



St Teresa's Catholic Primary School



Special Educational Needs and Disability Information

Report September 2024

The SEND Information Report should be read in consultation with the SEND policy, Accessibility Plan and Annual SEND Report.

Introduction;

St Teresa's Catholic Primary School is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise and value the need for a full range of educational and pastoral support. In addition to a SENCO (Special Educational Needs Co-ordinator), we also work very closely with various professionals from a wide range of outside agencies.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability. Our practice is continuously monitored and modified to meet the changing requirements of individual pupils' needs. St Teresa's Catholic Primary School operates its SEND provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures.

If you would like further information about the support we offer, please contact out SENDCO, Rosanne McTernan, on 0191 265 5076.

Aims and objectives of this information report are:

- to reach high levels of achievement for all children
- to be an inclusive school
- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of pupils are identified, 'assessed' and provided for as early as possible
- to ensure full entitlement and access for SEND children to high quality
- education within a broad, balanced and relevant curriculum so that they can
- reach their full potential and enhance their self-esteem
- to work in partnership with children, parents and other agencies to share a
- common vision and understanding
- to achieve a level of staff expertise to meet children's needs

What is SEND?

Special Educational Needs and Disabilities (often called 'SEN' or 'SEND') is a legal term for children and young people who will need extra support during their education.

It is set out in the government's 2014 '**Special educational needs and disability code of practice: 0 to 25 years**'. We often call this document 'the SEN Code of Practice'. It says:

'A child or young person has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

and that a **Disability** is when someone has 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

There are many different kinds of SEN and Disability. The SEN Code lists some examples of SEND you may have heard of. They are in four main groups:

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

There are a number of reasons why a child may be identified as having SEND:

- They have significant difficulty with their learning and are making far less progress than would be expected
- They have a specific learning difficulty, such as Dyslexia
- They have emotional or mental health difficulties
- They have difficulties with social communication and interaction
- They may have difficulties with speech and the correct pronunciation of words
- They have sensory and/or physical needs, such as hearing impairment
- They may have difficulties with concentration and focus.

For ALL children at St. Teresa's Primary with an additional need:

- We deliver high quality first teaching, differentiating the curriculum and resources, to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need - assess, plan, do, review.
- Lessons are as inclusive as possible, with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- New resources are purchased under the direction of outside agencies as well as the emerging needs of the pupils.
- There are 2 staff members with the SENCO qualification: The SENCo (Miss McTernan) and the Head Teacher. The SENCo is able to provide advice and guidance to staff and parents.
- All staff have completed and continue to receive on-going training in relation to meeting the pupils' needs.
- Support staff are placed where they are needed throughout the school, to ensure pupil progress, while at the same time promoting independence.
- All school related activities are evaluated in terms of their positive impact on learning success and inclusion of SEND pupils.
- We support our families with children with SEND, formally through review meetings and informally through an 'open door' approach.
- We evaluate intervention groups and strategies on a regular basis to make sure that all children reach their full potential.
- We hold review meetings three times a year for SEND children to consult with parents and one or two of these may be during parents evening meetings.
- We liaise very closely with our secondary schools at transition times to ensure that SEND pupil information is clearly communicated and recommendations noted, so that the move to secondary school is as smooth as possible.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support and advice via the Newcastle Local Offer.
- We work in partnership with parents and carers to meet the needs of individual pupils.

Specific provision is provided for the different areas of need for Special Need children

Type of SEND	Support provided in school
<p>Communication and Interaction</p> <p>Autism Spectrum Disorders and Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> • Visual timetables will be used, according to need. Sometimes these are personalized visual timetables. • 'Now and Next' boards are used for individual pupils to encourage them to complete a given task before making their own choice of activity. • Support/ supervision is offered at unstructured times of the day, often in the forest school, at break time and lunch time, when appropriate. 20/20/20 is offered to students- 20 minutes in the dining hall, 20 minutes outside and 20 minutes playing games with a member of staff, inside school. • We run small groups focusing on friendship, where strategies are taught in order that children can be included in games and know how to play fair and take turns. • Victoria Foster Counselling service provide counselling support for those children who it is deemed appropriate. • A Teaching Assistant is trained to deliver the BU Project as an intervention to support emotions and friendships. • Time is spent with children, helping them to identify situations which cause anxiety, and finding ways to relieve that anxiety. • We run small group speech and language sessions, on the advice of SENTASS. • Staff members are trained to deliver the intervention TalkBoost to children in the EYFS and KS1 with speech and communication difficulties. • We use some of our SENTASS Hours to provide a specialist communication teacher for identified pupils. • We access the expertise and advice of the Local Authority Speech, Language and Social Communications Team. • Areas of low distraction/ individual workstations. • Use of ICT where possible to reduce barriers to learning • Rewards of golden time/ peer interaction for individual pupils. • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Use of individual reward systems to promote learning and enhance self-esteem. • Strategies to reduce anxiety such as fidget toys and stress balls. • Referral to relevant agencies e.g. CYPS (Newcastle) and CAMHs (North Tyneside) for possible ASD, ADHD or ADD.

Specific provision is provided for the different areas of need for Special Need children

Type of SEND	Support provided by school
<p>Cognition and Specific Learning Difficulties inc:</p> <p>Moderate Learning Difficulties (Moderate- MLD) Specific Learning Difficulties (Dyslexia, Dyscalculia)</p>	<ul style="list-style-type: none"> • We access the expertise and advise of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified. We use GL Assessment as a pre-assessment to determine whether pupils require a referral to SENTASS. • We provide small group support out of class with a focus on Literacy or Numeracy skills depending on the need. • We use intervention programmes to improve literacy or numeracy skills. e.g. ELS phonics programme, Toe by Toe, Boasting Reading at Primary (BRP) and The Write Stuff. • We use intervention programmes to improve Mathematic skills e.g. Numicom, Plus 1, Power of 2, Success@arithmetic, Firstclass@number, Addacus, NumberStacks and Early Morning Maths. • We provide resources to support children with specific needs e.g. coloured overlays, word banks and iPads for dyslexic children. • We assess pupils regularly and report progress to parents and staff. • We hold multi agency network meetings with the family so that a report can be fully explained to the parent. • Targeted small group support in class from the class teacher and learning support assistant when required. • We assess pupils for access arrangements for end of Key Stage tests and assessments. • Small group daily phonics teaching for LSK2 pupils at their level of phonic acquisition. • Provision of table-top resources to promote independence and ensure that learning is multi-sensory and practical. • Alternative approaches to recording promoted. • Additional processing/ thinking time for responding to questions, completing tasks and sharing ideas. • Strategies to reduce anxiety e.g. 5 point scale. • We use the Newcastle Assessment Tool (developed by Sir Charles Parsons Special School) to tailor learning and support pupils working significantly below Age Related Expectations. • We have adopted a Maths Mastery approach so that all learners can access mathematics and then learning is deepened.

Specific provision is provided for the different areas of need for Special Need children

Type of SEND	Support provided by school
<p>Social, Emotional and Mental Health Needs</p> <p>Social Difficulties Mental Health Conditions, Emotional Difficulties</p>	<ul style="list-style-type: none"> • We provide excellent pastoral care for our children • We run one to one /group sessions focusing on emotional understanding and expression. • We create behaviour management plans where necessary to ensure children can access the curriculum and all children remain safe. • We use risk assessments and take action to ensure the safety and inclusion of all pupils whenever possible, in all activities. • We provide one to one nurture sessions to vulnerable children. • We pay The Road Centre to provide counselling support for those children who need it. • A Teaching Assistant is trained to deliver the BU Project as an intervention to support emotions and friendships. • We provide short term support for any child with specific emotional need. We use the Forest School at play times and lunch times for vulnerable children. We also use the Chapel for quiet reflective sessions. • We seek support and expert advice from outside agencies including the school health advisor and the Children and Young Persons Services (CYPS- Newcastle and Children and Adolescent Mental Health (CAMHs North Tyneside). • Clear sanctions and rewards are followed to offer pupils structure and routines. (Refer to behaviour policy). • The whole school partakes in Wellbeing Wednesday to promote mental wellbeing. • There are designated staff members and times where pupils can come and share their worries and thoughts. • Strategies to reduce stress and anxiety e.g. 5 point scale. • Residential trips which help to develop social, emotional and behavioural resilience and promote independence. • One-to-one Thrive sessions for vulnerable pupils to improve social skills and emotional well-being.

Specific provision is provided for the different areas of need for Special Need children

Type of SEND	Support provided by school
<p>Sensory and Physical Needs</p> <p>Hearing Impairment (HI) Visual Impairment (VI) Multi Sensory Impairment Physical Disabilities Medical Needs</p>	<ul style="list-style-type: none"> • We provide support and practical aids where appropriate to ensure pupils can access the curriculum • We seek advice and guidance from School Health for pupils with significant medical needs • We run intervention sessions to improve pupils' skills e.g. Fine and Gross Motor skills (dyspraxia) • We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment team • School staff liaise closely with multi agency staff e.g. Hearing/Visual Impairment Team to ensure pupils needs are met • All the entrances to school have ramps in place/level access to allow wheelchair access. • Our school has a disabled toilet • We work closely with Occupational Therapy Service to deliver and monitor therapeutic programmes • We provide support with personal and intimate care if and when needed. • Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty. • Staff understand and apply the medicine administration policy. • Movement breaks for pupils with motor coordination difficulties as and when required. • Staff have received training from the Occupational Health team - Sensational Schools/Classrooms • We purchase workspace aids such as slanted table aids and wobble cushions for pupils who need them

The information here is general; each child is an individual and will receive unique provision and resources where necessary. The teaching team continually assess and monitor the progress of all our pupils and all provision focuses on achieving the best possible outcomes for every child.

If you have any concerns about your child the first point of contact is their class teacher in the first instance, who can pass information to the school SENCO. If your concern is not resolved and you would like to make a complaint, please see our school's complaints procedure for more information.

Other useful information such as our Inclusion and SEND policy are available on the school website. If you would like further information about what we can offer then please do not hesitate to contact our SENCO Miss McTernan.

Email: office@stteresasnewcastle.org.uk or telephone on 0191 2655076.

ADDITIONAL INFORMATION

Newcastle's Local Offer

Newcastle City Council has a 'Local Offer' of information and guidance for people with SEND or disabilities, their families and those who support them. This describes and has links to what is available in Newcastle and other nearby local authorities. You can find out more about this Local offer at:

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** for impartial information, advice and support in relation to their pupil's SEN and/or disability.

The SENDIASS officer is Judith Lane. She can be contacted on 0191 2116255 or by email: SENDIASSadmin@newcastle.gov.uk

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

SEND Code of Practice

<http://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>