

SEND Information Report – September 2024-September 2025

At St Pancras we pride ourselves on being a welcoming, inclusive school, in which we ensure all children have an equal opportunity to participate and succeed. We are committed to offering a broad and balanced curriculum for all children and recognise that adjustments to practice and specific support may be necessary to meet individual needs.

We believe working in working collaboratively with staff, governors, children and their families to ensure all children achieve their full potential. Whilst also celebrating individual achievements.

The aim of the school offer is to provide clear, comprehensive and accessible information about the provision available at St Pancras.

If you have any concerns about your child's learning please make an appointment to see your child's class teacher or Mrs McGill, our SENDCo.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Class Teacher or SENCO. If necessary, the Head Teacher and/or The Chair of Governors may be involved.

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What is SEND?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice: 0 to 25 years – 6.15)

We refer to the term “Special Educational Needs” if a child:

- Has a learning difficulty or disability which calls for special educational provision to be made
- Has a significant greater difficulty in learning than the majority of others of the same age
- Has a disability that hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Areas of need – There are four broad areas of need and support



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Communication and Interaction – Children with communication and interaction difficulties may find it challenging to talk about their needs and wants. They may find it difficult to understand what is being asked of them (receptive language) or finding the words to communicate (expressive language). They may take longer to respond to questions and have difficulties making friends and understanding social rules of communication. These children may have particular difficulties with social interaction.

Possible SEND – Speech, Language and Communication Needs (SPLCN) and Autism Spectrum Condition (ASC)

Cognition and Learning – Children with cognition difficulties may learn at a slower rate than their peers, even when learning has been appropriately differentiated. They may face challenges with the range of skills needed for effective learning including concentration, understanding and processing information. Some children may have difficulty with organising their work, spelling and handwriting.

Possible SEND – Specific Learning Difficulty (SpLD) such as dyslexia, dyscalculia and dyspraxia, Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD) and Profound and Multiple Learning Difficulties (PMLD).

Social, Emotional and Mental Health – Difficulties with social or emotional development may be temporary or long-term and can affect a child's learning. A variety of behaviour displayed, such as becoming withdrawn and isolated, showing challenging behaviours, being anxious or easily distractible, may reflect underlying mental health difficulties. This could include anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Possible SEND – Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder.

Sensory and/ or Physical Needs – A medical or physical condition that hinders or affects their learning. These children may need extra support/ equipment to access all the opportunities that are available to them.

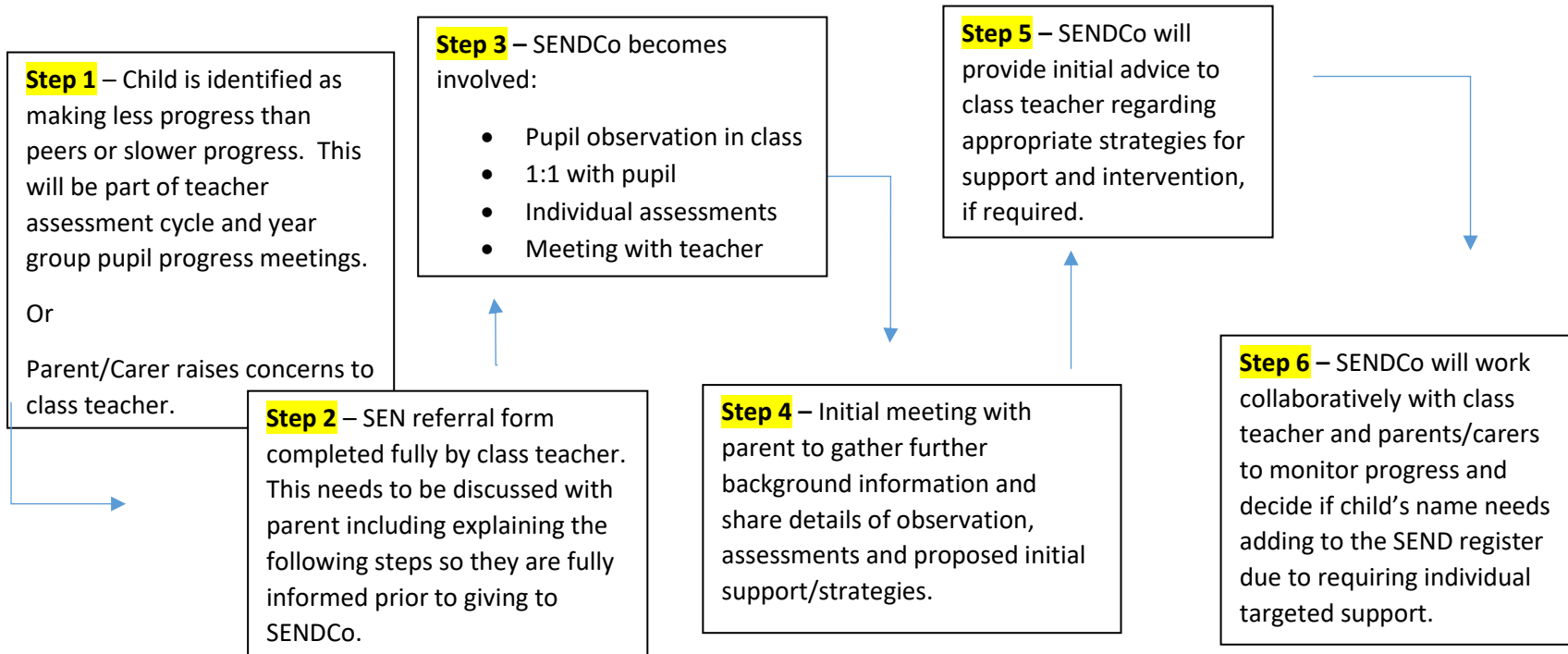
Possible SEND – Visual (VI)/ Hearing (HI)/ Multi-Sensory Impairment (MSI) or Physical Disability (PD)

Medical Needs – We also seek advice from health professionals on supporting children with medical needs and produce an individual health care plan.

How do we identify and assess SEND?



We aim to identify any Special Educational Needs as early as possible in order to provide appropriate support and early intervention. Some children may already have an identified Special Educational Need on entry to the school which staff will be made aware of through liaison with previous school/ nursery/ playgroup or information shared following a health diagnosis by a doctor or Community Paediatrician. We also recognise that Special Educational Needs can become apparent or affect a child at any point in their education so we continually monitor progress of all children. When concerns are identified, the following steps apply:



Here at St Pancras we respect the view of parents/carers. Where a parent/carers has a concern about their child's learning or progress, we listen carefully and work together to identify any particular difficulties or factors which may be important in the identification of any Special Educational Needs. Please make an appointment with your child's class teacher.

How will my child be supported?

Universal (Wave One)

Most children will have their learning needs met through high quality teaching:

- Ensuring the teacher has the highest possible expectations for all pupils in their class
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand linked to the school's curriculum
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like more practical learning or paired work.
- Utilising specific strategies to support your child to learn.

Additional (Wave Two)

Some children require additional support

- This may involve 'pre-teaching' the lesson content in small groups
- Focused small group support is for a pupil with specific gaps in their understanding of a subject/ area of learning or social development
- Adaptations made so that all children can access the curriculum for example, use of assistive technology.

Exceptional (Wave Three)

Where a pupil has identified complex needs with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups, individualised targeted support will be necessary. This will be overseen following advice from SENDCo and/ or external agencies such as SES (Communication and Interaction team, Cognition and Learning team, Social Emotional and Mental Health team, Whole school inclusion team, SPLD – specific learning difficulties team, Sensory and Physical team), occupational therapist, Educational Psychologist, school nursing team and NHS Speech and Language Therapist.

- Parents/carers will be asked to give permission for the SENDCo to refer a child to an outside professional. This will help the school, and families, gain a better understanding of a child's particular needs and provide effective support.
- Recommendations from professionals may include strategies for in class support, advice regarding specific resources to support learning, individual targets and programmes of work.



Other professionals

St Pancras Catholic Primary School has active involvement with the following professional agencies, in supporting the children in its care:

- SES – Specialist Education services – see above for different teams
- Education Welfare Service
- Parent Partnership
- School Nursing Service
- Community Paediatric Department
- Paediatric Hearing Clinic
- Thomas Wolsey School Outreach Team
- Educational Psychology Service
- Irlens Assessment Opticians
- Emotional Wellbeing Hub
- Primary Mental Health Team (CAMHS)
- Advisory Teacher for Hearing Impaired
- NHS – Speech and Language Therapy
- Paediatric Physiotherapy and Occupational Therapy Departments
- Family Support (0-11) Social Care (Family Network Meetings)
- Suffolk Virtual School (Children in Care)
- Suffolk Young Carers team
- Suffolk Neurodevelopment Pathway

Monitoring progress and provision

- Your child's progress is continually monitored by his/her class teacher and discussed at pupil progress meetings each term.
- Progress is measured according to achievements in class-based work, standardised assessments and PiXL assessments. This information allows the class teacher to compare your child's progress to the age expected levels.
- The SENDCo monitors the provision and pupil progress each term using the graduated approach (assess, plan, do, review) and produces a detailed overview which is shared with staff at pupil progress meetings to inform future planned support.
- For pupils accessing additional intervention progress is measured against specific targets. These are recorded on an individual School Support Plan which is reviewed termly. Parents/carers are invited to meet with the class teacher or SENDCo each term to review progress toward the individual targets and planned next steps.
- The progress of pupils with an EHCP is formally reviewed at an Annual Review which the pupil will attend, if possible, along with parents/carers and any professionals supporting. A copy of the review is sent to the Local Authority.
- At the of Key Stage 2 the pupils are required to be formally assessed. This is something that the government requires of all schools. Access arrangements can be organised as required overseen by the SENDCo.
- If you have any concerns regarding your child's progress please contact the class teacher in the first instance. Appointments can also be made with the school SENDCo: senco@st-pancras.suffolk.sch.uk

Children's views matter

“Pre-teaching before the lesson gives me a head start on the learning”

It is important that children have the opportunity to contribute their views.

Each child has their own section in their support plan where they share their strengths, interests and how best to support them. This information, along with their views on any aspects they struggle with in school, is incorporated into their individual support plan.

Support plans are reviewed and updated on a termly basis.

If your child has an Education Health Care Plan (EHCP) they are invited to attend their annual review to contribute their views. If they do not wish to attend the meeting their views can be sought in advance and shared at the review.

Transition Support

All children at Saint Pancras are supported in moving between the phases of their education. However, special arrangements and provision is made for supporting SEND during these transitions. These arrangements may include:

On entry to Reception

- Additional visit to pre-school from teaching staff/SENDCo
- Transition meeting between parents, SENDCo, teacher, pre-school staff and any professionals to ensure all key information has been shared prior to joining the school
- Additional opportunities for child and parents to visit Rainbows class – Stay and play sessions
- Photo book provided to parents to share with child including staff photos
- Any additional resources or visuals required prepared prior to start date
- Additional transition meetings for any specialists already involved
- Early meetings with parents to reflect on initial transition in Autumn term

Transition between classes

- Close liaison between current and new staff, including sharing support plans and one-page profiles
- Opportunities for the child to meet the new teacher/work with the teaching assistant
- Opportunities for the child to visit their new classroom
- Photobook of key staff and rooms can be provided

New pupils

- When a pupil with SEND transfers to St Pancras the SENDCo will liaise directly with the previous school to ensure a clear understanding of needs and support required
- Parents are also welcome to meet the SENDCo prior to their child transitioning

Year 6 to 7

Transition from primary to high school is a key time for all children. As such all pupils require additional support during this time and will have the opportunity to visit their new school, and will talk about moving to high school with their teacher. There are in addition to this, a number of arrangements to provide further support for children with Special Educational Needs. The SENDCo will liaise directly with the



high school SENDCo to discuss your child's individual needs to aid a smooth transition. Enhanced transition support is then planned on an individual basis and may include additional visits to the school both during and/or after the school day, and additional meetings for parents and child with the SENDCo of the receiving school, liaising with outside agencies, photo books of key staff and areas of the school.

Staff training

Staff are trained to adapt to a range of special educational needs and disabilities and SENDCo oversees training needs with regards to specific areas of SEND. Our teachers and teaching assistants are always happy to learn new skills so that we can support all of the children in our care.

We have experienced staff who can use approaches designed to help children with:

- Specific learning difficulties (e.g. dyslexia)
- Autism
- Coordination difficulties
- Memory difficulties
- Visual impairment
- Hearing problems
- Speech, language and communication difficulties
- Sensory processing difficulties
- Social and emotional challenges
- Various medical conditions

Education Health Care Plans (EHCP)

An EHCP may be necessary when a child has more complex or severe learning needs that have been identified as requiring a high level of individual support and/ or specialist intervention, which cannot be provided from the resources normally available in the school.

- The school, or parents, can complete an EHCP referral to request that the Local Authority (LA) carry out a statutory assessment of a child's needs.
- This is a legal process and following receipt of information/evidence provided by the school and parents the Local Authority will decide if a child's needs seem complex enough to begin the assessment process.
- If the decision is not to proceed with any further assessments a representative of the LA will provide feedback regarding the panel's decision and advise school on any further suggestions while they continue to provide support.
- If a statutory assessment is to proceed then the LA will write to all the professionals seeking additional information and requesting written reports. Once the LA is in receipt of all this information they will decide if a child's needs are severe, complex and lifelong. If this is the case an EHCP will be written by the LA.
- The EHCP will outline the support a child should receive and what strategies should be put in place.
- An EHCP has a statutory requirement to be reviewed annually and this will be organised by the SENDCo. Parents/carers, pupils, teacher/TA and any professionals are invited to attend the annual review.
- The school SENDCo, Mrs Rebecca McGill, is available to guide you through this process.
- SENDIASS is a service also available to support parents through the EHCP process.



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Accessibility

St Pancras Catholic Primary School is a single-storey building with no internal steps, enabling wheelchair access throughout the building and easy transit for pupils with reduced mobility or sensory impairment.

The building is fully wheelchair accessible. Access to the main entrance is by a wheelchair accessible ramp with power-assisted main door, operated by low-level push-button. The rear entrance to the school is accessed by wheelchair accessible.

Wheelchair accessible ramps serve both the Library and the Early Years Foundation Stage classroom.

There is a wheelchair accessible, fully fitted disabled toilet which has a bio-bidet fitted for use as required.

Who are the best people to talk to about my child's Educational Needs and/or Disabilities (SEND)?

Teachers

- Responsible and accountable for pupil progress and development
- Deliver quality first teaching, differentiated for individual pupil's needs
- Clear analysis of pupil's needs when referring to SENDCo
- Responsibility for planning appropriate work of the pupil's on a daily basis
- Ensuring that time is allocated during the week for class teacher to work directly supporting pupils with SEND
- Where interventions involve group or 1:1 teaching away from the class, teachers still retain responsibility for the pupil
- To plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Close liaison with TA and SENDCo to monitor impact of interventions
- Reviewing and setting support plan targets – shared termly with parents
- Annual reports to parents
- Contribution to annual reviews for statemented/EHC pupils
- Termly Parents Evenings to review pupil progress.

SENDCo

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer and with pre-schools for children transferring to Reception
- Liaising with external agencies including the LA's support, Educational Psychology Services, Health and Social services and voluntary bodies
- Co-ordination and developing school based support plans

Governing Body

- Responsible for ensuring that the school fulfils its statutory duties
- It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs
- It will hold the Head of School to account for the provision of children with SEND
- It will ensure that governors receive appropriate training to fulfil their roles
- A SEND governor will be appointed by the governing body
- They will have responsibility to liaise regularly with the SENDCo about developments in SEND.
- Monitoring should be undertaken so the statutory requirements for meeting SEND within the school are met

Advice for parents/carers

Prior to your child joining our school the class teacher/SENDCo is available to meet with you to discuss your child's needs and any concerns you may have. Here are some useful links for help and advice:

Suffolk Local Offer <https://www.suffolklocaloffer.org.uk/>

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) <https://www.suffolksendiass.co.uk/>

Suffolk Parent Carer Network <https://spcn.org.uk/>

Activities unlimited <https://www.access-unlimited.co.uk/activitiesunlimited/>

Autistic Spectrum Disorder <https://www.autism.org.uk/> <https://www.autism-anglia.org.uk/suffolk>

Auditory Processing Disorder <https://apdsupportuk.yolasite.com/>

Dyslexia <https://www.bdadyslexia.org.uk/>

Dyspraxia <https://dyspraxiafoundation.org.uk/>

Dysgraphia <https://www.dysgraphia.org.uk>

Mental Health <https://youngminds.org.uk/> <https://www.mentallyhealthyschools.org.uk/>

Emotional Well-Being Hub <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=Nh2oJw7Qq4l>

Sensory processing disorder www.apduk.org.uk/



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Supporting well-being, social and emotional development

We have a caring staff at St Pancras and are committed to providing support for all children whenever it is needed. We follow a trauma informed approach and our staff have received whole school training from Trauma Informed Schools. Our SENDCO has a diploma in Trauma and Mental Health and is our Senior Mental Health Lead.

We recognise that many children need support in their social and emotional development from time to time and with some requiring more support in this area than others. We have a dedicated nurture space for children to receive therapies and for emotional regulation.

We have a range of strategies that can be implemented to support individual pupils. This can range from a member of staff to meet and greet an individual child to ensure their days gets off to a good start, a safe place to calm, nurture sessions through to targeted support from outside agencies. We have staff trained in drawing and talking and one of our HLTAs is an ELSA (Emotional Literacy Support Assistant).