



St Teresa's

Catholic Primary School

SEND Information Report 2024-25

Welcome to our SEN information report which is part of the Nottingham City Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

Our work is guided by:

- The Children and Families Act 2014 and
- The Special Educational Needs Code of Practice 2014

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

At St Teresa's School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different. We recognise the entitlement of all children to receive a broad and balanced curriculum. We strive to nurture their spiritual, academic, personal and social development. We believe that provision for pupils with special educational needs is the responsibility of the whole school community requiring a whole school response.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Dr A Shipton (SENCO) to discuss your concerns.

1. How does the school/setting know if a pupil needs extra help and what should I do if I think my child may have a special educational need?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

At St. Teresa's Catholic Primary School, early identification of pupils with special educational needs is a priority. In order to identify those pupils with a special educational need, we use progress over time as a key indicator. The signs that class teachers look for and discuss with the Special Educational Needs Coordinator (SENCO) are if the child is:

- making no or very limited progress over a period of time
- working considerably below Age Related Expectations (ARE)
- experiencing profound difficulties with communication and interaction
- having severe difficulties in mastering the basic key skills in English and/or Mathematics
- experiencing emotional/social /mental health problems, which impacts their learning

- impaired physically or sensory and are not making progress, despite receiving a differentiated curriculum and support.

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Dr A Shipton (SENCO) to discuss your concerns further.

2. How will school/staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary.
- Writing Individual Provision Maps for Inclusion / SEN profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO in our school is: Dr A Shipton

Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Organising staff training

The Headteacher is: Mrs A Glynne Jones

Responsible for...

- The day-to-day management of all aspects of the school, this includes the support for children with SEN.
- The Headteacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher will regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

The SEN link Governor is: Mrs P Gamble

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

3. How will the curriculum and learning be matched to my child/young person's needs?

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents/carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Our school adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4.a) How will you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. This might be in the style of a SEND review for those children receiving HLN funding or have an EHCP or through Parents' Evening. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an SEN Profile based on targets set by school/outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers Parent workshops for the core areas of learning. These are in line with School Improvement Priorities and/or parent voice.

We send regular class and whole school newsletters with information about things that have happened. Also, extra information can be found on the school website and Teams including class news, photograph gallery, planning, homework and useful links. In addition to this, where necessary we also communicate via home/school link books.

4.b) What support will there be for my child/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. At St. Teresa's we aim to offer a range of services and opportunities to aid in the academic, emotional and spiritual development of all children. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / play partners
- ELSA groups
- Lego therapy sessions
- Buddy system
- Access external agencies and professionals and follow their advice
- Rainbow sessions with our qualified Chaplain
- Teaching Assistant trained in how to support pupils' mental health.
- Teaching Assistant trained in how to support a pupil with anxiety.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at our school. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Each classroom also has access to any emergency first aid such as epi-pens and asthma inhalers.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Prior to SEND review meetings, pupils have the opportunity to share their views.

5. What specialism services, experience, training and support are available at or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teacher.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills support including ELSA.
- Speech and Language support using resources provided by Speech and Language Therapy.

- Makaton used and supported with symbols on visual timetables and personalised key rings.
- Teaching Assistants trained on how to support pupils with autism.
- Teaching Assistants trained to support pupils with mental health concerns.
- Teaching Assistant trained on how to support those pupils with anxiety
- Magic 123 training for parents

Local Authority provision available:

- Autism Team outreach support
- Learning Support Team
- Behaviour Support Team
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

6. What training have staff supporting special educational needs had or are having?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant special educational needs courses, including OLOL Trust SEND networks. From these they are able to facilitate/signpost relevant special educational needs training opportunities for all staff. Teachers access out of house training where necessary; there are regular INSET days and staff meetings which have a focus on special educational needs. There is also training from outside agencies as and when needed.

We plan our staff training around the needs of the children we currently have in school. Training needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors. We recognise the need to train all our staff on SEND issues. The SENCO, with the leadership team, ensures that training opportunities are matched to school development priorities and this is reviewed on an ongoing basis as the needs and circumstances of the children change.

Recent and up-coming training:

- Use of visuals in the learning environment to support children with SEND across KS1 and KS2
- Musical Interaction
- Makaton
- AET: Making Sense of Autism

7. How will my child/young person be included in activities outside the classroom including school trips?

As a school we highly value the benefit of education outside of the classroom and believe that all children have the right to participate in these experiences. We are committed to making reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are

recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

8. How accessible is the school environment?

St. Teresa's has disabled access to the School Office and the main school building. There is access to the first floor using an elevator. Ramp access allows access to all levels of the school. There are three disabled toilets located within the building.

Funds are available within the school budget if adaptations to the school building are necessary. The allocation of funding (including the allocation of equipment and facilities) is reviewed on a regular basis to ensure special educational needs provision is effective and best value for money. Every effort is made to cater for the unique needs of each individual pupil with any specialist equipment being applied for through the appropriate channels.

9. How will the setting/school prepare and support my child/young person to join the setting/school, transfer to a new setting/school or the next stage of education and life?

All matters referring to Admission arrangements can be found in the school's admissions policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

New pupils to our school

Foundation Stage staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting and any other outside agencies already involved in the child's education.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

When moving classes in school:

- Information will be passed on to the new class teacher, including HLN transition documents for those receiving HLN funding and in most cases; a planning meeting will take place with the new teacher.
- All information and resources will be shared with the new teacher.
- Every child has an opportunity to take part in 'class swap' days where they will meet their new teacher and spend time with them in their new classroom.
- Transition booklets are given to HLN pupils to take home over the Summer to support them being prepared for September.

In Year 6:

- The SENCO / Year 6 teachers will attend the Primary Transition meetings to discuss the specific needs of your child with the SENCO of their secondary school, including the need for extra transition sessions.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Our partner secondary school; Trinity Catholic School run programs specifically tailored to aid transition for the more vulnerable pupils.

10. Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

St Teresa's has access to a range of interventions, equipment and resources to meet the needs of children with special educational needs. These include:

- 1:1 support
- Group support
- Toe by Toe
- Reading Eggs
- Physical Literacy
- Number Fluency
- Musical Interaction
- Coloured Overlays
- Pencil grips
- Sensory resources
- Fine motor interventions
- Sensory Circuit
- Memory groups

For a full list of interventions please see the Whole School Provision Map on the school website.

11. How is the decision made about what type and how much support my child will receive?

The school budget includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are more complex and element 1 and element 2 funding have been already been used and evaluated, we would then consider additional support through element 3 funding. This is top up funding from the Local Authority where a child has significant and complex needs.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12. How are parents involved in the setting / school? How can I be involved?

At St Teresa's, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing an Individual Provision Map, parents are given the opportunity to be part of the assessment and review process.

13. Who can I contact for further information?

The Governors have adopted the local authority's complaints procedure. We hope to resolve, any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Education Department at the Local Authority.

Please see the complaints policy on the school website. Information

on the Nottingham City Local Offer can be found at:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

You can access further information from our school website including our SEND policy. This can be found at: <http://www.stteresasprimaryschool.co.uk/>

Or by contacting the school office via telephone: **0115 915 5762**

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, pupils, governors and staff.

If you have any comments, please contact Dr A Shipton (SENCO)