



St Teresa's Catholic Primary SEND Information Report & Contribution to the Local Offer

Bishop Hogarth Catholic Education Trust

SENCo – Mrs F Lindsay

Reviewed June 2020



Our Mission Statement

To create confident and independent learners who have the skills and knowledge needed to be the best that they can be and who serve each other in a loving Catholic community.

To achieve this we will:

- strive to do the little things well like St. Teresa.
- value ourselves and one another.
- reach out to others.
- accept and forgive.
- worship together.



Commitment

- We aim to support the needs of pupils with Special Educational Needs and/or Disabilities. We do our very best to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.
- We aim to be as inclusive as possible, with adaptations made to the curriculum and provision to meet the needs of pupils with Special Educational Needs and/or Disabilities.

Commitment

- We are committed to keeping all children, including those with Special Educational Needs and/or Disabilities (SEND), safe from bullying or any kind of discrimination.
- Our Bullying Policy may be seen at:
- <http://stteresasprimary.org.uk/policies/>

Learning in the Classroom

All teachers have high expectations for the pupils in their care.

Teaching builds on what your child already knows, can do and can understand.

Teachers routinely differentiate activities, approaches and ways of presenting information, so that children are fully involved in their own learning, whatever their additional needs.

Where appropriate, additional time will be devoted to drawing up specific strategies in partnership with your child and with yourselves, to support progress

Learning in the Classroom – everyday systems

- Your child's teacher will have carefully checked on your child's progress and may decide that gaps in their understanding/learning require some temporary extra support to help them make the best possible progress. All children in school may access this as part of normal classroom practice.
- At times, the Class Teacher may direct a Teaching Assistant (TA) to work with your child, as part of normal working practice.

Core Offer – making progress together

- Class teachers are responsible for the progress of every child in their class, across a broad and balanced curriculum
- A wide range of interventions are available for all children, to assist them to make up any lost ground and to ensure that their voice is heard.
- Teaching and support staff develop strong, nurturing relationships with the children they work with each day. Good behaviour is rewarded. Sanctions are in place to support consistently high standards of behaviour and our Behaviour Policy can be accessed from the school website:
- <http://stteresasprimary.org.uk/policies/>

Core Offer – Pastoral support and Having a Voice

- Pastoral and social support is available for all from teachers, teaching assistants (TAs), our Head Teacher and our Family Liaison/Well-Being Officer.
- Children can express their views in several ways, such as through their School Council Representatives, whose role it is ensure that all pupils have a voice in school. They can also speak directly to Class Teachers, TAs or to our Well-Being Lead.
- Support for parents and families is available from our Family Liaison Officer and Well-Being Lead, Angela Markham.

Core Offer – SEN Policy

The School's SEN policy may be found online at:

<http://stteresasprimary.org.uk/policies/>

Our Policy is a detailed document, which embodies the high standards of support for children with SEND shared across Carmel Education Trust.

Our SEN Policy is written with the principles of the new SEND 0-25 years: Code of Practice (2015) at its heart. You may find it helpful to read that document for more information.

In this Information Report, we are setting out the information that is most important when looking at a school's approach to SEN. We have written it in such a way as to make it useful as our contribution to the Local Authority's SEND Local Offer. The document that you are reading now is linked to the Local Authority's full Local Offer, which you may also find very helpful. Darlington's Local Offer can be found at:-

<https://livingwell.darlington.gov.uk/>

Core Offer – Extra Curricular

We run a range of extra-curricular clubs throughout the year that provide opportunities for children of all ages to participate in a range of activities including football, choir, multi sports, dance, sewing, table tennis, cross country to name but a few.

Thought is given to all activities to ensure that they can be made available to all children, whatever their additional needs or starting points.

We also offer a number of catch up clubs by invitation. These clubs give children the opportunity to catch up in a range of curriculum areas. They include reading, times-tables, Lexia, maths and handwriting.

Core Offer – Staff and Governors

- All teachers have Qualified Teacher Status (QTS).
- Three staff are Higher Level Teaching Assistants (HLTAs).
- All of our TAs hold a minimum of a Level 2 qualification.
- Our TAs also have a wealth of experience over and above the required qualifications.
- Our Special Educational Needs Coordinator (SENCo) since September 2017 is also our Deputy Head Teacher, Mrs Lindsay.
- Our Governor with special responsibility for SEN is Mrs Margaret Price. She is also our Chair of Governors.

Core Offer – additional staff training

Training and / or qualifications of our staff cover the following areas:

- First Aid
- Administration of medication, use of epi-pens and individual emergency health care plan training
- Chronic medical conditions relevant to pupils currently on roll
- Phonics programmes: ReadWrite Inc
- Support for children who have needs on the autistic spectrum
- Support for children who have social, emotional or mental health needs via Mental Health First Aid Training
- SENCo has attained the NASENCO qualification
- Termly SEN Update training for SENCo from the Local Authority's SEND Team
- CAMHs training on: Identification and support of pupils who have attachment issues; ASD awareness training; and ADHD awareness training
- Team Teach training covering de-escalation techniques
- Precision Teaching from Educational Psychologists
- PECS training in EYFS
- Speech and Language Training
- Developing a Sensory Smart Classroom from Occupational Therapy Training
- SEN Range Training from Darlington Local Authority
- Several TAs also hold Cache Level in Understanding Autism.
- We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. 'Supporting Children with Medical Needs' Guidance, 2015, informs our practice.
- Lego Therapy training and Venture into Play training from Educational Psychologists
- Clicker training – an IT program to help and deliver writing

Core Offer – External Support

We routinely ask for the professional help, advice and guidance from external support specialists whenever this is needed, in agreement and close consultation with parents and carers. Examples include:

- Speech and Language Therapists
- Paediatric Occupational Therapists
- Paediatric Physiotherapists
- Outreach LA (Local Authority) advisory staff for children who experience hearing or visual impairment
- Local Authority SEND Caseworker for general advice
- Educational Psychologists from Darlington Educational Psychology service
- School nursing service
- CAMHS
- Professionals from the Early Years Inclusion Team

Identifying SEN

- In common with other schools in Darlington and in Carmel Education Trust, we have adopted the recommended 'Assess – Plan – Do – Review' approach to our provision of support.
- A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made, beyond that normally available to children of the same age. Section 6.15 of the Code of Practice gives more detail.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- If you are worried about your child's progress in any way, then you should first talk to your child's Class Teacher. If your child's Teacher is concerned, he/she will talk with you at the earliest opportunity.

Assess

- In the first instance, we will involve you and your child in exploring possible barriers to learning together. We will draw up a Pupil Support Plan (PSP).
- Progress data scrutiny, termly profile and PSP reviews with parents / carers help us to accurately gauge the impact of our support.
- With your permission, special assessments may also be carried out and input may also be requested from specialist services.
- If it is decided that a child's needs require more detailed scrutiny, then a One Plan is implemented to monitor progress.

Assess

- St Teresa's follows the graduated approach to assessment, planning and review of provision recommended by the Code of Practice. Full details are set out in our SEN Policy, covering entry/exit point criteria and timeframes.
- Darlington Council has a range of statutory duties to assess and support children with SEND; details of these services may be found at:-
- <https://livingwell.darlington.gov.uk/Services/984/Special-Educational>
- In rare cases, we may apply to the LA for an Education, Health and Care Plan (EHCP) to be considered as part of the assessment process. These Plans are used when a child's needs are more substantial, persistent, complex and likely to require input from a range of outside agencies. This will often include input from social care and/or paediatric health services. The LA makes decisions about whether or not to formally assess and about whether or not to put a Plan in place. You and (importantly) your child's views, along with school based evidence, will always form an important part of this type of assessment.

The 4 Primary Areas of SEN

There are four broad areas of need defined within the Code of Practice. Some children have needs that fall within more than one of these areas. Staff will be happy to discuss the following areas with you, when we are assessing and determining any needs that your child may have:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Additional Support offered in all 4 areas

- We employ a range of teaching and learning styles, differentiated teaching materials, enhance access to ICT equipment and resources, additional adult support, small group work, rewards, mentoring, counselling and extra-curricular activities.
- In collaboration with your child and yourselves, we draw up Pupil Support Plans. The PSP details how we will work together to meet the child's needs and achieve specific learning goals. These are reviewed as a working document at half termly and termly intervals, but more formally with yourselves and your child at termly meetings. Here, tracking data and progress towards outcomes is considered. Where appropriate, refinements will be made to our Support Plans and a new PSPs drawn up.

Additional Support in all 4 areas (continued)

Where a child's needs extend beyond the expertise of the school, we will work with a variety of outside agencies, to access the appropriate expertise. You will be kept fully involved in this process.

If your child's needs are assessed by someone attached to or from outside of St. Teresa's, we will ensure that you have an opportunity to discuss any findings contained in feedback reports with a member of staff. We may then add useful strategies to your child's Support Plan to support our provision and keep the effectiveness of these under review.

Our SENCo supports St. Teresa's by setting up robust systems to support our work in the area of SEND. She helps class teachers with identification of difficulties and conducts, where appropriate, assessments of learning needs as well as with the development of personalised strategies to support progress. This support is supplemented by the Educational Psychologist Service and discussions are held on how best to support progress, where specific needs or disabilities have been identified.

Communication and Interaction Needs - Additional Support 1

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking. E.g. 'Time for Talk' and LDA 'Social Skills'
- Flexible approaches to timetable
- Modifications to lunch and/or break times
- Enhanced access to additional aids and visual learning approaches
- Access technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions

Communication and Interaction Needs - Additional Support 2

- Conscious reduction of 'teacher talk'
- Sensory feedback support e.g. fidget toys, wobble cushions
- Mentoring and/or buddy systems
- Elements of Talk for Writing (whole school)
- Staff experienced in support for the development of speech and language skills, under the guidance of the NHS Speech and Language Therapy Service
- Family Learning Groups to improve home-school consistency of approach

Communication and Interaction Needs - Additional Support 3

- The use of Social Stories to encourage positive behaviour and thinking for pupils with social and communication needs.
- The use of Interplay in the development of very early play skills
- The use of a TEACCH approach as recommended by our Educational Psychology Service for children with Autistic Spectrum Disorder.
- BLAST, Communication Cookbook and Chatting with Children (ICAN) materials and interventions in EYFS.

Cognition and Learning - Additional Support 1

- Developmental support for short and long term memory through a range of specific strategies.
- Regular, individually focused intervention and flexible groupings
- Increased, time-limited access to clearly focused small group support, managed by the Class Teacher
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible, age-appropriate reading material, coloured overlays or coloured tracking guides, Numicon
- Phonic development programmes and catch up interventions

Cognition and Learning - Additional Support 2

- Resources to help develop working memory, recommended by our Educational Psychologists
- Enhanced access to IT and technical aids
- Adaptations to assessments to enable access e.g. readers, scribe, extra time allocation, where this reflects the child's usual way of working
- ICT curriculum adapted to meet the learning needs of your child
- Frequent repetition and consolidation opportunities
- Precision Teaching techniques

Cognition and Learning - Additional Support 3

- School day intervention programmes linked to year group learning goals
- After school curriculum clubs where children are invited to consolidate and practise curriculum skills in reading, maths, times-tables and handwriting
- Reading buddies
- After school and school day intervention classes in Lexia.
- Year six 1:2 SATs tuition by invitation
- Year six booster classes led by teachers and teaching assistants
- Links with home/hospital education

Social, Emotional and Mental Health Needs – Additional support 1

- Access to time out/individual work area/rest breaks
- Mentoring
- Access to support from our Well-Being Lead
- Individualised rewards system
- Early Help Assessments accessed via our Well-Being Lead, to secure multi-agency targeted support, as appropriate
- Personalised curriculum

Social, Emotional and Mental Health Needs – Additional Support 2

- Alternative curriculum opportunities
- Additional opportunities to develop social and emotional aspects of learning
- Access to specially designed games for the support of turn-taking and co-operative behaviour skills
- Access to CAMHs advice
- Access to opportunities provided by the Community Policing Outreach Programmes

Sensory / Physical Needs – Additional Support 1

- Physical aids to support access e.g. wheelchair, walking frame, hearing aids, large print materials, writing slopes, weighted arm bands, caring cutlery
- Access to a specialist teacher/Learning Support Assistant qualified to support the learning of pupils who have a hearing impairment through outreach services
- Access to a specialist teacher/Learning Support Assistant qualified to support the learning of pupils who have a visual impairment through outreach services
- Concrete apparatus available to support learning
- Access to support for personal care
- Enhanced levels of individual supervision within class and during unstructured times e.g. when using play equipment in the outdoor area

Sensory / Physical Needs – Additional Support 2

- Small step re-integration of children who have undergone surgery, evaluated in the light of past experience, linking closely with Paediatric Physiotherapy and Occupational Therapy staff
- Therapy programmes delivered in school, designed by NHS specialists e.g. daily physiotherapy
- Therapy programmes as recommended by NHS specialists such as hydrotherapy
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Medical needs are supported in line with the following document:
‘Supporting Children with Medical Conditions,’ DfE 2015, which can be viewed at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

Sensory / Physical Needs – Additional Support 3

- Sensory Circuits for children with identified sensory needs from occupational therapy services
- Interventions to assist with visual closure difficulties; visual discrimination difficulties and difficulties with visual spatial relationships
- Activities to improve gross and fine motor skills e.g. disco dough in EYFS
- Enhanced level of supervision at playtimes and meal times

Expertise in school - 1

- School refers and liaises with Speech and Language therapist. TAs carry out recommended advice in SALT reports. School gives space to Speech and Language Therapy Assistants to work with children on programmes
- Experience in the teaching of children with visual impairment, hearing impairment and needs on the autistic spectrum and children with physical disabilities
- The school recognises its duties under the Disability Discrimination act to ensure that children with SEND have access to activities such as trips and visits, enrichment and extra-curricular activities.
- Staff trained to different levels in Team Teach de-escalation techniques, to support pupils experiencing social, emotional and mental health needs.
- Our SENCo is also our Deputy Head Teacher, with many years' experience in primary education having taught in all phases and she holds the NASENCo qualification

Expertise in school - 2

- Staff members of staff are trained in First Aid, including focused Paediatric First Aid
- Staff have also trained in the use of Epi pens to support children
- Staff who have received training in Mental Health First Aid
- Staff who have achieved Cache level 2: Understanding Autism
- Several staff have trained in the use of EYFS BLAST.
- Staff trained in Chatting with Children (ICAN)
- Our Well-being Lead manage referrals of all natures. She provides in- house support or signposting/referring on to various agencies.
- Parenting programmes are provided in or facilitated by school.

Expertise secured beyond school - 1

Where a child's needs extend beyond the expertise of the school, we will work with a variety of outside agencies to access the appropriate expertise with your full involvement. These agencies include:

- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Services to support hearing impaired and visually impaired children
- Children and Adolescent Mental Health Services
- Paediatricians

Expertise secured beyond school - 2

- Schools Health Services
- Community Safety Prevention Team
- Drug, Alcohol and Domestic Violence Support
- Social Care Support
- Speech and Language Therapists
- Early Help Assessments
- Home and Hospital Services

Review

- Progress of children with SEND is reviewed at least termly
- Additional time is allocated to ensure that sufficient focus can be given both by staff and by yourselves to help support progress
- We are ably supported in our progress reviews by the Trust's Data Manager, who helps us with regular updates and the development of relevant areas for actions to address any highlighted issues
- You will be invited to parents' meetings twice a year to discuss your child's progress and also receive a yearly written report. In addition, our SENCo holds termly reviews, to discuss the impact of the most recent strategies to be put into place.
- Wherever possible we involve the children in reviewing their own provision. Their experience of support, their personal motivators and individual learning style will be taken into account, along with your own views, to help refine the actions we take to support progress

Complaints Policy

Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's Class Teacher or the SENCo to discuss this. They will be happy to meet with you and work together with you to help resolve any issues or concerns that you may have. Our SEN Governor could also be contacted separately through the email address:

admin@stteresasprimary.org.uk

- We will also always be pleased to hear from you about any aspects of our provision that you feel are working particularly well.
- We will always try to arrange a meeting at the earliest possible opportunity
- However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out in Carmel Education Trust's Complaints Policy. You can view this document at
- <http://stteresasprimary.org.uk/policies/>

Moving Up, Moving On (Transition) - 1

- Children with SEND may need additional support to move into a new class, a new part of the school or a completely new school; we call these 'Transitions.'
- We have well established arrangements for class teachers and SENCO to meet with each other and new teachers, to share PSPs and plan for smooth transitions within school.
- Where a child is moving to a new school, or to secondary school, the new school's SENCo is invited to those meetings to draw up an individualised transition plan for the child in consultation with parents. With parental permission, a Learner Profile and PSP is shared with the receiving school, whose SENCo then updates this key document to help their staff get to know the pupil and how best to support them from their first days in the new setting. This information sharing is proving particularly helpful with moves to secondary education, where staff want to get to the know the needs of their pupils who have SEND as quickly as possible to build relationships and to support pupil progress and well-being.

Moving up, Moving On - 2

- This often includes earlier or more frequent visits to the school, to familiarise your child and to reduce anxiety. Examples include pupils who have needs on the autistic spectrum and/or pupils who experience high levels of anxiety.
- Other children who can particularly benefit from these arrangements are those who have mobility difficulties or sensory impairment, who require mobility training to ensure safety and boost confidence.
- Our Year 6 teacher, Well-Being Lead and SENCo are all involved in helping to make the move to a new environment as smooth and positive as possible.
- In Year transfers of pupils who have SEND also receive strong support.

Evaluation of Impact

- Improved access to the curriculum for all children with SEND, through carefully planned long and short term interventions, adaptations to the curriculum and additional support
- Improved and sustained positive relationships with our parents, who continue to work in partnership with us to develop effective support plans and review progress
- Stronger systems in place for the management of Individual Health Care Plans and medical needs
- More robust systems for accurate identification of pupils who have SEND
- More robust systems for planning and review of provision
- More robust identification system of SEND pupils and management of SEND register
- Smaller steps of progress identified through revised PSP system
- Referrals to Educational Psychologist service have positively impacted on pupil progress, as suggested strategies are quickly embedded into learning plans
- Regular meetings involving SENCo, Educational Psychologist, Speech and Language Therapists and Well-Being Lead continue to improve the promptness provision of more personalised and effective support
- Greater numbers than ever before of those children who have the most significant and complex needs now in possession of Education, Health and Care Plans (EHCPs)
- Positive Reviews of pupils' EHCPs held to date, with very good home-school relationships established and good progress recorded

Contact Us:

You can telephone the school on 01325 380754

- You can email the school on admin@stteresasprimary.org.uk

Key contacts:

- Mrs Strachan, Head Teacher
- Mrs Lindsay, SENCO and Deputy Head Teacher
- Mrs Mulholland, EYFS Lead and Assistant Head Teacher
- Mrs Price, School Governor with responsibility for SEND

Document Management:

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Next Review Date: July 2020

Approving Body: St. Teresa's Catholic Primary School Governing Body