

Special Educational Needs and Disabilities (SEND)

Information Report

St Patrick's Catholic Primary School



"May Christ be seen in us"

Approved on	May 2026
Next Review	May 2027

As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:



Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

Our Ethos and Commitment to Inclusion

At St Patrick's Catholic Primary School, we believe that **inclusion is not where support begins – it is where it lives**. Every child is made in the image of God and is entitled to an education that allows them to flourish academically, socially, emotionally and spiritually.

We are committed to providing a **high-quality, inclusive education** that removes barriers to learning, raises expectations and enables all pupils to achieve their **God-given potential**. Our approach is rooted in the belief that **great teaching is great intervention** and that effective universal provision benefits every learner, particularly the most vulnerable.

As Scripture reminds us:

"I can do all things through Christ who strengthens me."

(Philippians 4:13)

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.

What Is SEND?

A child or young person has Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability that requires provision **additional to or different from** that normally available to pupils of the same age.

SEND may fall within one or more of the following areas:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical
- Social, Emotional and Mental Health (SEMH)

Communication and Interaction

Strategies to support children with these needs include but are not limited to:

- Access to small group and/or individualised interventions.
- TA support.
- Access to interventions on social and emotional stories.
- Interventions such as Incredible 5-point scale.
- Access to low stimulus area/safe space.
- Flexible approaches to timetable.
- Modifications to lunch and break times.
- Enhanced access to additional aids, such as sensory tools, visual timetables, ear defenders and workstations.
- Access to technology-Laptops, software.

- Social and emotional stories, feelings cards.
- Careful planning of transitions.
- Access to Speech and Language Therapist.
- Access to Educational Psychologist.
- Access to Daisy Chain service.
- Access to Future Steps.
- Access to communication aids, such as PECS, books and strips

Cognition and Learning

Strategies to support children with these needs include but are not limited to:

- Quality first teaching Training for staff.
- Needs of pupils identified to staff
- SEN Support Plans for those identified as SEN with targets and strategies for support.
- Scaffolding, Modelling and Chunking.
- Range of metacognitive and cognitive strategies to support learning.
- Practical aids for learning, working memory boards, task cards, overlays etc.
- Increased adult support if needed.
- Adaptations to assessments to enable access e.g. computer readers, word processor, additional time.
- Support from outside agencies e.g. Educational Psychologist.

- Small group or individual intervention.
- Rest breaks
- Phonic/reading development programmes- e.g. RWI, Lexia and Accelerated Reading
- Increased access to ICT- e.g. laptops
- Curriculum will be adapted to meet the learning needs of the child.
- Pre and post teaching of vocabulary and new concepts.
- Frequent repetition and reinforcement – retrieval practice.

Sensory/Physical

Strategies to support children with these needs include but are not limited to:

- Radio aids, Roger Pen, Pebble devices.
- Access to Sensory Support services for advice on planning for pupils with a visual or hearing impairment.
- Flexible teaching arrangements will enable pupils to move seats to access lessons.
- Teachers will be made aware of the implications of physical and sensory impairments.
- Use of alternative coloured background on white boards.
- Liaison with outside agencies for specific equipment to aid access to the curriculum.
- Provision of specialist ICT equipment.
- Occupational Therapist/ Physiotherapist targeted programmes.

- Highly personalised access arrangements to facilitate the needs of all pupils with disabilities.
- Access to Speech and Language.
- Access to a specialist teacher/LSA for the hearing/visual impaired.
- Concrete apparatus available to support learning.
- Therapy programmes delivered in school, designed by specialists e.g., Occupational Therapists, Physiotherapists etc.
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum.

Social, Emotional and Mental Health

Strategies to support children with these needs include but are not limited to:

- Whole school behaviour management system.
- Reward system to promote behaviour for learning.
- Working with outside agencies via Early Help to promote safe behaviours
- Support from School worker (LA)
- Meet and greets.
- Individual rewards system.
- Behaviour Support Plans.
- Increased access to additional adults in the classroom.
- Alternative curriculum opportunities including reduced timetables.
- Visual timetables.

- Incredible 5-point scale.
- Social and emotional stories.
- Transition programmes in place.
- Access to CAMHS and Educational Psychologist.
- Outreach to support SEMH needs.
- Access to the Early Help Team (LA).
- Access to Stockton Family hubs and well-being interventions.

Our school's approach to supporting pupils with SEND

St Patrick's Catholic Primary School aims to offer children an educational experience where staff will strive to identify and remove barriers to learning and create an environment in which every child is encouraged to reach their potential and ensure no child is left behind. Inclusion is central in the Catholic ethos and values of the school – a philosophy, which covers every child's right and entitlement to the very best experiences education can offer. The school is committed to constantly reviewing and evaluating its practices, systems and curriculum provision.

How Does St Patrick's Identify Pupils with SEND?

Identification of SEND is **early, purposeful and ongoing** and may include:

- Teacher assessment and observation

- Termly progress checks and pupil progress meetings
- Discussions with parents/carers
- Pupil voice and self-reflection
- Advice from external professionals where appropriate

Needs are identified as early as possible to ensure timely support and prevent gaps from widening.

Our Graduated Response to SEND

We follow the **statutory graduated approach** set out in the SEND Code of Practice:

Assess – Plan – Do – Review

This cycle ensures support is:

- Evidence-based
- Proportionate
- Monitored for impact
- Adjusted according to progress and need

1. Assess

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or not making expected progress given their age and starting point, additional support will be given.

The steps taken are a graduated approach as set out in the 0-25 Special Educational Need and Disability Code of Practice 2014. A copy of this can be found on the school website under SEND. SEND Code of Practice (2014) Where a pupil has received support in primary school, discussions with parents/carers, the pupil, and the class teacher/SENDCo will help to inform provision.

If you are concerned that your child might have SEND, please contact our SENDCO.

In some cases, gaps may close quickly and needs can be met under our universal offer. If this happens, then the SENDCo will carry out observations and, in discussions with staff and parents/carers, look to remove the pupil from the SEND register.

2. Plan

All teachers are teachers of students with SEND. All teachers and support staff will be made aware of the pupil's needs, the support provided, and any strategies needed. This information will be recorded and shared with staff, highlighting when any changes may occur throughout the academic year. This information provides our staff with suitable strategies and approaches to help them to meet a wide range of learning needs. Teaching Assistants (TAs) are deployed where they can best serve pupils' needs in close collaboration with teachers. The SENDCo oversees this deployment of staff.

Our procedures are in line with the SEND Code of Practice (2014). Where it is decided to provide a pupil with SEND support, parents and the pupil will be informed. The pupil will have a SEN support plan put in place, with clear strategies and support based on their individual needs. Where a pupil fails to make adequate progress, despite additional intervention, we seek advice from relevant outside professionals. These include, but are not exclusive of Educational Psychologist, Hearing/Visual Impaired Team, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), Early Help and LA outreach services provided via the Local Authority's SEND team. These professionals may need to carry out their own assessments and observations. This is done with full consent from parents/carers.

Information about a pupil's SEND is securely shared with staff via Arbour, Share Point and Microsoft Teams, with which all staff are familiar. We try to discuss specific concerns with pupils and parents to provide support tailored to individual needs and requirements. We modify teaching and learning approaches and the environment to facilitate access for all pupils. We happily comply with expectations set within equality and disability law. For more information, please refer to the Equality Act 2010.

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.

Daily planning considers individual children's needs and requirements and is adapted according to need.

Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.

Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

Additional adults may support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this.

We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

The impact of the support on the pupil's progress will be formally reviewed termly. The impact of this support along with the views of the pupil and his/her parents will be used to decide on any changes to the support considering the pupil's progress.

The pupil will always be at the heart of the review process at St. Patrick's Catholic Primary School. Every effort will be made to ensure that pupil welfare, wellbeing and academic progress is of the highest quality. The school will inform and involve the family at every stage and work with them to provide the support that the pupil requires to progress as expected. Your child's teachers will manage/guide any relevant interventions, which will be reflected in lesson planning. Data is closely monitored and reviewed by SLT, class teachers and Key Stage leads to ensure that your child's provision is having a positive impact on outcomes. It is also sometimes appropriate for the SENDCo to work with your child in lessons or within a time-limited intervention. This can provide the opportunity for close individual monitoring of engagement and progress, and you will be kept advised of any significant successes or concerns. Where a pupil continues to make little or no progress, the school will consider, with parental consent, the involvement of external specialists. The SENDCo, subject teacher and specialists will consider what is required to support the pupil's progress – appropriate equipment, strategies, etc. Following this, we set a date to review the support. Support may be adapted or replaced, depending on how effective it has been in achieving expected outcomes. 'Additional' or 'different'

provision is delivered in a range of ways, including through the provision of additional specialist resources, the support of an additional member of staff, the use of the enhanced mainstream base etc. Where necessary, and with your full consent, we will approach outside services for advice to strengthen the provision offered to your child. We encourage you to get involved in your child's additional provision as we believe that best outcomes are achieved when there is a consistent home/school approach being taken, wherever possible.

If good progress is still not being made, despite all steps taken, we move to the next step of the graduated approach put forward within the 0-25 Special Educational Needs and Disability Code of Practice.

If a pupil has an Educational Health Care Plan (EHCP), parents will be invited to an annual review of this working document.

Our Universal Offer (Wave 1 – High-Quality Teaching for All)

Universal provision is the foundation of inclusion at St Patrick's and is embedded in everyday classroom practice. This includes:

- A nurturing, inclusive environment where diversity is celebrated
- High-quality, adaptive teaching rooted in a broad and balanced curriculum
- Clear lesson structure, modelling and scaffolded learning
- Visual supports such as timetables, vocabulary mats and writing frames
- Early identification of needs and misconceptions

- Pastoral, wellbeing and social-emotional support
- Opportunities for spiritual development through prayer, worship and reflection

When every teacher owns these strategies, **every child benefits**.

For more information on our Universal offer, please visit the Sen Section of our school website: <https://stpatricks.bhcet.org.uk/information/sen>

Additional and Specialist Support (Waves 2 and 3)

Some pupils may need support that goes **beyond universal provision**:

Wave 2 – Targeted Support

- **Time-limited** small group interventions
- Targeted academic catch-up programmes
- Social skills and language groups
- Nurture and wellbeing interventions

Wave 3 – Specialist Support

- Highly personalised 1:1 or small group provision

- Support from external professionals such as:
 - Educational Psychology
 - Speech and Language Therapy
 - CAMHS
 - Specialist Teaching Services
- Education, Health and Care Plans (EHCPs) where required

Support is carefully planned to ensure pupils remain **fully included** in classroom life.

For more information on our Universal offer, please visit the Sen Section of our school website: <https://stpatricks.bhcet.org.uk/information/sen>

How Do We Support Teaching and Learning?

- Pupils with SEND access the **same ambitious curriculum** as their peers, with reasonable adjustments in place as needed
- Teaching adapts pace, presentation and resources to meet individual need
- Targeted interventions **complement, not replace**, quality classroom teaching
- Assistive technology and adapted resources are used where appropriate

Reasonable Adjustments

In line with the **Equality Act 2010**, we make proactive and anticipatory reasonable adjustments to ensure pupils with disabilities are not disadvantaged. This may include:

- Adapted learning materials
- Assistive technology
- Adjustments to routines, policies or environments
- Physical accessibility and sensory supports

Staff Expertise and Training

St Patrick's Catholic Primary School is committed to ensuring that staff training is monitored and kept up to date in order that this support is of maximum benefit to pupils.

We fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2014). We also make reasonable adjustments to our practices to comply with the Equality Act (2010).

- The SENDCo works closely with the Headteacher to identify training needs
- Staff receive ongoing professional development in inclusive practice

- Advice and guidance from specialists is shared with staff to strengthen classroom provision
- Teacher toolkits and strategies are monitored for impact

Additionally, staff are experienced / have received training in the following areas: EBSA, Trauma informed approaches, RWI, PEG training, First Aid, Rainbows, Understanding and Supporting Autism in the classroom and ACES.

Consultation with Pupils and Families

Pupil Voice

Children with SEND are actively involved in:

- Setting targets
- Reviewing progress
- Sharing views about what helps them learn best

Parents and Carers

At St. Patrick's, we firmly believe in developing strong partnership with parents and know that mutual trust and support will contribute significantly to the progress and attainment of all children, especially children with SEN.

We know that parents have a unique overview of their child's needs and this gives them a key role in supporting their child. Parents are consulted about their child's needs as soon as the school has identified a cause for concern. Working in collaboration and supporting parents is central to our mission.

When a child is placed on the register, parents are invited into school each term to discuss strategies used and progress made. There are opportunities for a consultation with the class teacher once a term. Parents are informed, in the meantime, of any significant changes in the provision, attainment, and welfare of their child. Parents are informed if any contact with an outside agency is to be made.

Parents also have a responsibility to communicate effectively with professionals to support their child's education. In working with the school they should:

- Inform the class teacher initially or the SENCO for further support with any concerns they may have regarding their child's learning and provision.
- Inform the school of any changes at home which may be affecting their child's behaviour/ability to learn.

Teachers will arrange half-termly meetings with parents/carers of children on the SEND register in order to discuss progress, look at targets for their IEP and simply chat about how their child is getting on. At this point, parents will have the opportunity to discuss and concerns they may have. The SENCO may be asked to attend these meetings if needed.

- Our SENCO, Mrs Dagleish, is more than happy to meet with parents to discuss their child's needs.

Supporting Transitions

Transition within classes/key stages:

Information is passed to the new class teachers through SENDCO handover meetings. Individual targets/strategies for all SEND pupils will be discussed with new teachers. Children who require additional support to ensure a smooth transition to their new classes, will also receive the required support from the SENDCO. Transition books are made with the children showing pictures of new classroom, key areas and teachers which are taken home over the six weeks holiday. Social stories are used to support children in their transition. Opportunities for enhanced transition for SEND pupils is available.

Transition to Secondary settings:

We work closely with all secondary schools in the area. Most of our children move on to Our Lady and St. Bede's Catholic Academy in Stockton. The transition process will begin early, usually in Y5, for some of our more vulnerable children. Meetings are held for the transfer of essential information relating to SEN support plans, EHCPs, Child and Family Services and pastoral matters. The SENDCO and Y6 class teacher support children who require additional provision during their transition period. We can also support you in organising meetings with secondary school staff if you wish to speak to them personally. When reviewing an EHCP for children in Y6, staff from the secondary school will always be invited to the review meetings. During the last term, staff from OLSB's come to meet our Y6 children.

Children with SEND have an enhanced transition, with weekly visits during the second half of the summer term. All Y6 children will attend in their chosen secondary school for two transition days.

Where can I get further information about services for my child?

The Local Offer

The Stockton-on-Tees Local Offer

At St. Patrick's we involve other bodies including health and social care, Local Authority support services, charitable and voluntary sector organisations in meeting the children's SEND and supporting their families. These may act in an advisory capacity, extend expertise to staff, provide additional assessment, support a child directly or consult with all parties involved with the child.

- Educational Psychologist
 - Physiotherapists
 - Occupational therapists
 - Speech and Language therapists
 - Visually/Hearing Impaired Service
 - CAMHs – Child and Adolescent Mental Health Service
 - 0-19 Service
 - School Support advisors (Early Help)
 - Emotional resilience nurse
 - Specialist SEN teachers
- All the information of what services and support is available in Stockton-on-Tees can be found on the Local Offer. Please click the link below for more details.

Link to: Stockton Local Authority Offer <https://www.stockton.gov.uk/children-and-youngpeople/children-with-special-educational-needs-sen/>

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

With due regard to our Admission Policy, parental choice and accessibility of the school building, all pupils with special educational needs and/or disabilities who apply will be accepted by the school. The school is fully wheelchair accessible.

- Disabled toilet facilities are located in three areas of the school: Nursery, Lower Infant Corridor and Annex building.

Activities Outside of School

- St Patrick's is an inclusive school and we will put in place appropriate support, whenever possible, to enable pupils to be educated alongside their peers. This may include extra staffing and/or equipment.
- Staff who are arranging an offsite trip will discuss with parents and the SENDCo any requirements needed and the suitability of any trip which the school is taking part in.
- All pupils are and will be invited to take part in extra-curricular activities and outings. Please refer to our school Equality Act policy.
- The Headteacher oversees all trips to ensure pupils are safe and included.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

St. Patrick's welcomes compliments and feedback on our provision for SEN pupils as we seek to improve on the quality of education provided for children with SEN and we like to hear from parents/carers about their child's experiences.

Compliments, complaints, and feedback can be sent the school email address admin@stpatricks.bhcet.org.uk and the email will be passed to the relevant staff member. Parents and carers' first port of call should always be with a child's class teacher to resolve any issues. If further support is needed beyond this initial conversation, carers can ring the office to make an appointment with the SENDCo.

If matters are unresolved, parents/carers can seek further advice from SENDIASS on 01642 527158 or sendiass@stockton.gov.uk

If the concern is directly related to decisions around and EHC Assessment or EHCP, this will be managed directly by the Stockton SEN team.

Parents/carers will be contacted directly by the team to receive information about mediation and other services.

SEND Team Contacts

- **SENDCo: Mrs Dagleish**
- **Headteacher: Mr Williams**
- **SEND Governor: Mr Mitchinson**

 **01642 580850**

 [**admin@stpatricks.bhcet.org.uk**](mailto:admin@stpatricks.bhcet.org.uk)

St. Patrick's Catholic Primary School, Lingfield Road, Fairfield, Stockton-on-Tees, TS19 7PL

Telephone number: 01642 580850

Website - <https://stpatricks.bhcet.org.uk>

Stockton Borough Council website – [www. Stockton.gov.uk](http://www.Stockton.gov.uk)

Bishop Hogarth Trust: Website <https://bhcet.org.uk>

Email admin@bhcet.org.uk

www.bhcet.org.uk

For further information

- SEND Code of Practice: <https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>
- Local Authority's Local Offer: [Special Educational Needs and Disabilities 0-25 | Stockton Information Directory](#)