year to year) or at Key Stage change (KS2 to KS3). When a pupil has difficulty with change, for example, moving up to the next year group within the school, relevant staff can write a transition book to help them cope with the process. Additional visits to the next class can be arranged in school. Pupils with SEND are offered additional opportunities to visit the school after transition days.

		Year 5 parents of pupils with Education and Health Care Plans are given extra support in selecting the most appropriate school for their child.
11	**How are the St. Clement's Catholic School resources allocated and matched to children's special educational needs or disabilities?**	A tailored package of support is carefully matched to each student's needs as they evolve. This can include social support, LSA support in lessons, small group withdrawal, one-to-one withdrawal and IT support. Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.
12	**How is the decision made about what type and how much support my child will receive?**	Where a child is not making sufficient progress the Class Teacher, LSA and SENDCo may feedback, make assessments and make amendments to the provision as appropriate. Assessment is made regularly through monitoring tests to assess impact of interventions.
13	**How are parents involved in the school? How can I be involved?**	We wholeheartedly believe in partnering parents/carers in a two-way dialogue in supporting their child's learning needs. We operate an open-door policy and encourage parents/carers to share their thoughts with us. Individual parent/carer meetings to discuss individual progress throughout the year. Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.
14	**Who can I contact for further information?**	• **SENDCo: Mrs B Roberts senco@stclements.surrey.sch.uk** • **School Admissions: Mrs K Hicks** • **Email: office@stclements.surrey.sch.uk** • **SEND Governor Name: Mrs S Stanton office@stclements.surrey.sch.uk** • **The Local Offer for Surrey SEND can be found at: www.surreylocaloffer.org.uk**