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St Catherine's Catholic Primary School



'Let your Light Shine'

Special Educational Needs and Disability Information Report

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St Catherine's Catholic Primary School

September 2022

The SEND Information Report should be read in consultation with the SEND policy, Accessibility Plan and Annual SEND Report. This document is intended to provide parents, carers and families with information about the various ways we support our children with special educational needs (SEN) to enable them to achieve their full potential. We provide a full range of educational and pastoral support to all and our aim is that children with SEN make very good progress.

St. Catherine's is a fully inclusive school. The life of St Catherine's School is centred on our Catholic faith, in which we proclaim the Gospel values such as love, peace and justice, which influence all our activities and relationships. We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community. We value worshipping and celebrating together, sharing our Christian witness and building upon the foundations already established at home where parents/carers are the first educators of their children.

Introduction

At St Catherine's Catholic Primary school, we value the abilities and achievements of all our children, as our school mission statement states, and we are committed to providing the best possible environment for learning for all children. This school provides a broad and balanced curriculum for all children. When planning, teachers provide suitable learning objectives meet the pupils diverse learning needs and remove barriers to learning. The prime needs of our SEN pupils are communication and language difficulties within the Early Years and cognitive learning needs (including moderate learning difficulties and specific learning difficulties) as we move through KS1 and KS2. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and so enable them to participate effectively in curriculum and assessment activities. Such children may need additional support or different support from that given to other children of the same age. Children may have special educational needs either throughout their school career or at any time during their school career. At St Catherine's we ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. There are a number of reasons why a child may be identified as having SEN:

- They have significant difficulty in learning than the majority of others the same age and are making far less progress than expected.
- They have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or maintained post 16 institutions.

Areas of need

Children may have needs and requirements which fall into specific areas and many children will have inter-related needs. These areas are:

Communication and Interaction

Cognition & Learning Needs

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Social, emotional & Mental Health Needs

Sensory & Physical Needs

Behavioural difficulties do not necessarily mean a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

At St. Catherine's we aim to;

- encourage the spiritual development and prayer life of each child and help them to develop their relationship with God
- offer a place where differences and problems are talked through and prayed through together and where success is shared and celebrated
- provide a secure and happy environment where quality teaching and learning can take place
- deliver a curriculum that meets the intellectual, physical and creative needs of each child as well as delivering spiritual, emotional and pastoral care
- foster respect for, and recognise the rights of others, regardless of gender, race or ability and to offer equal opportunities to all
- value the contribution of home, school, parish, community and diocese in our daily lives
- to have high expectations for all pupils which enable them to reach high levels of achievement
- to be an inclusive school
- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of pupils are identified, 'assessed' and provided for as early as possible
- to ensure full entitlement and access for children with SEN to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem
- to work in partnership with children, parents/carers and other agencies to share a common vision and understanding to achieve a level of staff expertise to meet children's needs

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

- We deliver high quality teaching, providing scaffolding and resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need - assess, plan, do, review.
- Lessons are as inclusive as possible, with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they support the learning of all pupils.
- New resources are purchased when recommended by outside agencies.
- Support staff are placed optimally throughout the school, to ensure pupil progress, while at the same time promoting independence.

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- The SENCO has the national qualification for SEND. The SENCO is able to provide advice and guidance to staff and parents.
- All school related activities are evaluated in terms of their positive impact on learning success and inclusion of SEND pupils.
- We support our families with children with SEND, formally through review meetings and informally through an 'open door' approach.
- We evaluate intervention groups and strategies on a regular basis to make sure that all children reach their full potential.
- We hold review meetings three times a year for children with SEN, to consult with parents/carers and one or two of these may be during parent/carers consultation meetings.
- We liaise very closely with our secondary schools at transition times to ensure that high quality pupil information is clearly communicated and recommendations noted, so that the move to secondary school is as smooth as possible.
- We liaise very closely with our secondary schools at transition times to ensure that SEND pupil information is clearly communicated and recommendations noted, so that the move to secondary school is as smooth as possible.

At St Catherine's we are able to provide support to meet the four main areas of need in these ways.

Primary Area of need	Support provided in school
Communication and Interaction Autism Spectrum Disorder Speech, Language and Communication Needs	<ul style="list-style-type: none">• Visual timetables are used in all classrooms to support children to understand what will happen and when• Individual now and next boards will be provided for identified children.• We offer support/ supervision at unstructured times of the day, often in the forest school, at break time and lunch time, when appropriate.• We run small groups focusing on friendship, where strategies are taught in order that children can be included in games and know how to play fair and take turns.• We deliver interventions to support emotions and friendships, this includes support through the RISE programme.• Time is spent with children, helping them to identify situations which cause anxiety, and finding ways to relieve that anxiety.• We deliver the intervention Early Talk Boost to children in the EYFS and KS1 with speech and communication difficulties.• We deliver programmes advised by the NHS Speech, Language and Social Communications Team.• There are areas of low distraction/stimulus and individual workstations in classrooms.

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	<ul style="list-style-type: none">• We use ICT as an aid to learning.• Easy access to resources to support pupils with speech and language difficulties e.g. word banks, visual prompts• Use of individual reward systems to promote learning and enhance self-esteem.
Cognition and Specific Learning Difficulties Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)	<ul style="list-style-type: none">• We access expertise and advice to ensure the needs of children are clearly identified.• We buy additional support from Educational Psychologists to support our pupils with SEND• We work alongside the Local Authority SEN school improvement Service to ensure we are providing the support our Sen pupils require• We use intervention programmes to improve literacy or numeracy skills. e.g. Lexia, Daily phonics, Toe by Toe, Read, Write Inc intervention materials and The Write Stuff.• We use intervention programmes to improve Mathematic skills e.g. Numicom, Power of 2, Success@arithmetic, Firstclass@number, Early Morning Maths, as well as bespoke interventions created by the class teacher/ SENTA We provide resources to support children with specific needs such as Dyslexia including coloured overlays, word banks and iPads.• We assess pupils regularly and report progress to parents/carers and staff.• We hold multi agency network meetings with the family so that any reports can be fully explained to the parent/carer.• We assess pupils for access arrangements for end of Key Stage tests and assessments.• Provision of table-top resources to promote independence and ensure that learning is multi-sensory and practical.• Alternative approaches to recording are promoted.• Additional processing/ thinking time for responding to questions, completing tasks and sharing ideas is given.• We use the Newcastle Assessment Tool (developed by Sir Charles Parsons Special School) to tailor learning and support for pupils working significantly below Age Related Expectations.
Social, Emotional and Mental Health Needs Social Difficulties Mental Health Conditions Emotional Difficulties	<ul style="list-style-type: none">• We provide excellent pastoral care for our children• We run one to one and small group sessions focussing on emotional understanding and expression.<ul style="list-style-type: none">• We create behaviour management plans where necessary to ensure children can access the curriculum and all children remain safe.• We work closely with parents/carers to ensure there is a consistent approach when managing challenging behaviours

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	<ul style="list-style-type: none">• We put in place short term support for a pupils with a specific emotional need, for example bereavement• We use risk assessments to ensure the safety and inclusion of all pupils whenever possible, in all activities.• We provide one to one nurture sessions for vulnerable children.• We deliver interventions to support emotions and friendships. • We use the Forest School at play times and lunch times for vulnerable children. We also use the Spiritual Garden for quiet reflective sessions.• We seek support and expert advice from outside agencies including the school health advisor and the 0 - 19 Service.• We have clear sanctions and reward systems which offer pupils structure and routines. (Refer to behaviour policy)• Pupils are encouraged to share their worries and thoughts with their chosen adult.• We teach strategies to reduce stress and anxiety.• We work closely with parents/carers to ensure residential trips are accessible for all children. They help to develop social, emotional and behavioural resilience and promote independence.
Sensory and Physical Needs Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment Physical Disabilities Medical Need	<ul style="list-style-type: none">• We seek advice and guidance from a range of health specialist as required for pupils with significant medical needs• We run intervention sessions to improve pupils' skills e.g. Fine and Gross Motor skills (dyspraxia)• We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment team All the entrances to school have ramps in place or level access to allow wheelchair access.• Our school has two disabled toilets and facilities for personal hygiene• We work closely with NHS Occupational Therapy Service to deliver and monitor therapeutic programmes for children under their care• We provide support with personal and intimate care if and when needed.• Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty and slanted table tops.• Staff understand and apply the medicine administration policy. Movement breaks for pupils with motor coordination difficulties as and when required. <p>Regular staff training is provided for example Occupational Health team- Sensational Schools/Classrooms</p>

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

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you have any concerns about your child the first point of contact is their class teacher who can pass information to the school SENCO. If your concern is not resolved and you would like to make a complaint, please see our complaints procedure for more information. Other useful information such as our Inclusion and SEND policy are available on the school website. If you would like further information about what we can offer, then please do not hesitate to contact our SENDCO Mrs Murray. Email: office@stcatherinesnewcastle.org or call 0191 2326803.

Newcastle City Council has a 'Local Offer' of information and guidance for people with SEN or disabilities, their families and those who support them. This describes and has links to what is available in Newcastle and other nearby local authorities.

You can find out more about this Local offer at:

<https://www.newcastle.gov.uk/schools-and-learning/early-years-and-childcare/send-and-local-offer>

SENDIASS (Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service) <https://www.newcastlesendiass.co.uk/>