St Catherine's Catholic Primary School

SEND Information Report and Local Offer Response 2026

Introduction
At St Catherine's Catholic Primary School, we are committed to providing an inclusive, nurturing and ambitious education for all pupils. We believe that every child should be valued, supported and enabled to achieve their full potential regardless of their individual needs or disabilities.

This report explains how the school identifies, supports and monitors pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice and the Children and Families Act 2014.

The school's Special Educational Needs Coordinator (SENCo) is Mrs Clare Jones.
Contact can be made via the school office: 01768 864612 admin@st-catherines.cumbria.sch.uk

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Aims of Our SEND Provision

Our aims are to:
• Ensure all pupils have access to a broad, balanced and ambitious curriculum.
• Identify SEND needs as early as possible.
• Remove barriers to learning and participation.
• Enable all pupils to achieve their potential academically, socially and emotionally.
• Ensure pupils with SEND are fully included in all aspects of school life.
• Work in partnership with parents, carers and external agencies.
• Develop staff expertise through high-quality professional development.
• Promote independence, resilience and confidence.
• Make reasonable adjustments where required.
• Ensure all pupils are safeguarded and supported effectively.

What Are Special Educational Needs and Disabilities (SEND)?
A child or young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them.
A child has a learning difficulty or disability if they:
• Have significantly greater difficulty in learning than others of the same age; or

• Have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age.
Many pupils with SEND may also be covered by the Equality Act 2010 definition of disability.

The Four Broad Areas of SEND

Communication and Interaction Including:
• Speech, Language and Communication Needs (SLCN)
• Autism Spectrum Condition (ASC)

Cognition and Learning Including:
• Moderate Learning Difficulties
• Specific Learning Difficulties such as Dyslexia

Social, Emotional and Mental Health (SEMH) Including:
• Anxiety
• Emotional regulation difficulties
• Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and/or Physical Needs Including:
• Hearing impairment
• Visual impairment
• Physical disabilities
• Medical needs

What Kinds of SEND Does the School Support?

As an inclusive mainstream primary school, we support children across the four broad areas of need.
We welcome pupils with SEND and will make every effort to meet their needs through reasonable adjustments, adaptive teaching and targeted support.
Where pupils have an Education, Health and Care Plan (EHCP), admissions are managed in conjunction with Westmorland and Furness Council in accordance with statutory guidance.

How Does Our School Know If Children Need Extra Help?

Early identification is a priority.
Pupils may be identified through:
• Concerns raised by parents or carers.
• Teacher observations and assessments.
• Information from previous settings.
• Discussions with external agencies.
• Attendance, behaviour or pastoral concerns.

• Progress monitoring and attainment data.
• Screening assessments.

WellComm Screening
All Reception pupils are screened using the WellComm Language Screening Toolkit.

This enables us to:
• Identify speech, language and communication needs early.
• Provide targeted intervention promptly.
• Monitor progress over time.
• Seek specialist advice where appropriate.

Ongoing assessment continues throughout the school to identify emerging SEND needs.

What Should Parents Do If They Think Their Child May Have SEND?
Parents should initially discuss any concerns with their child's class teacher.
Further discussions may involve:
• Mrs Clare Jones (SENCo)
• The Headteacher
Parents are viewed as key partners throughout the identification, planning and review process.

How Will the School Support a Child with SEND?

All pupils receive high-quality adaptive teaching as their first level of support.
Where a pupil requires additional support, the school follows the graduated approach:

Assess
Information is gathered from:
• Teachers
• Parents
• The pupil
• Assessment data
• External professionals

Plan
Appropriate outcomes and support strategies are identified.

Do
Support is delivered through classroom adaptations and targeted interventions.

Review
Progress is reviewed regularly with staff, parents and pupils.

Support may include:

• WellComm interventions
• Speech and language programmes
• Precision Teaching
• Pre-teaching and overlearning
• Additional adult support
• Targeted small-group work
• Social skills development
• Emotional literacy support
• Specialist equipment and resources
• Advice from external agencies

Where necessary, the school may request an Education, Health and Care Needs Assessment from the Local Authority.

What Support Is Available for Pupils' Wellbeing?

Supporting pupils' emotional wellbeing is a key priority.

Provision includes:

• Pastoral support
• Social skills development
• Emotional wellbeing activities
• Positive behaviour support
• Mental health awareness
• Access to trained staff

ELSA Support

The school has a trained Emotional Literacy Support Assistant (ELSA).

ELSA support may help pupils with:

• Anxiety
• Friendship difficulties
• Self-esteem
• Bereavement and loss
• Emotional regulation
• Confidence and resilience

Support may be delivered individually or in small groups.

What Specialist Services Are Available?

The school works closely with a range of external agencies including:

• Educational Psychology Service
• Speech and Language Therapy
• Occupational Therapy
• School Nursing Service
• Child and Adolescent Mental Health Services (CAMHS)
• SEND Inclusion Services
• Early Help Services
• Specialist Advisory Teachers
• Health professionals supporting individual pupils

What Training Do Staff Receive?

Staff receive regular training to ensure they can effectively support pupils with SEND.
Training may include:
- Autism awareness
- Speech, language and communication needs
- WellComm assessment and intervention
- ELSA training
- Social, Emotional and Mental Health (SEMH)
- Attachment and trauma-informed practice
- Dyslexia awareness
- Adaptive teaching
- Medical needs training
- Safeguarding

The SENCo attends regular network meetings and professional development opportunities to ensure practice remains up to date.

How Will My Child Be Included in Activities Outside the Classroom?

All pupils are encouraged to participate fully in school life including educational visits, sporting activities, clubs, performances and residential experiences.
Reasonable adjustments and risk assessments are completed where necessary to enable participation.

How Accessible Is the School Environment?

The school is committed to improving accessibility for all.
The Accessibility Plan outlines how we:
- Improve access to the curriculum.
- Improve the physical environment.
- Improve access to information.

Reasonable adjustments are made to meet individual needs.

How Will the School Support Transition?

Starting School
We support transition through:
- Induction visits.
- Parent meetings.
- Information sharing with nurseries and pre-schools.
- Additional transition support where needed.

Moving Between Classes
Teachers share detailed information to ensure continuity of support.

Transition to Secondary School

This may include:
• Additional visits.
• Transition meetings.
• Information sharing.
• Enhanced transition programmes.
• Meetings between SENCOs.

How Are Resources Allocated to Support SEND?

Funding is used to provide:
• Teaching Assistant support.
• ELSA provision.
• WellComm resources and interventions.
• Specialist equipment.
• Staff training.
• External agency support.
• Targeted interventions.
• Provision identified within EHCPs.

Funding includes:
• Age Weighted Pupil Unit funding.
• Notional SEND Funding.
• High Needs Funding where applicable.

How Is the Decision Made About How Much Support Each Child Receives?

Decisions are based on:
• Individual need.
• Assessment information.
• Progress data.
• Teacher observations.
• Parent views.
• Specialist advice.
Support is reviewed regularly and adjusted where required.
For pupils with EHCPs, provision is reviewed through annual review meetings.

How Will I Be Involved in Planning My Child's Education?

Parents are involved through:
• Meetings with teachers.
• Meetings with the SENCo.
• SEND review meetings.
• Parents' evenings.
• Annual reviews.
• Meetings with external professionals.

Partnership with families is at the heart of our approach.

Who Can I Contact If I Have Concerns?

Please contact:
• Your child's class teacher.
• Mrs Clare Jones (SENCo).
• Miss Davies (Headteacher)
Telephone: 01768 864612
Should concerns remain unresolved, parents may follow the school's Complaints Procedure.

Support Services for Parents

Parents may also find support from:
• Westmorland and Furness SEND Information, Advice and Support Service (SENDIASS).
• Westmorland and Furness Local Offer.
• NHS services.
• Early Help Services.
• Family support organisations.

Local Offer

Further information about SEND services available across Westmorland and Furness can be found through the Local Authority Local Offer.

Review Information

Date reviewed: September 2026
Next review date: September 2027

SENCo: Clare Jones

This report should be read alongside the school's:
• SEND Policy
• Accessibility Plan
• Equality Information and Objectives
• Behaviour Policy
• Supporting Pupils with Medical Conditions Policy
• Safeguarding and Child Protection Policy
Approved by the Governing Body of St Catherine's Catholic Primary School.