



## The Cathedral Catholic Primary School, Lancaster

### SEN Information Report 2024/2025

#### Roles and responsibilities:

Inclusion Manager/SENDCO: Sarah Benson (*NASENCO, QTS, BSc Psychology*)  
The Cathedral Catholic Primary School, Balmoral Road, Lancaster, LA1 3BT  
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SEN Governor: Bridget Teasdale

Designated lead for Safeguarding: Nicola Holt

Deputy Designated Safeguarding lead: Shiralee Grierson, Karl Hodder, Sarah Benson

Children Looked After: Nicola Holt

Children with Medical Needs: Sarah Benson

SEND Case Manager (LCC): Craig Parry

**At The Cathedral Catholic Primary School every teacher is a teacher of every child, including those with SEND.**

#### 1. The kinds of special education needs for which provision is made at The Cathedral Catholic Primary School.

At The Cathedral Catholic Primary School we believe that every pupil should have the opportunity to achieve their full potential. We want all children and adults to be part of the inclusive learning environment that we strive to create.

We place the highest value on high quality teaching for all children and actively monitor teaching and learning in school. We strive to create a curriculum and a learning environment that is flexible enough to allow for the needs of all children who are part of our school community.

At different times in their school life, a child or young person in our school may need additional support so that they can access the curriculum. This may be due to a special educational need or disability (SEND).

Special Educational needs and provision falls into four broad areas which are outlined in the SEND Code of Practice 2015 as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and Emotional Health
4. Sensory and/or Physical

We provide provision for needs in all areas listed above.

## **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

### **Identifying Special Educational Needs**

We place a significant emphasis on early identification of those children who are experiencing difficulties accessing learning and general school life.

The purpose of identification is to establish what action we need to take, not to fit children into a category or give them a label.

We identify these needs by considering the needs of the whole child and not just the special educational needs.

### **EYFS**

Some children join The Cathedral Catholic Primary School with previously identified additional needs.

These may include:

- Mobility difficulties
- Motor skills difficulties (eg dyspraxia)
- Speech and language difficulties (including pre-school speech therapy input)
- Hearing impairments (including Glue Ear)
- Visual impairments that are not fully corrected by wearing spectacles
- Medical diagnoses such as Autistic Spectrum Disorders
- Concerns raised by previous educational settings (eg Nursery; previous school)
- An existing Education Health and Care Plan (EHCP)

The Reception Class teacher and TA's use the Foundation Stage Profile documents to assess and track all children's progress at regular intervals across the year.

In the Autumn Term the staff use playful activities to screen the motor skills development and language development of Reception children.

The SENCO and Reception Teacher will plan play-based activities to support the development of any child whose motor or language skills are found to be below the expected developmental level for their age. If a child is found to be further behind their age expectations in motor development or language development, the Reception staff will provide targeted support to develop specific skills.

The children's progress is carefully monitored and in many cases this early "boost", together with high quality classroom experiences, means the child catches up with their age-expectations before the end of their Reception year and no further targeted support is necessary.

### **When concerns arise at school**

Parents are encouraged to tell their child's Class Teacher about any worries they may have about their child's development, well-being or learning as soon as they feel concerned. Teachers may raise concerns about children in their class.

The progress of all children is carefully monitored through routine assessments, observations and Pupil Progress meetings.

Children at risk of falling behind their peers are promptly identified and any concerns are shared with parents.

This may include children who are identified as

- attaining below age-related expectations
- learning more slowly than their peers
- making slower progress than previously
- showing emotional or behavioural issues that affect their engagement in learning

### **How we investigate the concerns raised**

The Class Teacher will work closely with the parents and SENCO to investigate any concerns through the School's Graduated Response to meeting SEN, which takes the form of a continuous "Assess, Plan, Do, Review" cycle.

The concerns will be discussed and a "Pupil Passport" may be compiled in order to build a profile of the child's strengths and difficulties and to identify any strategies that will support effective learning.

The child will be involved in this process as much as they are able.

The first step in planning support is always to analyse current classroom practice to see how it can be adapted to match the needs of the child.

Sometimes this will be all that is needed to help the child learn more successfully even with a medical diagnosis such as Autistic Spectrum Condition or a child needing a Hearing Aid.

If concerns continue after class-based strategies, adaptations and support have been evaluated, then additional methods may be used to gather more details about a child's profile.

This may involve the child being observed or assessed using checklists, screening materials or standardised tests (eg communication checklists, cognitive tests).

These may be done by the SENCO or other professionals visiting school or through attending appointments outside school, such as with a doctor or at the child development centre.

Parental permission will be sought and parents will be kept informed of any results in writing and through meetings.

We will always make sure that the child understands and is comfortable with any assessment activities they are asked to do so they effectively give their permission too.

We will make sure that any additional investigations and assessments are in the child's best interests, specifically questioning whether detailed assessments or labelling a child's difficulties is helpful in informing our future planning for meeting the child's needs.

We can signpost parents and carers to organisations that provide family support whenever this is needed, such as workshops and other support systems.

**3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans including, 3a. How the school evaluates the effectiveness of provision for such pupils 3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

**Monitoring and Evaluation of SEND**

The Inclusion Manager/SENDCO is responsible for regularly reviewing the SEND provision in school.

This is done through:

- Work scrutiny
- Planning scrutiny
- Lesson observations
- Pupil interviews
- Parent/carers interviews and discussions
- Learning walks
- Monitoring progress and attainment of SEND pupils

The Inclusion Manager feeds back to SLT and Governors following audits of provision. The evaluation and monitoring arrangements promote and active process of continual review and improvement of provision for all pupils.

Children with SEND are monitored as a "vulnerable group" and are expected to make comparable good progress to all other children. As well as using monitoring and tracking processes outlined above, we also look for a positive impact on children's attitudes to learning, motivation, confidence, happiness and general sense of wellbeing through observations and conversations with them.

Progress for SEND pupils can be very personal depending on the child's needs and we strive to ensure that we find ways to show the success and progress of all children in school. This can mean finding alternatives to traditional ways of showing progress such as using floor books, photographs, PIVATS or adult observations and notes.

Class teachers, the Headteacher and the SENDCO evaluate the impact of specialist interventions by establishing baseline levels at the beginning of an intervention and comparing them to the progress level at the end of the intervention period (usually a term). Interventions are recorded, monitored and reviewed on Edukey.

We aim to use evidence-based interventions where possible, such as “Welcomm”; “Indirect Dyslexia Learning Cloud” and “Precision Teaching”. It is expected that the skills being practised in intervention sessions will be reinforced in classrooms to help children generalise their new skills.

The SENDCO assists the Learning Support Mentors, teachers and Senior Leadership team in planning for and evaluating the success of provision in “The Ark” (nurture-based learning support).

Some support plans are initiated by Specialist Teachers (for Visual and Hearing Impairments; Autism Specialists; Learning Difficulties) Speech and Language Therapy, Occupational or Physiotherapy, or Educational Psychology. They regularly visit school to help us monitor the programmes to make sure that the specialised programmes remain appropriate and successful for the child.

The work of the SENDCO is monitored by the Head Teacher and the Governors. The Head Teacher and SENDCO meet to discuss children’s progress and specific high-need cases as necessary. The SENDCO meets the SEND Governor at least annually and the SENDCO must present a termly written report to Governors to formally evaluate SEND Provision in school.

### **3c. The school’s approach to teaching pupils with special educational needs;**

The Class Teacher is always the Lead Professional for SEND pupils in their class and has overall responsibility for every child in their class including those with SEND.

Each class has at least one Teaching Assistant to support the learning of all children in the class. Some Teaching Assistants support named children or specific areas of need.

The Class Teachers, Teaching Assistants and the SENDCO meet regularly to discuss children with identified Special Educational Needs and those whose learning is causing concern. Together we identify a child’s needs, look for ways to improve classroom provision and plan any additional support that may benefit the child, such as small group support, additional booster groups or individual tuition. This is part of the school’s “Graduated Response” to meeting Special Educational Needs and takes the form of a continuous “Assess, Plan, Do, Review” cycle.

All staff are made aware of how to support a child's needs through Pupil Passports, Relationship and Regulation Plans, Adaptive Teaching grids or learning Support Plans written with information from parents, the child and relevant professional advice.

Lessons are differentiated to be well matched to the "next steps" for a child's learning. Teaching styles and resources are adapted to make them more accessible for children's needs, for example using visual prompts alongside spoken information, recording work through typing, providing enlarged print sizes and enhancements to laptops so visually impaired children can access classroom resources; using specialised programmes on computers and iPad to meet specific learning needs.

### **A Graduated Approach to SEND**

#### **Universal – Quality First Teaching**

At the Cathedral Catholic Primary School high quality teaching (Wave 1), differentiated for individual children is the first step in responding to pupils who may have SEN.

This means:

- that all teachers have the highest possible expectations for every child in their class
- that teaching is built on what children already know, can do and can understand
- different ways of teaching are in place so that children are involved in learning
- specific strategies (which may have been suggested by specialist teachers or outside agencies) are in place to support children to learn
- teachers will let parents know what their child is learning and how they are progressing

Interventions and support can never compensate for a lack of good quality teaching therefore we regularly review and monitor the quality of teaching for all pupils, including those at risk of underachieving. Good practice for SEND children is good practice for all children.

It is important to us as a school to review, and where necessary improve, teachers understanding of strategies to identify and support vulnerable pupils, and to update teacher's knowledge of the SEND most frequently encountered in their classrooms.

Every child's progress is continually assessed and reviewed so any pupils showing gaps in their learning are identified. These gaps can then be addressed through targets and intervention. The decision to make special educational provision for a child involves the Inclusion Manager, class teacher and sometimes members of the Senior Leadership Team. All the information about a child's progress from the 'assess-plan-do-review' cycle, along with national data and expectations, is considered when making decision to place a pupil on the SEND register. Parents, carers and children are invited to be involved in the decision-making process through meetings and reviews (where appropriate). This level of support is termed SEN Support, it is school based and it may include additional provision at group or individual levels using

programmes of intervention and support that reflect the need to access the whole curriculum.

### **Targeted Interventions**

Interventions:

- May be run in the classroom or in sessions outside of whole class learning.
- Are planned and led by the teacher but may be delivered by a teacher or a teaching assistant.
- Are usually group sessions with specific targets to help children to make progress (targets are used in both group and class work).
- Are monitored and assessed by teachers, the Inclusion Manager, subject leaders and the SLT.

*Parents will be informed if their child is taking part in intervention.*

### **Personalised – Specified Individual Support**

For higher levels of need we may need to make arrangements for 1:1 support time or involvement from external agencies and professionals.

- Some pupils may follow 1:1 work; such as if the child has a Statement of SEND, an Educational Health Care Plan or if they have been assessed by outside agencies.
- Children who have been identified as having Social, Mental and Emotional Health needs have access to the school nurture worker.
- Children with highly complex needs will need an alternative and bespoke curriculum in place of the National Curriculum (e.g. the Equals Curriculum)

External agencies that we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational Therapy
- SEND Traded (LCC)
- Longland's Child Development Centre
- Waite Psychology (Educational Psychologist)
- Play therapist

Teachers are responsible and accountable for the progress and development for all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

### **3d. How the school adapts the curriculum and learning environment for pupils with special educational needs;**

## **Managing Pupils Needs on the SEND Record**

Every class teacher is responsible for monitoring and evidencing the progress of the children in their class. Internal and external support with this is available to all teachers and other professionals can be included in this process.

Children's attainment and progress is reviewed at least termly and next steps put in place.

Below are a range of ways that teachers do this in school:

- Individual Support Plans
- Adaptive Teaching Grids
- Risk Assessments
- Relationship and Regulation Plans
- Individual Nurture Plans
- Boxall Assessments
- SMART Targets
- Chronologies (CPOMs)
- Adaptive Teaching Grids
- Provision Reviews
- Pupil Progress meetings
- Interim and Year end Reports
- Attainment and Progress Tracker
- High Needs Planning
- PIVAT's
- EHCP reviews
- EP and Specialist Teacher Action Plans
- Personal Handling Plans

These documents are kept up to date by the class teacher and/or SLT and reviewed if necessary by the SENCo and are updated at least termly.

The information kept on in these documents is used to inform termly pupil progress meetings. Children and families are involved in the process through meetings and discussions about targets and next steps.

Following identification of barriers to learning and next steps the level of provision will be decided. This means that it will be decided if we are able to, as a school, meet the needs of the child internally or whether we need external support.

If we are able to meet the needs of the child internally then the 'assess-plan-do-review' cycle will be followed. This cycle will involve the class teacher using the evidencing and planning documents outlined previously to inform the planning of lessons and interventions to support the child in achieving their next steps.

If, after two full cycles (usually two school terms) of 'assess-plan-do-review', the child is not making the expected progress then the class teacher, SENDCO, SLT and parents will meet to discuss changes to the provision for the child.

Using the evidence gathered from the two cycles and through discussion we will decide whether it is appropriate to seek support from external agencies and the local SEND services.

To engage specialist support the SENDCO will fill in the relevant documentation and send it off, along with any required evidence. Class teachers and parents may sometimes be required to contribute to this process.

External support is monitored by the SENDCO and can involve class teachers, parents and SLT. The costing of external support is done by the school through provision maps and monitoring forms.

We will ensure that children, parents, carers and families are involved in the process as much as possible through regular discussion and meetings as appropriate.

### **3e. Additional support for learning that is available to pupils with special educational needs;**

#### **SEND Support in school**

The SENDCO establishes and facilitates all staff to support specific areas of children's development according to individually identified needs. These needs may have been identified by external professionals (speech and language therapist, physiotherapist) or by in-school screening, assessments or observations.

Our aim is always to develop useful skills that will transfer back to class and will contribute to the child's life skills in general.

The support may be for a short period (eg a term) or a longer time (the whole of a child's time at The cathedral Catholic Primary School), may take the form of individual or small-group work, and may range from weekly to daily sessions depending on the level of need.

Children are sometimes taken out of class for these sessions on a timetable arranged with the class teacher but support is also given in class.

#### **Education and Health Care Plans/ Statements of Special Educational Needs**

Some Teaching Assistants support individual children who have Education, Health and Care Plans. The Teacher, Teaching Assistants, SENDCO and parents work closely together to plan and evaluate support and the children are involved in making decisions as much as they are able. The impact of their SEND Support is reviewed and evaluated at least termly. All the TAs have strong relationships with the children they support, but an important part of all provision for children with an EHCP is to develop their independence and resilience so that they do not become over reliant on adult support. This aspect is planned in steps appropriate for the child's level of development and specific needs.

### **Pastoral Support**

We have two highly skilled and experienced Learning Support Mentors who work closely with The Headteacher, class teachers and SENDCO. As a team they support the social and emotional needs of children and their families. They support children in class, at playtimes, and also run small group interventions to address any behavioural, emotional and social needs. In addition to this provision, we offer Play Therapy sessions delivered by a qualified Play Therapist who comes in as an external specialist. The Teachers, Learning Mentor, Pastoral TAs, parents and SENCO work closely together to plan support for the children whose emotional needs are affecting their learning or development.

The Learning Support Mentors also keeps records and support pupils and families under attendance and safeguarding.

### **Multidisciplinary Support**

Some support plans are initiated by Specialist Teachers (for Visual and Hearing Impairments; Autism Specialists; Learning Difficulties) Speech and Language Therapy, Occupational or Physiotherapy, or Educational Psychology. They regularly visit school to help us monitor the programmes to make sure that the specialised programmes remain appropriate and successful for the child.

### **3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

#### **Playtime Support**

All children are encouraged to play in the yard with their peers. Children with behavioural, social and emotional difficulties may be monitored by adults so that any friendship issues or disagreements can be quickly resolved. Children with mobility difficulties are assisted on stairs and the slopes for their safety, according to their Care Plans. Children with significant health risks e.g. in poor weather can stay inside with adult support according to their Care Plans. Children who find playtimes and yard time overwhelming are offered alternatives where appropriate and possible.

#### **School Council**

All children are eligible to be involved in the School Council. Children are usually elected by their peers to the role. All children are encouraged to join class discussions about issues that affect school.

#### **School trips**

All children are included in school trips. Class Teachers are responsible for undertaking risk assessments and for arranging any necessary adaptations for children with SEND. Parents will be consulted if there are any significant issues that need addressing.

### **Extra-Curricular Activities**

There is a range of clubs available after school and some of these involve a fee. All clubs and activities are available to all children.

### **Wrap-Around Care**

School offer an on-site Breakfast Club and After School Club, for both of which there is a fee. Both options are on offer to all children.

Breakfast Club and After School Club staff frequently speak with the SENDCO to ensure best support for SEND pupils in their sessions.

### **3g. Support that is available for improving the emotional and social development of pupils with special educational needs**

#### **Pastoral Support**

We have two highly skilled and experienced Learning Support Mentors who work closely with The Headteacher, class teachers and SENDCO. The Learning Support Mentors support the social and emotional needs of children and their families. They support children in class, at playtimes, and also run small group interventions to address any behavioural, emotional and social needs. A Play Therapist comes into school once a week to deliver therapy sessions on a one to one basis. Children are able to ask to talk to a member of the Pastoral Team whenever they need.

#### **Behaviour**

Teachers and Teaching Assistants have had training on strategies to prevent, de-escalate and manage any problematic behaviours in class. We have several staff with extensive experience in supporting behavioural difficulties.

We operate a relational approach to behaviour and prioritise self-awareness, self-regulation, responsibility and emotional literacy development in all situations.

We have regular input from Educational Psychology to help us plan for vulnerable children.

We can also seek advice from the local Inclusion Hub and Lancashire County Councils IEST team if we need further support.

#### **Medical Needs**

The SENDCO and Senior Leadership team keeps records of all medical needs and updates Care Plans with parents annually. Detailed information is only shared with staff who work directly with the child and they are educated in how to meet a child's medical needs as appropriate (eg the use of epi-pens).

All staff are made aware of children with allergies, asthma, epilepsy and diabetes in case the child has an episode in school. Risk assessments are conducted for these children for school trips and visits outside school.

Named, prescribed medicines are kept securely in the school office and parental permission forms must be completed before school can administer medication. Records are kept of any medicine administered.

School has several named paediatric First Aiders. In emergency cases an ambulance will be called and parents contacted.

School works closely with the School Nurse, School Speech and Language Therapy Services, CAMHS/ Counselling/ Psychology services, Occupational Therapy and Physiotherapy services.

### **Safeguarding**

Information on safeguarding issues are held by the Designated Safeguarding Leads in school (the Head, Deputy Head/KS1 Leader, KS2 leader and SENDCO). Our Learning Support Mentors often work to support the families of vulnerable children. Parents can be signposted to support agencies as needed.

### **Attendance**

The attendance of all children is monitored. The Learning Support Mentors, Head Teacher, and wider Senior Leadership Team will work to support families where attendance is an issue. Sometimes the Pupil Attendance Support Team at the LEA will become involved.

### **4. In relation to mainstream schools and maintained nursery schools, the name and details of the SEN coordinator**

The Special Educational Needs and Disabilities Co-ordinator is Mrs. Sarah Benson. She has completed the National Award for SENCOs and attends regular meetings and training sessions to keep abreast of new developments in the field of special educational needs and disabilities. Mrs Benson works part-time and in the year 2024 – 2025 will be in school on Mondays and Wednesdays as a SENDCO. She can be contacted at school in person, by phone (01524 64520) or via email on [s.benson@cathedral.lancs.sch.uk](mailto:s.benson@cathedral.lancs.sch.uk).

If she is not available to see you straight away then messages can be left and Mrs Benson will contact you as soon as possible to make an appointment

### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The SENDCO has completed the National Award for SENCOs. She attends regular meetings and training sessions to stay as informed as possible of new developments in the field of special educational needs and disabilities, including specific areas of SEND, intervention programmes and the developing the role of SENDCO in school.

The SENCO works closely with Teaching Staff to make sure that all teachers have a clear understanding of the needs of children in their class. They work together to find effective

methods to support the children. Whole school staff training on SEND is planned when a general need is identified, for example Behaviour Management, ASC awareness, Attention and Focus. Training is sometimes delivered by the SENCO and sometimes by visiting experts.

We have regular visits from external agencies such as Speech and Language therapists, Occupational and Physiotherapy, Counselling Services and Educational Psychology. They monitor the progress of identified children and provide advice, support and training to staff working with those children, for example, strategies to support dysfluency, strategies to support communication in children with Autism, using emotion coaching, or strategies for supporting sensory needs.

## **6. Information about how equipment and facilities to support children and young people with Special educational needs will be secured.**

### **Accessibility to the school building**

The Cathedral Catholic primary School is a Victorian building on a sloping site, with classrooms over a total of 3 levels.

The school building is fully accessible at the front entrance.

Access via the playground entrance at the rear is up a small set of stairs.

The whole building is not wheelchair accessible due to 2 sets of stairs, one of which leads to Rec and Y1 classrooms and the KS1 toilets, the second set leads to 3 of the classrooms, the KS2 Library and the staff room.

The office, school hall, 2 classrooms and accessible toilet are accessible by wheelchair.

There are no accessible parking spaces.

Most classrooms have carpets and window blinds to improve the acoustics and visual environment. The dining hall/sports hall has poor acoustics.

All areas of school are well lit.

We use visual aids on signs and labels in classrooms and around school where appropriate.

The classroom environments will be adapted as much as possible, according to the needs of children in the class, for example ensuring windows have blinds to reduce glare for visually impaired children; arranging appropriate seating positions for hearing impaired children; adapting work areas to accommodate children with motor coordination difficulties. External Specialists are available to provide additional advice on accessibility issues as needs arise.

## **7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

The Cathedral Catholic Primary School has an Open Door policy so parents can speak to their child's teacher whenever they need to.

The Head Teacher, SENDCO and Learning Support Mentors can also be approached with any concerns either by calling in to school, over the phone or by appointment.

There is a welcome meeting for parents of the new Reception intake when key members of staff are introduced and there are “meet the teacher” evenings when children move up to the next class.

There are formal parent-teacher meetings twice a year and a written report in the summer. Teachers will contact parents promptly if any issues arise at school. SEND transition meetings occur at the end of every year with the child’s current teacher and new teacher to discuss passport strategies and needs.

Parents are given access to their child’s documentation on Edukey and are invited to comment on Learning Support Plans.

Parents of children with highly personalised support plans and/ or EHCPs/Statements will be involved in regular meetings to discuss the provision for their child. Information about the school and its various activities can be provided by alternative methods for pupils and prospective pupils who may have problems accessing it in our standard format. For example we have arranged for translations, for enlarged print and for face-to-face meetings to explain things clearly. We will do our best to meet any accessibility issues that may arise.

We can signpost parents and carers to local organisations that provide family support whenever this is needed as well as a range of websites that provide information for families on specific SEND.

There are support organisations that provide impartial advice and support to help young people and their families to understand the SEND systems such as

- SEND Information and Advice Service [www.lancashire.gov.uk/PPS](http://www.lancashire.gov.uk/PPS)
- Independent Parental Special Education Advice <https://www.ipsea.org.uk>

### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

SEND support focuses on the child and we are looking for ways to include the child’s own views more effectively to show that we are really listening to them and by helping them to develop the vocabulary and confidence to express their views as much as is possible.

Children with SEND have good relationships with the staff they work with and often any school issues (happy and sad events) are shared openly and can be acted upon if necessary. Children also know they can ask to speak to the Learning Support Mentors or other trusted adult if they have any worries.

We include the children’s views where appropriate when planning intervention targets, such as asking what would the child like to develop skills in, and making sure they do not miss their favourite lesson because of additional support groups. We are developing our paperwork to reflect increasing pupil involvement: Pupil Passports and learning Support Plans involve the children developing awareness and expressing their personal characteristics and self-help strategies.

**9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

If parents or carers are unhappy with the provision the school is making for their child with Special Educational Needs or Disabilities they should talk first to the child's class teacher.

If the issue remains unresolved they should raise their concerns with the Special Educational Needs Coordinator and the Head teacher. Most concerns will be resolved in this way.

If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for Special Educational Needs and Disabilities.

If a parent would like support through this process they can contact services who offer independent, impartial and confidential advice and support

- SEND Information and Advice Service [www.lancashire.gov.uk/PPS](http://www.lancashire.gov.uk/PPS)
- Independent Parental Special Education Advice <https://www.ipsea.org.uk>

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils.**

The governors have supported the SENDCO to complete the National Award for SENCOs and they continue to support her professional development, ensuring the possibility for attending regular meetings and training sessions.

The governors, via the Head teacher and SENDCO, support the professional development of all staff regarding supporting the needs of SEND pupils.

Staff are invited to, and take up the offer of attending courses and/or have worked closely with visiting professionals or the SENDCO to increase their skills and knowledge.

The governors are fully supportive of external agency support and ensure, via the budget and allocation of resources that this type of support is available throughout the academic year for those that need it.

The governors request regular updates and feedback from the SENDCO (at least termly) to monitor the provision for SEND pupils in school.

**11. The contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

Parents are encouraged to tell the Class Teacher about any worries they may have about their child's development, well-being or learning as soon as they feel concerned. The Head Teacher, SENCO and Learning Mentor can also be approached with any concerns either by calling in to school, over the phone or by appointment. If parents are considering sending their child to The Cathedral Catholic Primary School they are welcome to contact the school office (01524

64520) to arrange a visit to school and to meet Mrs Benson, the SENDCO, to discuss their child's needs.

We can signpost parents and carers to local organisations that provide family support whenever this is needed, such as workshops as well as a range of websites that provide information for families on specific SEND.

There are support organisations that provide impartial advice and support to help young people and their families to understand the SEND systems such as

- SEND Information and Advice Service [www.lancashire.gov.uk/PPS](http://www.lancashire.gov.uk/PPS)
- Independent Parental Special Education Advice <https://www.ipsea.org.uk>
- The LEA Local Offer for SEND can be found at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.asp>
- Special needs Jungle [Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease. Campaigning to #FixSEND](#)
- The Contented Child [Home - The Contented Child](#)

## **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

### **Transfer to The Cathedral Catholic Primary School**

Some children join The Cathedral Catholic Primary School with identified SEND. As soon as we become aware of these defined needs we will work with parents, the child, their previous educational setting and other professionals to put appropriate plans in place so that the child makes a successful transition to The Cathedral Catholic Primary School.

This may include

- Meeting the child in their existing setting
- Extra settling-in visits to The Cathedral Catholic Primary School
- Meetings with parents, the child's previous setting and other professionals
- Reading reports
- Sharing information with relevant adults in school
- Making necessary adaptations to the environment and resources
- Planning appropriate educational support

### **Transition between classes and Key Stages within school**

Internal transition between Key Stages is fully supported at The Cathedral Catholic Primary School.

Parents and children have the opportunity to speak to any member of teaching staff or the SENDCO within school in order to make smooth transitions.

Extra contact time between current and future staff can be arranged as well as additional time spent in new classrooms and social stories or booklets made to take home and read over longer holidays.

Teachers meet to hand over information and prepare for pupils moving into their class.

### **Transition to High Schools or other Primary Schools**

The Cathedral Catholic Primary School works closely with all High Schools to ensure smooth transitions.

This work may include:

- Emotional and practical preparation through small group work at The Cathedral Catholic Primary School such as discussing social scenarios; sharing feelings about high schools.
- Teachers from the new school meeting the child at The Cathedral Catholic Primary School
- Extra settling-in visits to the new school
- Meetings with parents, other professionals and the new school

All existing paperwork will be transferred to the new school.

### **13. Information on where the local authority's local offer is published.**

The Cathedral Catholic Primary School operates within the Lancashire's Local Offer and follows national and county guidelines to meeting SEND in school.

The LEA Local Offer for SEND can be found at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.asp>