

St Catherine's Catholic Primary School



'Let your Light Shine'

Special Education Needs information report



Special Educational Need and Disabilities (SEND) information report.

This SEND information report is part of St Catherine's Local Offer for learners with Special Educational Needs and Disability (SEND).

At St Catherine's we believe self-confidence is key to learning and therefore foster an environment that is conducive to each learner developing this. We try to provide scaffolding and tailor learning in such a way to make sure everyone is building upon their prior learning.

We implement a broad and balanced curriculum to excite, include and link learning from Nursery to Year 6 for all learners. We offer a range of academic, creative and spiritual activities through our broad curriculum to provide all children with multiple opportunities to build upon prior learning and to succeed. We have high expectations of all learners and as such encourage and model excellent behaviour and attitude to learning.

SEND information

This report is intended to provide families general information about the ways in which we support our learners with special educational needs (SEND) to reach their full potential. The strategies, resources and support used are continuously monitored, developed and modified to meet the ever-changing needs of individuals.

When learners are identified as having SEND, they are firstly placed on our school SEND register, provided specific targets and resources to assist their development, address areas of concern and aid and progress. Our school has a SENDCo (Miss Hadow), class teachers, HLTA's (higher level teaching assistants) and LSA's (learning support assistants) who all work together to support learners in making the best progress possible.

Our SEND policy is above and also available separately on the school website.

School entitlement offer to learners with additional needs:

For all learners at St Catherine's who have SEND, we:

- Understand and recognise that families (and indeed the children themselves) know their child best and endeavour to work closely with them to meet needs
- Try to use child friendly targets that are measurable and achievable
- Review support plans and targets with class teachers, SENDCO and families on a termly basis
- Differentiate and modify the curriculum (including resources) to promote the best possible progress
- Seek advice and include the use of outside agencies to identify and overcome barriers to learning
- Deploy LSA's and HLTA's to where they are most needed to support learners and ensure value for money
- Ensure staff work with the SENDCo to identify and help those with SEND to continue to make at least expected progress
- Monitor the progress of those with SEND termly as part of the assessment process.



- Ensure staff have access to/ are offered appropriate training in order to meet the needs of the pupils in their class
- Offer support to our families and make them aware of services and organisations which may support or advise
- Ensure primary to secondary transition support for children and parents is in place

Communication and Interaction Needs e.g. Autistic spectrum, Speech, Language and Communication Needs:

- Every class has a whole class visual timetable that is used and referred to for all learners
- We can provide separate work stations within classrooms as an area of low distraction
- We use interventions like Speech & Language Link and whole class strategies like Oracy to support language link development
- We can create and provide communication boards to further support language development
- Learners who need it will access box time to support their learning

Cognition and Learning e.g. Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD):

- Staff have had training to recognise children with needs and complete screenings and referrals (working with the SENDCo)
- As a school we chunk our learning so that learners are not overloaded and can make links between lessons, units and even year groups
- We use programmes like LEXIA and TTRockstars so children can access learning at home and make progress at their own pace
- We work with outside agencies and Speech and Language therapists to identify barriers to learning and address them. We also use Speech & Language link to assess, identify children who need speech and language referrals and provide interventions
- We provide some pupils with ICT resources to record and develop their learning
- We provide targeted interventions to either pre-teach some key vocabulary or concepts, and also to address common misconceptions or gaps in learning

Social, Emotional and Mental Health e.g. Social difficulties, Mental Health conditions, Emotional difficulties:

- We value all of our learners and all staff are committed to every child knowing this
- Each class has worry boxes and check-in systems to monitor children's wellbeing. Many classes also have fidgets or calm down resources available to all learners
- Behaviour management and reward systems are also in place throughout school to promote and encourage excellent behaviour from all
- We work closely with a Social, Emotional and Mental Health (SEMH) team to identify and support all learners with a range of interventions, strategies and resources



- We can use risk assessments for individual learners, where necessary, to ensure the safety and inclusion of all children
- Senior management meet regularly to discuss and monitor the pastoral needs of children across the school
- We seek support from outside agencies such as the school nurse, Children and Young people's Services (CYPS) and the Educational Psychologist

Sensory and Physical Needs e.g. Hearing impairment, Physical Disabilities and Medical Needs:

- We provide support and aids to ensure access to the curriculum in order to develop independent learning, e.g. ear defenders, low lighting, larger fonts on written work and a range of seating options.
- We aim to eliminate clutter around school and keep tidy work spaces to promote focus
- We seek and act on advice for learners who have significant medical needs
- Staff are provided training in order to safely care for children in their class
- Entrances allow wheel chair access and there is a wheelchair lift in our dinner hall
- Our school has two disabled toilets
- We work with Occupational Therapy to deliver therapeutic programmes

If you have any concerns about your child's SEND progress or provision, we would urge you to phone or make an appointment to come into school to discuss matters further with the class teacher and/ or SENDCo.

The Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Services, offer impartial information and advice to parents in relation to SEN.

