



SEND Information Report

St. Teresa's Catholic Primary School

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.

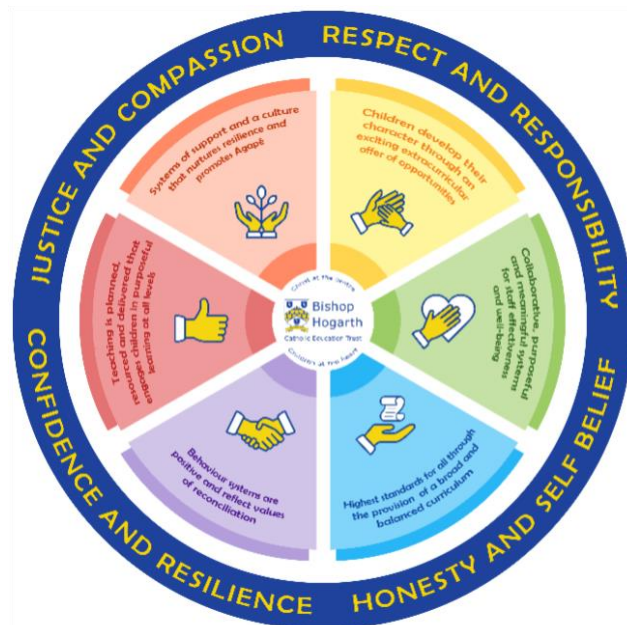
As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the 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.

Our school's approach to supporting pupils with SEND

St. Teresa's is committed to supporting 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 are committed to being an inclusive school, with adaptations made to the curriculum and provision to meet the needs of all our pupils with SEND. Equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the individual needs of our children with SEND within our school setting, thus providing a learning environment which enables all children to achieve their full potential. 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 anti-bullying policy can be obtained from the school office. Every child matters and we celebrate effort as much as achievement.

Teaching and support staff develop strong, nurturing relationships with the children they work with each day. 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 adapt activities, approaches and ways of presenting information, so that children are fully involved in their own learning, whatever their additional needs. Where appropriate, specific strategies are drawn up, in partnership with individual children, parents and carers and other professionals to support progress. Class teachers carefully check on children's progress and may decide that gaps in their understanding/learning need some temporary extra support to help them make the best possible progress. All children in school may access this as part of everyday classroom practice. At times, the class teacher may direct a teaching assistant to work with a child, as part of routine working practices or to support a specific need.

Pastoral, emotional and social support is available for all from teachers, teaching assistants, our Head Teacher, SENCO and Emotional Literacy Support Assistants (ELSAs). Children can express their views in several ways, such as through their School Squad Representatives, whose roles ensure that all pupils have a voice in school. Support for parents and families is available from our Head Teacher and Deputy Head Teacher and through our links to local authority family support services.



How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND.

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1. **Assess**

At St. Teresa's, we observe, we analyse, we assess and we hold discussions with key staff and parents/carers to identify a child's needs noting areas of strengths and areas for support and development. Children are fully involved in this process. Children are identified as having a special educational need and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability which challenges their use of educational facilities.

With parental permission, special assessments may also be carried out and input may also be requested from specialist services. Assessments from other professional services include:

- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Services to support hearing impaired and visually impaired children
- Children and Adolescent Mental Health Services
- Paediatricians
- Schools Health Services
- Community Safety Prevention Team
- Drug, Alcohol and Domestic Violence Support
- Social Care Support
- Speech and Language Therapists
- Early Help Teams/Building Stronger Families
- Home and Hospital Services
- Attendance Support Workers
- Mental Health Support Team

We always welcome approaches from parents/carers concerned about their child's needs and ensure that all professionals work together so that all children are provided with the best care and education possible.

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.

2. Plan

At St. Teresa's through discussions and meetings with staff, parents and other professional colleagues we plan for the support that is needed to enable a child to thrive and make progress. St Teresa's follows the graduated approach to assessment, planning and review of provision as recommended by the Code of Practice.

In the first instance, children of all abilities access Quality First Teaching to help them learn to the best of their ability. We employ a range of teaching and learning styles, adapted teaching materials, enhanced access to ICT equipment and resources, additional adult support, small group work, rewards, mentoring, counselling, sensory equipment and actions and extra-curricular activities as our core offer.

If children are identified as needing specific support, in collaboration with the child and parents/carers, staff create Pupil Support Plans (PSP). The PSP details how we will work together to meet a child's needs and achieve specific learning goals. SMART outcomes and targets are set. These are specific, measurable, achievable, relevant and time-bound. These plans are reviewed as a working document at half termly and termly intervals, but more formally with parents and carers at termly meetings. Here, tracking data and progress towards outcomes is considered. Where appropriate, refinements will be made to support plans and a new PSP drawn up. These plans help to explore any barriers to learning and seek to help children to make the best progress possible. Where appropriate, a child may be placed on our school's SEN Support Register or shadow register.

If it is decided that a child's needs require more detailed scrutiny, then a One Plan is implemented to monitor progress. This is a far more detailed document. It follows the format of an Education Health Care Plan.

Progress data scrutiny, termly profile meetings and PSP/One Plan reviews with parents/carers help us to accurately gauge the impact of our support. In some cases, we may make a submission to the Local Authority (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. The views of parents/carers and child's views, along with school-based evidence, will always form an important part of this type of assessment.

3. Do

At St. Teresa's 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 annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. 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 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

As part of the planning process at St. Teresa's, we set clear time-frames for reviews. We discuss, measure and analyse and observe the impact on plans, support and interventions on progress, development, achievement and behaviours.

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 parents to help support progress.

We are ably supported in our progress reviews by the Bishop Hogarth Trust's Data Manager, who helps us with regular updates of any trends in data and the development of relevant areas for actions to address any highlighted issues.

Parent/carer meetings twice a year to discuss your child's progress and teachers also produce a yearly written report. In addition, our SENCO holds termly reviews, where appropriate, to discuss the impact of the most recent strategies to be put into place.

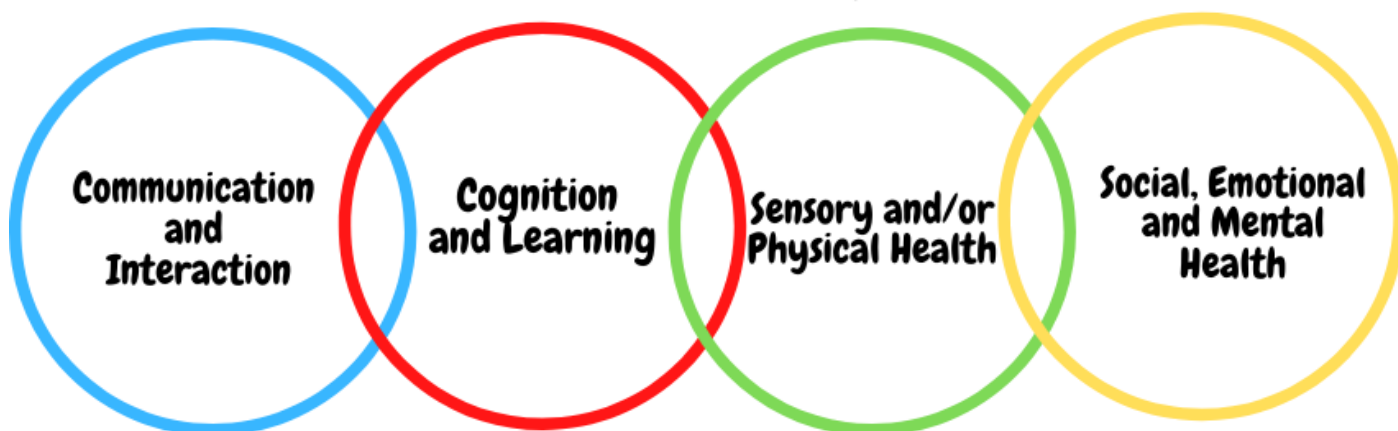
Wherever possible we involve the children in reviewing their own provision. Their experience of support, their personal motivators and individual learning style will be taken into account, along with parent/carer views, to help refine the actions we take to support progress.

We constantly evaluate our practice and impact and have identified that our approach to supporting pupils with SEND includes:

- 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 that 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

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Strategies to support children with these needs include:

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care and 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
- Conscious reduction of 'teacher talk'
- Sensory feedback support e.g. fidget toys, wobble cushions
- Mentoring and/or buddy systems
- Elements of Tales Toolkit
- Staff experienced in support for the development of speech and language skills, under the guidance of the NHS Speech and Language Therapy Service
- Family support groups to improve home-school consistency of approach
- 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, Chatting with Children (ICAN) materials and NELI interventions in EYFS.
- Strategies evolved from Speech and Language Training: 'Teaching Vocabulary in the Primary Years' and 'Supporting Children to Understand Language'.
- The use of Early Talk Boost in nursery.

Cognition and Learning

Strategies to support children with these needs include:

- 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
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
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.
Tutoring Programme invitation
Year six booster classes led by teachers and teaching assistants
Links with home/hospital education
Support from Darlington Educational Psychology Service: 'Identifying and Responding to Literacy Difficulties and Dyslexia' (April 2021) a document which supports school in identifying and providing reading and spelling needs.

Sensory/Physical

Strategies to support children with these needs include:

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
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 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 and 'funky fingers'.
Enhanced level of supervision at playtimes and meal times
Invitation to join Funability sessions during the school day and then after school sessions held at Eastbourne Sports Complex

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Access to time out/individual work area/rest breaks
- Mentoring
- Access to support from our Emotional Literacy Support Assistant (ELSA) who is trained to provide emotional and social skill support to children.
- Individualised rewards system
- Early Help Assessments accessed via our Well-Being Lead, to secure multi-agency targeted support, as appropriate
- Personalised curriculum
- Access to Mental Health Support Team professionals for targeted one to one support or through whole class focus group work on areas such as resilience and transition
- Alternative curriculum opportunities
- Additional opportunities to develop social and emotional aspects of learning
- 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
- Brainy Bunch – a programme that helps children to develop an awareness of mental and emotional well-being
- Focused support from a classroom assistant
- Staff trained to different levels in Team Teach de-escalation techniques, to support pupils experiencing social, emotional and mental health needs.
- Access to 0-19 Healthy Child Team and Emotional Resilience nurses

What training is provided for staff supporting children with SEND?

At St. Teresa's:

- All teachers have Qualified Teacher Status (QTS).
- 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
- Five staff are Higher Level Teaching Assistants (HLTAs).
- The majority 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.

St. Teresa's school staff offer a wealth of expertise and are trained in and /or qualified to cover the following areas:

- First Aid, administration of medication, use of epi-pens, catheter training 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 who holds the NASENCO qualification
- Bi-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 including Blast and ICAN programmes
- EYFS trained to deliver The Nuffield Early Language Intervention (NELI) programme designed to improve the spoken language ability of children in reception classrooms.
- 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

Now and next boards, visuals and visual timetable training from Educational Psychologists

Visual Impairment training from the Low Incident Needs based at Hurworth School

Royal National Institute for the Blind Bookshare training

Hearing Impairment Training from the Low Incident Needs based at Hurworth School including the use of touch screen and integrated receiver hearing aid and transmitter microphone

Moving and handling training from Occupational Therapy

Staff who have accessed training on 'Understanding Behaviour that Challenges'

Lexia training

Staff who have accessed training from Speech and Language Therapists on 'Teaching Vocabulary in the Primary School' and 'Supporting Children to Understand Language'

The Sunflower Programme training for sensory difficulties impacting on functional skills at school

'Supporting Children with Speech, Language & Communication Needs' from Northwood Speech and Language Base

Social Story training from Daisy Chain

Early Years Good Autism Practice training from Daisy Chain

'SENDCos in the Early Years' training by the Speech and Language team from North Tees and Hartlepool'

Early Talk Boost Training for nursery practitioners

Augmentative and alternative communication (AAC) device training

How do we support transition in our school?

Transition within classes/key stages:

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 information to plan for smooth transitions within school. Enhanced transition plans are made, if appropriate, and may include social stories, extra classroom visits, etc.

Transition to St. Teresa's

Early years children coming to St. Teresa's with additional needs are supported through the process in conjunction with Local Authority EYFS Inclusion workers. Visits by early years staff to pre-schools and nurseries to meet with children and families occur. Additional visits to St. Teresa's are planned and social stories provided to familiarise children with the setting and staff. An enhanced transition document and plan is produced.

Transition to Secondary settings:

Where a child is moving to a new school, or to secondary school, the new school's SENCO is invited to 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.

Transition from St. Teresa's often includes earlier or more frequent visits to the school to familiarise children 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 teachers and SENCO are all involved in helping to make the move to a new secondary school as smooth and positive as possible.

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

The Local Offer

St. Teresa's School's SEN policy may be found online at:

<https://stteresasdarlinton.bhcet.org.uk/information/send>

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

Our SEN Policy is written with the principles of the 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 have set out the information that is most important when looking at our 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/>

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 children with special educational needs who apply will be accepted by the school. Please see our admission policy.

<https://stteresasdarlinton.bhcet.org.uk/information/admissions>

All of our school is fully wheelchair accessible.

Disabled toilet facilities are located throughout the school

Our Polish families are supported by Mrs Wieczorek our Polish speaking teaching assistant.

We have a changing room for additional personal care needs.

We access and buy specialist equipment as recommended by professionals e.g. Occupational Therapists and Hearing Impairment.

At St. Teresa's we are increasing the extent to which disabled pupils can participate in the school's curriculum by constantly improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education, benefits, the facilities and services provided and offered by the school.

Recently, we have recently resourced a 'listening ear' which monitors the sound levels in class.

We have identified a need for a touch screen and integrated receiver hearing aid and transmitter microphone.

We have trained staff in the Royal National Institute for the Blind Bookshare training.

We have specially adapted furniture to cater for individual needs.

We have identified areas of school for work stations and safe spaces and break out areas.

We have a small sensory area that is constantly updated.

We are constantly looking for new resources and ideas to assist children with self-regulation.

We are working constantly to improve the delivery to disabled pupils - information which is readily accessible to pupils who are not disabled.

We organise resources in large print format.

We organise sound reducing equipment for sensory needs.

We organise rooms and areas so that children who need to hear information free from distractions can do so.

Activities Outside of School

Staff who are arranging an offsite trip will discuss with parents and the SENCO any requirements needed and the suitability of any trip which the school is taking part in. We will then discuss any additional requirements that we will need to put into place to ensure that all children can take part.

We support children on off-site visits and are flexible in our approach to residential visits.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

What to do if you have a complaint, a compliment, or a query. Our contact details are:

- You can telephone on: 01325 380754
- You can email at: admin@stteresasdarlinton.bhcet.org.uk

Key contacts:

- Mrs Strachan, Head Teacher
- Mrs Lindsay, SENCO and Deputy Head Teacher

Name of school SEND governor.

- Mrs Price, our Chair of Governors, is our School Governor with responsibility for SEND

June 2025