



# St Catherine's C of E School

## **SEND Information Report: 2016-17**

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

<b>Status: Approved</b>	
Recommended	
Statutory	Yes
Version	V2.0
Adopted (v2.0)	<b>Sept 2017</b>
Review (v3.0)	<b>Sept 2018</b>
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	Equality and Diversity Policy SEND Local Offer SEND Code of Practice 0-25 years – 2014 SEND Policy Access to Education for Pupils with Medical Needs Policy Accessibility Plan / Policy Behaviour Policy

## SEND Information Report

### Aims:

At St Catherine's C of E School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- ✓ Communication and interaction
- ✓ Cognition and learning
- ✓ Social, mental and emotional health
- ✓ Sensory and/or physical

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and or Disability (SEND), whatever those needs may be so, that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ✓ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- ✓ [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- ✓ This information report also complies with our funding agreement and articles of association with An Daras Multi Academy Trust.

Name of SENDCo: Mrs Tracey Laithwaite

Dedicated time weekly: 1 day per week

Contact email: [tl@andaras.org](mailto:tl@andaras.org)

Contact Phone Number: 01566 772198

The SENCO will:

- ✓ Work with the head of school and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ✓ Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ✓ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- ✓ Advise on the graduated approach to providing SEN support

- ✓ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ✓ Be the point of contact for external agencies, especially the local authority and its support services
- ✓ Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- ✓ Work with the head of school and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ✓ Ensure the school keeps the records of all pupils with SEN up to date

Name of SEN Governor: Rebecca Brewer & Libby Bruce

The SEN governor will:

- ✓ Help to raise awareness of SEN issues at governing board meetings
- ✓ Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- ✓ Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

**Whole School Approach to Teaching and Learning:**

- ✓ Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEN.
- ✓ High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

**Our Graduated Response for Learners:**

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of pupils that require support to diminish the gap by iTrack and termly pupil progress meetings
- ✓ Identification of pupils requiring SEN Support and initiation of 'Assess, Plan, Do, Review' cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All pupils identified as requiring SEN Support, or with an Education, Health and Care Plan (or Statement) are on our Record of Need.

**How we identify children/young people that need additional or different provision:**

- ✓ Class teacher refers to SENCO – use of referral form / discussion / termly pupil progress meetings after trying different strategies in class through differentiation and interventions (quality first teaching)
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Use of assessment information/progress rates etc. pre / post interventions
- ✓ Use of attainment and progress data for children with SEN across the school part of whole school tracking of children's progress in terms of levels of attainment – half-termly

- ✓ Use of pupil/parent's interviews / questionnaires
- ✓ Monitoring by SENCo
- ✓ Pupil progress meetings
- ✓ Further assessments by specialists, including those from external agencies: speech & language therapist, Educational Psychologist, Physical Disabilities Advisor, CAMHS, Autism Team, Occupational Therapist, Physiotherapist, Sensory Impairment Advisors, The Equality and Diversity Service (EAL support)

We take a holistic approach by all aspects of a pupil's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all pupil's, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

#### **How we listen to the views of children and their parents:**

<b>What</b>	<b>Who</b>	<b>When</b>
Informal Discussions	Teachers / SENCo - regular informal professional dialogue School hosts regular meetings for parents to meet the staff and governors School hosts regular curricular events Children offer views for targets discussed informally regularly. Individual Provision Maps reviewed termly with pupil / parents Open door policy Parent Support Advisor availability	As required  Timetabled  As needed Updated Provision maps Termly Pupils targets discussed regularly As required As required
The School Council involves students to contribute and decide on aspects of school life	Pupils from all year groups are represented - Pupils with SEN are encouraged to be part of the school council	Half-termly
Representation on Governing Body	Parental Representation on the Governing Body	Regular meetings
Parents' Evenings	Individual class teachers SENDCo availability Parent Support Advisor	Termly for parent's evenings As required or attending drop-in events
Friends	The Friends meets to arrange social events and fund-raising activities. Information is made available on the website & newsletters	Regular meetings are held throughout the year
Home-School Book for information exchanges and key messages	All pupils with an EHCP as needed Discussed at meetings & agreed Requested by parents	Daily recording of positive aspects of the school day
We will follow the graduated approach and the four-part cycle of <b>Assess, Plan, Do, Review</b> meetings	SENDCo, Class Teacher, Key Stage Leaders, Parent / SENDCo 'Catch up' informally Teacher / SENDCo & parents meeting to update 'Individual Provision Maps' to ensure that: * Everyone develops a good understanding of the pupil's areas of	Termly  As required  Termly

	<p>strength and difficulty</p> <ul style="list-style-type: none"> <li>* We take into account the parents' concerns</li> <li>* Everyone understands the agreed outcomes sought for the child</li> <li>* Everyone is clear on what the next steps are</li> </ul> <p>We will formally notify parents when it is decided that a pupil will receive SEN support.</p>	
TAC: Team Around the Child / Family Early Support	Individual pupils Referrals made as required	6-weekly
General SEN Meetings	All parents of pupils on the Record of Need	Annually

### **The 'Assess, Plan, Do, Review' Cycle:**

For pupils on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENDCo in partnership with the pupil, their parents and the class teacher. Please see our SEN Policy for further details.

### **The kinds of SEN that are provided for at St Catherine's:**

Our school currently provides additional and/or different provision for a range of needs, including:

- ✓ Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- ✓ Cognition and learning, for example, dyslexia, dyspraxia,
- ✓ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- ✓ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- ✓ Moderate/severe/profound and multiple learning difficulties

This year, provision made for children/young people on our Record of Need has been:

- ✓ **Communication and Interaction** – Details of Provision:
  - Specialist speech therapists for pupils with complex needs and community speech therapist;
  - Social stories as needed;
  - Class / individual timetables;
  - Now / Next board;
  - Talking Tins;
  - Communication boards – teacher / TA scribes' step by step instructions;
  - Communication Passports;
  - Symbols / photos;
  - Precision Teach;
  - Makaton signing;
  - Pre-teaching key topic vocabulary;
  - Cued-listening;
  - Communication sequencing strips e.g. dressing, toileting
  - Use of key information – smaller number of information carrying vocabulary;
  - Rules and routines displayed;

- Processing time given;
- Scaffolded support re questioning from teacher by TA;
- Study buddy;

✓ **Cognition and Learning** – Details of Provision:

- Pre-teaching for new concepts, support learning;
- Dyslexia screening;
- Access to coloured exercise books / overlays / coloured whiteboards, provision for coloured paper for dyslexic pupils;
- Read, Write, Inc groupings
- Phonics interventions;
- 'Wild Tribe' provision to enhance outdoor learning opportunities;
- Access to work stations to aid concentration, reduce distraction within the classroom;
- Precision Teach;
- Multi-sensory curriculum;
- Educational Psychologist support / advice as needed;
- Intervention tutors KS 1 & 2;
- Pupil response to marking;
- Now / Next boards to motivate engagement;
- Individual learning plans for Literacy and numeracy tasks for pupils with more complex needs;
- iPad access with appropriate APP's to consolidate pupil's learning objectives;
- Zoned areas in the classroom to enhance compliance and reduce distraction;
- Use of the 'Rainbow Room' to reduce anxiety;

✓ **Social, Emotional and Mental Health** – Details of Provision:

- Regular meetings with the SENDCo / Head of School for identified vulnerable pupils;
- Additional adults in class to support pupils with complex needs;
- Additional adults to support pupils in order to access residential / enrichment out of school experiences;
- Social skills group;
- Team Teach support as needed;
- Access to lunchtime club;
- Breakfast club to support a calm transition into class;
- Support packages for residential preparation e.g. social stories, discussing menu, bedrooms etc;
- Individual risk assessments / behaviour plans;
- Positive Support Plans (PSP);
- Outdoor learning days / enrichments / Academy events;
- Behaviour plans to support emotional stability in the classroom e.g. use of 'Time Out' card';
- Feelings thermometer, feelings fans;
- Class visual timetable / individual timetables;
- Now / Next board;
- Sticker / behaviour charts;
- Time-out spaces e.g. pop-up tent;
- Sensory diet to aid calm transitions throughout the difficult times in the day;
- Access to the Rainbow Room to aid relaxation as needed;
- Spot timers to support transitions;
- Prevent training;
- Support / advice from Autism Spectrum Team;

- Referrals to MARU, CAMHS, Early Support, TAC, Child in Need as needed;
- Referrals to Penhaligon's Friend's (bereavement) & Dreadnought / Educational Counsellor (counselling) as required
- Reward / House system linked to behaviour policy;

✓ **Sensory and/or Physical Needs** – Details of Provision:

- Sensory diets to support pupils with needs identified by the OT to meet their sensory needs;
- Fun Fit programme for pupil with gross-motor skill delays;
- Access to left-handed writing implements / scissors;
- Access to work stations / bays;
- Fine motor skills programme;
- Use of sloping board;
- Access to sensory equipment & massage for calming;
- Assessment and advice from physical disabilities advisor;
- OT assessments: physical, sensory, equipment referral;
- Use of walky-talkies to ensure safety on the playground / school grounds;
- Timetabled access to the 'Rainbow Room for Thrive activities;
- Intimate care plans / toileting plans;
- Access to the changing bed in Nursery for pupils needing intimate care;
- Range of PE equipment e.g. balls of different sizes / textures;
- Regular messy play opportunities;
- Adapted handles to writing implements e.g. pencils, paint dabbers, paintbrushes;
- Individual reports for pupil safety and well-being: Intimate Care Plans, PEEP (Pupil Emergency Evacuation Plan), Positive Support Plan, Risk Assessments;
- Individual Health Care Plans linked to medical needs;
- Use of walky-talkies to ensure safety on the playground / school grounds;
- Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning - see website:

<http://www.stcatherinescofe.co.uk/uploadpdf/policies/Accessibility%20Policy%20and%20Plan.pdf>

During the 2016/2017 academic year, we had 36 pupils receiving SEN Support and 4 pupils with Education, Health and Care Plans or Statements of Educational Need

We monitor and measure the quality and impact of this provision by:

- Learning walks;
- Termly pupil progress meetings;
- iTrack data scrutiny;
- Book scrutiny;
- Termly Key Stage moderation meetings;
- ADMAT moderation meetings by year group & P Scale moderation meetings;
- Intervention matrix and evaluation;
- Termly planning scrutiny;
- Termly lesson observations;
- Observations of LSA's working with individual SEN pupils;
- Pupil conferencing;
- Support from the school improvement officer;
- LSA / Teacher appraisals;
- An SEN Review is held for children with Statements of Special Educational Needs or EHC Plans. Interim reviews can also be arranged throughout the year if deemed necessary

- We implement 'Individual Provision Maps with S.M.A.R.T. targets

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ Intervention support;
- ✓ Speech & language support – following individual Care Plans from Speech & Language Therapists;
- ✓ Meeting medical needs for individual pupils;
- ✓ Pastoral support;
- ✓ Assigned to an individual pupil / small group to encourage independence;
- ✓ Lead First aid: monitoring resources, updating Care Plans, Asthma register;
- ✓ Librarian;
- ✓ Breakfast club leader;
- ✓ Family Support Advisors;
- ✓ Learning in the classroom;
- ✓ HLTA's;
- ✓ General LSA's;
- ✓ Support for enrichments / after-school clubs;
- ✓ Support for residential;
- ✓ Mini-bus drivers;
- ✓ Making resources e.g. symbols for Now/ Next board, visuals, social stories;
- ✓ Communication home / school;
- ✓ Thrive

We monitor the quality and impact of this support by:

- Observations;
- LSA appraisals – mid-year review;
- Training matrix and impact evaluations;
- Interviews with SLT members;
- Daily feedback to class teacher / Key Stage Lead / SENDCo;
- Training monitoring;
- Yearly questionnaires;
- Verbal termly feedback;
- Head of School open door policy for support / discussion as needed

### **Distribution of Funds for SEN:**

The school budget includes money for supporting children with SEND. The Chief Executive Officer and Head of School decide on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs within the school.

The Head of School and the SENDCo discuss all the information they have about SEND in the school, including:

- The children getting additional support already
- The children needing additional support
- The children who have been identified as not making as much progress as would be expected
- Deciding what resources, training and support is needed.

All resources, training and support are reviewed regularly, and changes made as needed.

This was allocated in the following ways:

- ✓ SENDCo
- ✓ Parent Support Advisors
- ✓ Staffing e.g. LSA's
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

**Continuing Development of Staff Skills:**

- ✓ Our SENCo has the national SENDCo accreditation
- ✓ Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- ✓ SEND training forms part of the continuing professional development of all teachers and LSA's and is organised in accordance with the needs of the pupils.
- ✓ The school works closely with other Academy / local schools, sharing training opportunities including INSET days and outside experts.
- ✓ The SENDCo attends regular meetings with the Head of School to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.
- ✓ The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- ✓ As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: SEBSS (Social, Emotional & Behaviour Support Service), Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), paediatricians, speech and language therapists, occupational therapists and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.
- ✓ We look to ensure that we have a variety of skills among our staff body, in order to enable us to support pupils in the best possible way.
- ✓ The school operates an internal training programme for support staff, facilitated by the Head of School and SENDCo. Whole group sessions or bespoke support based upon the needs of both pupils and staff, are timetabled on a regular basis.
- ✓ Whole school training this year has included the review of the Code of Practice, and Visuals Training.
- ✓ St Catherine's School has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school
- ✓ We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- ✓ Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- ✓ All staff have clear job descriptions which detail the required qualifications for each post in school.
- ✓ Training is specifically related to the needs of children in our school and also as required by statutory guidance with staff gaining a range of certificates to mark their commitment to courses

- ✓ Ongoing professional development is key to ensuring staff of all categories remain updated and skilled.
- ✓ Rolling programme of training led by the SENDCo for Team Teach (Positive Handling) with the emphasis of de-escalation skills, to ensure that positive handling is used only as a last resort

**Partnerships with other schools and how we manage transitions:**

We work with a number of schools in the area in the following ways:

- ✓ SENDCo ADMAT meetings - termly
- ✓ ADMAT P Scale moderation meetings - termly
- ✓ ADMAT Moderation individual year groups – termly
- ✓ Launceston College Year 6 transition planning meetings, additional transitions for vulnerable / SEN pupils as needed
- ✓ Social stories for new Foundation pupils
- ✓ Learning together sessions for new Foundation intake
- ✓ New Foundation parent’s sessions to relate information – parent pack
- ✓ Parent Support Advisor – support with transition as needed

This year, 2 pupils requiring SEN Support and no pupils with EHCP’s came to us from our partner schools. 5 pupils on our Record of Need in 2016/17 made a successful move to secondary school.

We ensure that the transition from Nursery to Reception is smooth by:

- ✓ Adding an ‘About my school’ leaflet in the paperwork for parents when they are allocated a place in school. This is made up of photos and text which introduces the children to the school, classroom, teachers and TA’s.
- ✓ Arranging to see each child at their pre-school, meeting their key workers and the child in a familiar environment.
- ✓ Home visits are carried out with 2 members of staff. One who chats to the child the second who talks to the parents about transition answering questions and getting to know the family.
- ✓ Parents / carers are invited to meet the teacher and have a tour of the school. They are informed about the curriculum and school expectations. This meeting is attended by the Friends, SENDCo and Family Support Advisors as well as the Head of School and EYFS teachers.
- ✓ Children are inducted into school over a term weekly then over a week with part week sessions so there are less children and the adults in the classroom can get to know the children.

For pupils with SEN, we also:

- ✓ Have a visual timetable in class F that supports them during the school day.
- ✓ Have time out spaces they can move to if they need some quiet / calm down support or space
- ✓ Individualised curriculum using child led learning if needed.
- ✓ Where appropriate a home-school book is used to communicate with parents.
- ✓ SEN pupils also have an Individual Provision Map which is developed through discussion with the parents / pupil (where appropriate) and teacher, and then shared with all staff working within the classroom e.g. PPA cover, supply teachers etc.

Parents are included in this process through:

- ✓ Initially through home visits.
- ✓ A parent meeting before the child starts school.
- ✓ Parents encouraged settling children into the classroom e.g. supporting them finding their peg, book bags, routines etc. They also have the flexibility of entering the classroom via an exterior door to speak to the class teacher in the autumn term. This supports transition and helps aid communication between parents and children.
- ✓ Parents can also contribute to the learning journal.
- ✓ Parents are also invited into school termly for a parent's consultation where learning journals and targets are shared.

We support the transition from Reception to Year 1 by:

- ✓ Transition days
- ✓ Teacher to teacher discussion / moderating work
- ✓ Parent's meeting the teacher
- ✓ Named coat pegs ready for the Sept term
- ✓ Website support e.g. Year group expectations, Overviews of the terms teaching and learning
- ✓ Having a move up day.
- ✓ Flexibly working with the year 1 teacher so the children are familiar with them.
- ✓ Working in the year 1 class in the summer term for transition times so the room is familiar.
- ✓ Social Stories can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

We help children to make the move from year 2 to 3 by:

- ✓ Transition days
- ✓ Teacher to teacher discussion / moderating work
- ✓ Parent's meeting the teacher
- ✓ Named coat pegs ready for the Sept term
- ✓ Website support e.g. Year group expectations, Overviews of the terms teaching and learning
- ✓ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- ✓ All Provision Maps will be shared with the new teacher.
- ✓ Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
- ✓ Social Stories can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

The transition from year 6 to secondary school is supported through:

- ✓ We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3.
- ✓ Pupils will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- ✓ Where necessary, a pupil will have the opportunity to visit their new school on several occasions and in some cases staff from the new school will visit your child in school

- ✓ Teacher & SENDCo meeting Key Stage 3 tutor, SENDCo and pupil support staff to discuss vulnerable pupils
- ✓ Sharing of school data
- ✓ SENDCo pass up meeting re pupils with EHCP, pupils on SEN Support
- ✓ Pupil transition days
- ✓ Parent / pupil meetings at the receiving secondary school

For pupils with SEN, we also:

- ✓ Additional transition days as needed
- ✓ Parent Support Advisor – support with transition as needed
- ✓ Support through social stories
- ✓ Supported transition with advisors e.g. Autism Spectrum Team
- ✓ Shared TAC / Early support with secondary staff to ensure relevant information is passed on
- ✓ Secondary SENDCo invited to final SEN Review to ensure appropriate support is in place

For pupils moving to another school, we also:

- ✓ Contact the school SENDCo and ensure that they know about any special arrangements or support needed
- ✓ Make sure that all records about a pupil are passed on as soon as possible.
- ✓ Support through social stories

For pupils moving into St Catherine's C of E School during the academic year we also:

- ✓ Support through social stories
- ✓ Meet with the pupil and parents to discuss their needs and decide how to best transition into our school.
- ✓ Liaise with previous school SENDCo to discuss the provision and obtain records from external agencies.
- ✓ Where necessary, organise a TAC meeting six weeks after starting to discuss the transition and ongoing support.

Parents are included in this process through:

- ✓ Support from the Parent Support Advisor – as needed
- ✓ School uniforms provided / donated by the Food Bank through the Parent Support Advisor, for families in financial need
- ✓ Joint Early Support / TAC meetings for parents to meet receiving school staff
- ✓ Sharing their concerns in a meeting to ensure a smooth transition
- ✓ Reading / discussing content of paperwork for parents with poor literacy skills
- ✓ Input into Transfer Review / EHCP planning in preparation for move to secondary school – parents sharing their views and concerns
- ✓ Liaising with parents / secondary school re summer school provision and support for vulnerable pupils
- ✓ Making a 2<sup>nd</sup> copy of a social story for parents to share with pupil over the transition period and holidays

**Ongoing development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this

through our School Development Plan, which includes our SEN Development / Action Plan. This can be found on the school website:

<http://www.stcatherinescofe.co.uk/uploadpdf/achievement-attainment/Improvement%20Plan%202017.pdf>

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support / SEN provision should in the first instance speak to the SENDCo (Mrs T Laithwaite) or class teacher and if the concern is not resolved to make an appointment with the Head of School: Mrs Louise Hussey. The complaints procedure Policy is available on the school website:

<http://www.stcatherinescofe.co.uk/uploadpdf/policies/Complaints-policy-2018.pdf>.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- ✓ Exclusions
- ✓ Provision of education and associated services
- ✓ Making reasonable adjustments, including the provision of auxiliary aids and services

We have received no complaints with regard to SEN support and provision. We have a very positive SEN parent questionnaire given to parents who had a child on the Record of Need. This can be viewed on our website:

<http://www.stcatherinescofe.co.uk/uploadpdf/SEN/SEN%20Parent%20questionnaire%20results%20St%20Cath%20s.pdf>.

**Other relevant information and documents:**

- ✓ The Designated Safeguarding Lead in our school is Mrs Louise Hussey
- ✓ The Designated Children in Care person in our school is Mrs Louise Hussey
- ✓ The Local Authority's Offer can be found at: [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)
- ✓ Our Accessibility Plan can be found on our website:  
<http://www.stcatherinescofe.co.uk/uploadpdf/policies/Accessibility%20Policy%20and%20Plan.pdf>
- ✓ The School Development plan can be found on our website:  
<http://www.stcatherinescofe.co.uk/uploadpdf/achievement-attainment/Improvement%20Plan%202017.pdf>
- ✓ Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website:  
<http://www.stcatherinescofe.co.uk/uploadpdf/SEN/SEND%20policy%202017.pdf>  
<http://www.stcatherinescofe.co.uk/uploadpdf/SEN/Local%20Offer%202017.pdf>
- ✓ Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website:  
<http://www.stcatherinescofe.co.uk/index.php/information-general/sen>

- ✓ Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

**Publication and availability of the plan:**

- The SEND Information Report will be made available on the website
- The SEND Information Report will be reviewed each year by the Local Governing Advisory Board.

Plan approved by the full Local Governing Advisory Board: **September 2017**

Next review will be: **September 2018**

Signed..... Head of School

Signed..... Chair LGAB

Signed..... Executive Head Teacher

Date.....