# St Polycarp's Special Educational Need 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.

Reviewed October 2026

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| | St Polycarp's Catholic Primary School. | St Polycarp's is a Mainstream Co-educational Catholic Primary School, it educates children within the mainstream offer whilst meeting their Special Educational Needs and disabilities as outlined below; |
| | **Questions** | **School Response** |
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| 1 | **How does St Polycarp'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?** | The progress of all students is monitored regularly through termly assessment by class teachers, phase leaders 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 the student concerned (if appropriate).<br><br>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 or alternatively they can speak to our Special Needs and Disability Coordinator (SENDCo). |
| 2 | **How will St Polycarp'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 either the Class teacher or SENDCo to discuss a plan of support.<br><br>This individual provision/learning plan/pupil passport will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.<br><br>Where possible, the child is expected to also take part in some of their planning and their view forms the basis of their provision.<br><br>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.<br><br>All the intervention programs we use are evidence based and known to support students to make increased progress.<br><br>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 at parents' evenings (Oct, March) and at the end of the academic year. If a child requires more frequent monitoring and review, this will be provided on a need's basis. |

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| | | 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. 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.<br><br>Lessons will be adapted in an inclusive way for children to gain independent skills whilst still feeling supported.<br><br>St Polycarp's work to ensure that children remain in their lessons and are not educated outside of their classes. Where children have interventions as part of their provision, these will either be offered before the lessons start for the day, or at the end of the day. If interventions take place during school, these will be offered on a 'rolling timetable', so children do not miss the same lesson each week for the duration of the intervention. |
| 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?** | Parents/carers will be invited to a review meeting along with their child (if appropriate) in Oct/Nov, Feb/March and July during the parents evening meeting slots. Discussion will take place about the student, the support that the school are providing, evaluate impact and success and support the parents/carers in knowing how they can help their child at home.<br><br>Parents will be provided with a written document in the form of a pupil passport or a learning plan. A learning plan will be provided if pupils require shorter term SMART targets to track smaller steps of progress.<br><br>At this meeting we will talk about the progress your child is making and share ideas about how we can together help further.<br>If it is appropriate, Specialists may advise teachers and support with your child's provision. |
| 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. |

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| | | Sometimes children can show more emotion at home and not at school. St Polycarp's are committed to listening to parents and where relevant will be provided with a Strengths and Difficulties Questionnaire (SDQ) to fill out. This will give us a starting point to support your child's emotional needs. Once completed, appropriate social and emotional support will be provided. This can be revisited if teachers or parents have further concerns about a child's emotional wellbeing.<br><br>Students with identified SEND are monitored regularly by teachers, SENDCo and SLT. Where appropriate, key members of staff will have regular check ins with your child.<br><br>Students with SEND are invited to come to join a 'Quiet Club' at lunchtime. There are also other lunchtime zones available.<br><br>Small groups are offered to develop self-esteem and social confidence.<br><br>Attendance is closely monitored daily and monitored through regular meetings with the Head teacher, SLT and the Pastoral team.<br><br>St Polycarp's operates a robust behaviour and anti-bullying policy. If children are displaying that they require support with understanding their behaviour, St Polycarp's offers a restorative approach, where children can learn in a non-judgmental way and be provided with appropriate approaches to match the needs of the child.<br><br>Support is offered through support plans or pupil passports to minimise suspensions.<br><br>St Polycarp's offer a wide range of pastoral care support.<br><br>The curriculum design supports children's wellbeing eg: PSHE curriculum, RSE and 'e' safety. |
| 6 | **What specialist services and expertise are available at or accessed by St Polycarp's?** | St Polycarp's has a number of internal staff who work alongside the SEND team to offer expertise and support these include;<br>• Trained ELSA's<br>• Trained ELKLAN LSA's<br>• Trained Play Therapist<br>• Trained NELI LSA |

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| | | The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include;<br>• Educational Psychologist<br>• Director of Inclusion<br>• Safeguarding Lead Advisor<br><br>External advisors may also come into School to work alongside the SEND team from Surrey LEA these currently include;<br>• Language and Learning Support Advisory Teacher<br>• Behaviour Support Advisory Teacher<br>• Advisory Teacher of the deaf<br>• Visually Impaired Advisory Teacher<br>• REMA support teachers<br>• Educational Psychologist<br>• Speech and Language Therapist<br>School also sources external support from;<br><br>• ASD Outreach Service<br>• Referrals to Mindworks (Surrey) and CAMHS (Hampshire)<br>• School Nurse<br>• Primary Mental Health Worker (Surrey and Hampshire)<br>• Occupational Therapy Link |
| 7 | **What training are the staff supporting children and young people with SEND had or are having?** | The SENDCo's and LSA's regularly receive training both in the school and through the Xavier CET.<br><br>The LSA's are fully trained to support your child in the classroom effectively. Additional training is offered in Positive Touch.<br><br>Further training is provided where relevant to support the individual needs of your child. |
| 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.<br><br>Parents with additional concerns may be invited in to discuss this with staff and other professionals. An individual Risk Assessment may also be written to support your child. |

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| 9 | **How Accessible is the school environment?** | St Polycarp's has wheelchair access at the front of the building and all classrooms can be accessed by using the lifts.<br><br>Disabled toilets are available, located at the front of the school by the office and on the 2nd floor near the Year 6 classrooms.<br><br>All correspondence is conducted in English, however every effort is made to use staff or others to translate when necessary for letters or meetings.<br><br>Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress.<br><br>Additional information can be found in the Schools Accessibility Plan. |
| 10 | **How will St Polycarp's prepare and support my child to join the school, transfer to a college or the next stage of education and life?** | SENDCo is available at request at the admissions stage to answer any questions.<br><br>A robust transition program is in place including individual additional primary school visits for students with SEND.<br><br>An enhanced transition package is offered to pupils transferring between year groups. This is offered between May and Sept and offers ELSA transition groups, regular visits to the new class and a buddy system. This program is delivered by the ELSAs and overseen by the SENDCo.<br><br>The SENDCo will visit Nurseries/Pre-schools to ensure a smooth transition for EYFS children.<br><br>Yr 1 parents are given extra support in selecting the most appropriate school for their child for KS2 if relevant.<br><br>Yr 5 parents are given extra support in selecting the most appropriate school for their child.<br><br>Year 6 children prepare for transition during additional sessions arranged by their teachers. The SENDCo's from both provisions meet early to discuss needs and smooth transitions. |
| 11 | **How are St Polycarp's resources allocated and matched to** | Children are offered an LSA support package at a level reflective of their needs based on their progress. |

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| | **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.<br><br>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, Phase leader, LSA's and SENDCo may feedback, make assessments and make amendments to the provision as appropriate.<br><br>Assessment is made regularly through monitoring tests to assess impact of interventions and all interventions are measured to track progress.<br>Where relevant, external professionals may support with the adaptation of provision. |
| 13 | **How are parents involved in the school? How can I be involved?** | Parents are invited during parents evenings in Oct, March and July to discuss their child's progress.<br><br>The SENDCo or teacher may request additional meetings if there has been a change to your child's provision.<br><br>Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.<br><br>Parents with SEND are fully supported to engage with the school, and make use of the school buildings.<br><br>There are termly SEND meetings for parents that are offered in Oct, March and July. |
| 14 | **Who can I contact for further information** | • **SENDCo Louisa Woolley (SENDinfo@stpolycarps.surrey.sch.uk)**<br><br>• **admissions@stpolycarps.surrey.sch.uk**<br><br>• **SEND Governor Gemma Attrill can be contacted through the school office** |
| | | • **The Local offer for Surrey SEND can be found at:** www.surreylocaloffer.org.uk |