St Alban's
Catholic Primary and Nursery School
Member of St Clare's Catholic Multi Academy Trust, Diocese of Hallam

Let God's love shine in our lives as we grow and learn together

SEND INFORMATION REPORT – Autumn Term 2026

At St Alban's Catholic Primary & Nursery School, we are committed to supporting all pupils, including those with special educational needs and disabilities (SEND). This report explains the support we offer, how we work with families, and the ways we make sure every child is included and able to succeed. It also sets out how we meet our legal duties under the SEND Regulations 2014, the SEND Code of Practice 2015, and the Equality Act 2010, and how we follow Doncaster's Graduated Approach for SEND. This information is reviewed each year and updated if anything changes.

This report is updated annually and reviewed by governors to ensure compliance with the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice 2015. It should be read alongside our SEND Policy, Accessibility Plan, and Equality Duty Statement, available on the school website.

The kinds of special educational needs that are provided for in school

At St. Alban's Catholic Primary & Nursery School, we believe it is important for every child to feel valued, respected, treated fairly and equally. Children with disabilities or special educational needs (SEND) are warmly welcomed by the school and the governing body. We are a fully inclusive school that accommodates all types of special educational needs and disabilities (SEND). These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014)

- Communication and Interaction difficulties.
- Cognitive and Learning difficulties.
- Behaviour, Emotional and Social difficulties.
- Sensory and/or Physical difficulties.

Whilst we strive to create the best learning experiences possible for all our children, we acknowledge that on occasions where these difficulties are severe and profound a more specialised provision may be more appropriate.

The name and contact details of the SENDCo and further contacts where parents/ carers may have concerns

Mrs Hayley Petty (SENDCO)
Mrs Katie Davey (DSL and Inclusion Lead)
Mrs Lindsey Ebsworth (Headteacher)

Tel: 01709 862298
hayley.petty@st-albans.doncaster.sch.uk
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head@st-albans.doncaster.sch.uk

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All members of staff are responsible for:

- Following individual risk assessments that are in place for certain children with SEN to ensure they can meet their needs.

Your child's class teacher is responsible for:

- Assessing your child's progress, identifying strengths and weaknesses including any gaps in learning and/or misconceptions. This analysis will inform next teaching steps and any additional support or intervention strategies that can be used to improve learning outcomes.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist support and specifically planned work and resources.
- Writing a personalised SEN Support Plan, One Page profile and reviewing it with parents each term.
- Ensuring that the school's SEND Policy is followed in their classrooms and for all pupils they teach with SEND.

The SEN & Inclusion Manager (Mrs Hayley Petty and Mrs Katie Davey- inclusion lead) are responsible for:

▪Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

▪Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

▪Providing specialist support for teachers and support staff in the school so they can help children with SEN in the school achieve the best progress possible.

Ensuring that you are:

▪Involved in supporting your child's learning.

▪Kept informed about the support your child is getting.

▪Involved in reviewing how well your child is doing.

The Headteacher (Mrs Lindsey Ebsworth) is responsible for:

▪The day to day management of all aspects of the school, this includes the support for children with SEND.

▪The Head Teacher will delegate responsibility to the SENDCo & Inclusion Lead and the class teachers but is still responsible for ensuring that your child's needs are met.

▪The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

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Policies for identifying children and young people with SEN and assessing their needs
• Teaching & Learning Policy • Safeguarding Policy • SEND Policy • Health & Safety Policy • Managing Medicines Policy • Accessibility Plan • Equality Duty Statement
Arrangements for consulting parents of children with SEND and involving them in their child's education
• Termly meetings with class teachers to review progress and next steps • Transition meetings at key points (e.g. change of key stage) • Annual reviews for children with an Education, Health and Care Plan (EHCP) • Opportunities for regular communication and meetings as needed
Arrangements for consulting young people with SEND and involving them in their education
• Regular pupil discussions. • Children are asked to give their views and opinions regarding their learning experience and to reflect on their strengths and difficulties (this is presented in their own personal one-page profile). This informs the class teacher and SENCO how to plan and support a personalised learning programme that reflects the child's needs • Input into SEN Support Plan targets. • Involvement in annual reviews / EHC Plans.
Arrangements for assessing and reviewing children and young people's progress towards outcomes This should include the opportunities available to work with parents/carers and young people as part of this assessment and review

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- Targets will be discussed with parents at the termly SEN Support Plan meeting.
- When a child's targets are reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. This will follow an 'Access, Plan, Do, Review' model.
- Class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Curriculum levels and some standardised tests, as appropriate.
- The progress of children with an Education Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/carer voice included.
- Children who are not making expected progress are identified through the half termly Pupil Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- Regular book scrutiny and lesson observations/drop in's will be carried out by school leaders. These will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- SEND support includes planning and preparation for the transitions between phases of education. This is done effectively between primary phases through SEND support plans and one page profiles, dialogue and transition weeks at the end of the summer term.
- To support the transition from home to Nursery we provide the following: home visits, information packs, nursery meeting, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENDCo and relevant outside agencies.
- To support the transition from home/FS1 to FS2 we provide the following- For new to our school children we complete a home visit, information packs, reception meeting, all children from our nursery and new reception children take part in transition sessions both before and after the summer holidays, pre-emptive meetings as necessary- involving parents, class teacher, SENDCo and relevant outside agencies
- We encourage all new children to visit the school prior to starting with us.

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- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave us for secondary school, we arrange visits for them to their receiving school and secondary staff always try to visit children in their current setting.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

Approach to teaching children and young people with SEN

- St. Alban's Catholic Primary & Nursery School is an inclusive school and we all work together to help EVERY child achieve their full potential.
- All schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by outside agencies to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.
- Early Identification - For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people are alert to emerging difficulties and respond early.

  Universal/Universal+
- St Alban's follows the graduated approach and will monitor pupil progress at a Universal level first + after conversations with parent/carers.

  Targeted/Targeted+:
- Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will may involve specialist support from outside agencies and devise a support plan.

  Specialist:
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment from the local authority.

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- Termly APDR (assess, plan, do, review) meetings with parents, class teachers, support staff and relevant outside agencies will be held, following the graduated approach. During these meetings we will review termly progress, assess the impact of provision and discuss next steps. Support and ideas are shared, regarding strategies and programmes which will help children. Parents are supported both at home and at school on how to do this by school and other agencies.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

- We aim to support children's learning in and out of the class, through the use of Teachers/Teaching Assistants, who work with children 1 to 1 and in small groups. This means they have been identified by the class teacher as needing some extra support in school. Every half term, the impact of this support is analysed through data dashboards and then adjusted according to need.

- Our whole school provision offer is outlined on the provision map and broken into the areas outlined by Doncaster council of Universal, Universal+, Targeted and Targeted+ and broken into the four SEN need areas.

For your child this would mean:

- Reasonable adjustments are made to ensure aids eg. Hearing aids and receivers, visual aids and support, specialist chairs and physical support are provided on an individualised basis to ensure that any disadvantage is substantially reduced so that every child with a special educational need or disability is able to access the provision at St Alban's.
- They will engage in group sessions with specific targets to help them to make progress.
- A Teaching Assistant /Teacher or outside professional (like a Speech and Language Therapist) will run small group sessions.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning or who needs additional nurture support.
- Neurodiverse friendly classrooms.

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- Specialist groups run by outside agencies include e.g. Speech and Language therapy or occupational therapy groups

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured and plans for professional development

- SEN & Inclusion Managers (Mrs Hayley Petty, and Mrs Katie Davey attend regular training to ensure they are informed about local and national developments.
- School support staff have weekly CPD opportunities.
- All staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally.
- School also seeks advice where needed from specialist agencies such as Educational Psychologists, ASCETS, BOSS, Speech and Language, Occupational/Physio therapists, School Nurses, CAHMS etc.
- When support plans are reviewed termly, the effectiveness of the interventions are reviewed which informs any plans for professional development.

Evaluating the effectiveness of the provision made for children and young people with SEND

- It is the schools practice to regularly and carefully monitor and evaluate the quality of provision we offer all pupils. As with all areas of SEND provision, in school we use an assess, plan, do, review cycle to ensure that our children with SEND are receiving the best support and provision that they can.
- This is done through audit, data analysis, pupil progress meetings, observations, learning walks, drop ins, monitoring of SEND support plans and discussions with staff, children, governors and parents.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- As an inclusive school we offer support for all children, ensuring they have full access to the broad and balanced curriculum. SEND children may have additional supports to access 6-part Mastery lessons or may have differentiated/scaffolded work and targeted support from experienced adults in school.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

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- Our nurture support is offered to pupils and their families in a variety of ways, including; break-time and lunchtime support, daily/weekly nurture slots dependent upon need, informal monitoring, group and individual work. Partnerships between school and parents /carers is central to our nurture support with regular and appropriate communication, including meetings and telephone contact.

- Pastoral support can be accessed from Caritas Diocese of Hallam

- Programmes including emotional literacy, drawing and talking, sand therapy and zones of regulation are run alongside Nurture, offering enhanced and specific support. Lego therapy, WellComm and Sensory Circuits are also offered to aid social, communication and language skills.

- Where appropriate, pupils may be supported through the With Me in Mind programme and other mental health and wellbeing services to promote emotional wellbeing, resilience, attendance, and positive engagement in learning.

- All children take part in lessons and collective worship that teach about equality and empathy both from a Christian perspective and with a social, moral and cultural expectation in line with the Equality Act 2010.

- Children's roles and responsibilities within school are offered to all children providing the roles are appropriate and suitable in order for each child to be successful.

- Any bullying, harassment or victimisation is logged, investigated, parental involvement is sought. The process for children with SEND follow the same policy and protocol. Once investigated, the consequences for such behaviour follow the School's Anti-Bullying Policy and appropriate support is offered to the victim as a priority.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

- Parents are signposted to other support services through Doncaster Local offer such as, SENDIASS, Early Help, Family Hubs, Family Information services, Doncaster Autism Services and voluntary organisations such as Doncaster Parents' Voice, and are supported in accessing these services where there is a need.
- St. Alban's accesses local authority support through the graduated approach by using the referral documents and making contact with necessary outside professionals.
- This is supported through the Team Around the School model by bringing together key agencies to support school leaders and develop systems, skills and structures.

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Arrangements for handling complaints from parents of children with SEN about the provision made at the school
• Initial complaint to go to school office and will be dealt with by the SEN & Inclusion Manager and the SLT.
Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published
Doncaster's Local Authority's SEND offer can be found at: http://www.doncaster.gov.uk/services/schools/local-offer-send

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