



ST TERESA'S CATHOLIC PRIMARY SCHOOL

Live, Love, Learn and Grow in St Teresa's Little Way

SEND SCHOOL INFORMATION REPORT 2018

SCHOOL NAME AND ADDRESS	ST TERESA'S CATHOLIC PRIMARY SCHOOL COLLEGE ROAD UPHOLLAND LANCASHIRE WN8 0PY	TELEPHONE NUMBER	01695 623842
		WEBSITE ADDRESS	www.st-teresas-upholland.lancs.sch.uk
DOES THE SCHOOL SPECIALISE IN MEETING THE NEEDS OF CHILDREN WITH A PARTICULAR TYPE OF SEN?	ST TERESA'S DOES NOT SPECIALISE IN MEETING THE NEEDS OF CHILDREN WITH A PARTICULAR TYPE OF SEND.		
WHAT AGE RANGE OF PUPILS DOES THE SCHOOL CATER FOR?	3 TO 11 YEARS		
NAME AND CONTACT DETAILS OF SCHOOL SENCO	MR. M. Fairhurst (SENCo) m.fairhurst@st-teresas-upholland.lancs.sch.uk		

The kinds of SEND we provided for.

St Teresa's Catholic Primary School is a one-form entry mainstream primary school which caters for children aged between three and eleven years old. We are committed to ensuring all our children experience a fulfilling and inspiring curriculum so that they, along with others, can grow together on our journey of discovery and learning.

We are proud to be an inclusive school. This is achieved by including all learners, setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning for individuals and groups of pupils.

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

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing significantly below age expected levels identified at Pupil Progress Meetings.
- Concerns raised by parent.
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance.
- Consultations between class teachers and members of the leadership team where progress data is discussed, including PSP review meetings where results of end of term tests, reading tests, spelling, working memory, dyslexia tests are discussed.
- Liaison with external agencies e.g. Educational Psychology Service, Speech and language therapy service, Early Prevention team
- Health diagnosis through a health professional such as a paediatrician, speech and language therapist, CAMHS (child and adolescent mental health service).
- Liaison with previous school or setting, if applicable.

What should I do if I think my child may have special educational needs?

- We have an open door policy and welcome parents to discuss any concerns with regards to their children.
- In the first instance contact your child's class teacher.
- If you still have concerns you can contact the SENCO - Mr. M. Fairhurst.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents/carers and hope that they are able to do the same with us.
- Mrs C M Rigby holds the National SENCO Award.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

- Children's needs would be discussed informally with the child, with staff that they are familiar with, and in a nurturing environment. Maintaining children's self-esteem and confidence would be paramount.
- Children contribute their views on attainment and progress, aspirations and goals to PSP plans and Pupil Passports when they are reviewed with the teaching assistant – three times a year.
- Children are informed of progress daily as part of our feedback policy. Staff decide on the most effective method of feedback that delivers the optimum amount of progress. Progress is then discussed formally at PSP review meetings.
- Children's views are gathered in surveys completed by SLT and Subject Leaders on the school website.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- If school thinks a child would benefit from some additional support in school to meet a special educational need then parents/carers will be invited into school for a meeting with the SENCO.
- During the initial meeting and then at three points throughout the year, parents/carers are invited to contribute to the PSP review meeting on provision and progress. Parents/carers can also contribute views at parent's evening twice a year.
- Parent/carer views are also collected throughout the year through questionnaires and surveys online.
- Parent/carers are invited to induction meetings for EYFS; meetings regarding SATS in Year 2 and 6; phonics meetings in Year 1 and other curriculum area meetings.
- Our school operates an 'Open Door' policy and you are welcome to contact staff either before or after school to request an appointment with your child's class teacher with any concerns that they may have.

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

- Class teachers carefully plan lessons and activities to meet the varying needs of the children in their class.
- Learning activities are differentiated so that children at different levels of attainment can access lesson content and progress with their learning.
- The use of additional adults to support some children is planned, and consistently monitored and reviewed.
- Sometimes, it is appropriate for small groups or individual children to be withdrawn from class to complete some learning activities and intervention programs. This is always based on an assessment of need and all children are still fully included in a wide range of class based learning activities.
- School will always consider the advice from specialist external agencies (such as speech and language therapy, Educational Psychology, physiotherapy) when planning the curriculum.
- Additional resources may need to be put in place for certain children to help them to reach their full potential. For example, sloping writing desks, pencil grips, Dictaphones, talking tins.

How accessible is the school environment?

- Our school is fully wheelchair accessible at our front entrance.
- Access to school for pupils and parents with disabilities is by the school driveway which is secured with gates to ensure the health and safety of all.
- When requested, ramps are temporarily installed to provide access to the school hall and key stage two classroom areas.
- Accessible parking spaces are available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

- Following pupil progress meetings with SLT and teaching and support staff, resources are allocated to classes and groups where the need is greatest. These meetings take into account children's attainment levels, rates of progress and social and emotional needs.
- Children with specific needs have resources allocated to them where appropriate. Angled boards, pencil grips, privacy boards, talking tins, wobble cushions, weighted blankets are all deployed where necessary and where advised.
- Children with SEND are supported on a daily basis. The SENCo works closely with the team of support staff to ensure this is delivered effectively. Research from the EEF and NASEN is consulted regularly to ensure the best practice is implemented for the optimum levels of progress.
- Parents/carers can contribute views and ideas to provision at PSP and parent's meetings.
- When sitting examinations children with SEN can be supported 1 to 1 (Statement/EHC), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration (as appropriate for the needs of the child).

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- At St Teresa's Catholic Primary School, we have an 'open door' policy and parents are always welcome to speak to teachers at a mutually convenient time. This may mean that parents need to make an appointment or, for a relatively quick enquiry, teachers may be available immediately.
- We hold two parents' evenings per year and every class teacher will write a detailed report near the end of the school year about your child's attainment, progress and achievement.
- We inform parents about age-related expectations for their child.
- Class teachers and, if appropriate professionals from external agencies, will advise parents on how best to support their child's learning and development at home.
- If your child is receiving School Support and therefore has a Personal Support Plan in place then you will be invited into school three times a year to discuss your child's targets and the provision provided with the school SENCo. At the meeting you are invited to share your views and support is offered as to how you can help your child at home.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

- All class teachers are qualified teachers.
- The SENCo attends regular Cluster meetings to keep up to date with practice and provision for SEND.
- The SENCo is a member of the SHARES Cluster of schools which is a group of SENCos from local primary schools who work collaboratively to improve SEND provision in our schools.
- All staff have regular training for a wide range of intervention programs and strategies so that the

planning and delivery of specific learning activities can produce the best outcomes.

- Medical staff, such as school nurses, deliver training regarding medical needs as required.
- Expert advice will be accessed if a need arises that staff have not previously supported.
- The school has commissioned a Speech and Language Therapist to work with children on a one-to-one and small group basis who require support with their speech, understanding, attention and listening and social communication skills. The Speech Therapist also assesses children on entry and exit in Reception Class and other children throughout the school when required.
- In the case of children with hearing impairment (HI), Visual impairment (VI) or medical needs, specialist support, equipment and training is provided by IDSS, School nurses or other professionals as appropriate.
- Kingsbury Special School and Elm Tree Special School staff support teachers where appropriate in regards to ASD and behaviour.
- The School Nurse Team, the Family and Early Help Team and Child Action North West offer support when requested.

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

- Our school holds an open evening for prospective parents/carers and their children to meet staff and have a look around school on an informal basis for the EYFS.
- When an offer of a place has been made, parents/carers are invited to a 'New Starter's meeting and children will visit the pre-school/reception class during the Summer Term.
- The vast majority of the children who attend St Teresa's Catholic Primary School are successful in securing a place at St. Peter's Catholic High School, Orrell. Close links exist between St Teresa's and St. Peter's Catholic High School so that transition from one setting to the next can be as effective as possible in terms of emotional and social well-being as well as ensuring progressive learning for all children. A wide range of transition activities take place between our two schools.
- There are also pupils in year 6 who have secured a place at a different high school and a range of transition activities are also arranged with the relevant high school. For example, attending open days and learning days, pupils and staff completing questionnaires, primary and secondary school staff meeting to discuss individual children's strengths and areas for development.
- Our Year 6 teacher, along with SENCO, meet with the High School regarding each child.
- Extra transition days arranged with High School for any children that may benefit from this.
- High School teachers take transition sessions with children in the Summer term.
- PSHE lessons in class discuss changes and relationships.

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

- St Teresa's Catholic Primary School is an inclusive school. Provision will be made if required so that all children can access learning experiences.
- We will work closely with parents if any child needs additional support in order to access any activity.

- Schools runs a variety of clubs after school including: Lego, netball, football, cricket, rounders, cross country, drama, art, gardening, nurture and homework. The clubs on offer changes each half term.
- Parents/carers are invited to a meeting to ensure children's needs are met before a trip commences. This information is then included in risk assessments.
- Support is offered to children at break and lunch time where appropriate.

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

- At St Teresa's Catholic Primary School, we pride ourselves on ensuring that the children in our care are happy, secure and have excellent emotional well-being.
- The Head Teacher, School Business Manager and Site Supervisor carry out Risk Assessments where necessary.
- There are very close working partnerships which exist between the school, the Parish and the families at our school.
- Every child is considered a priority at our school and class teachers, senior leaders and parents will work together to ensure that the child's needs are paramount.
- Class teachers and additional support staff work collaboratively and ensure that all adults working with your child knows what their strengths are as well as their areas of need.
- School will consider recommendations from specialist external agencies when planning and delivering activities for your child.
- There are a wide range of extra-curricular activities available to the children who attend our school, including residential trips. Such activities contribute greatly to the development of a child's independence, self-confidence and social and emotional well-being.
- The school runs a breakfast club from 7.30-8.45 each morning. This is accessed through the main entrance. A member of staff greets each child at the door and registers them into the breakfast club.
- Members of staff are always available in the mornings and at the end of the school day either on the gate or within the entrances to school.
- Infant children are all handed over directly to the person collecting them at the end of the day.
- A teacher supervises each playtime in addition to Support Staff. At lunchtime Welfare Assistants and Support Staff supervise and assist children in their play. They also supervise children in the different play/social areas.
- Support is available in every class but some classes have additional adult support if required.
- Parents can access the Anti-Bullying Policy on the school website.
- Our school holds medical information for every child. All medicine is recorded on a log along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child.
- When advised by parents and/or other professionals that a Care Plan needs to be in place all parties meet to draw up the plan. Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records and in the central admin office.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff is familiar with what action to take in the event of an emergency.
- Meetings with the appropriate NHS professionals are arranged as appropriate to a child's needs.
- Medicines are kept in a locked store accessed by named staff. Inhalers are stored appropriately where they can be accessed when needed.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- Pupil progress reports to governors are completed every term. This report includes, attainment, progress, strength, areas for development and actions taken for all children including those with SEND.
- The SENCo meets the SEND governor to evaluate provision once a term.
- A Subject Improvement plan is submitted to governors once a year.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

- St Teresa's Catholic Primary School is in the Local Authority (LA) of Lancashire. Every LA has a local offer to their residents for SEND. You can view Lancashire's LAs local offer at www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx
- Your child's class teacher is a trained professional who will be very knowledgeable about your child's strengths and areas for development.
- If it is considered appropriate, school may refer your child for an assessment from a specialist external agency. We will always seek your permission before doing so.
- There are a wide range of specialist external agencies including:
 - Specialist Support Teachers.
 - Educational Psychology
 - Speech and Language Therapy
 - Behaviour Support
 - Child and Adolescent Mental Health
 - Counselling
 - Outreach support from specialist teachers.
 - Support for children with a hearing impairment.
 - Support for children who are visually impaired.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

- If parents/carers wish to discuss something about their child they should first contact the class teacher. This can be through the school office or through the form on the class page of the website.

- If required parents/carers can then contact the SENCo either through the school office or by completing the form on the SEND page of the school website.
- If required parent/carers can then contact the headteacher either through the school office or by completing the Contact Us form on the school website.
- Meetings held with parents/carers are recorded on CPOMS and an agreed action taken and added to the initial concern. An agreed method of communication will be made between school and parents/carers regarding follow up of the issue.
- Should all other methods be exhausted, the formal complaints policy can be found on the school website in the parents section or from the link: <http://www.st-teresas-upholland.lancs.sch.uk/parents/school-policies/complaints>

Where can I find the contact details of support services for the parents of children/young people with SEND?

- The SEND page of our school website signposts parents/carers to contact details for support services.
- The latest FIND Newsletter, which provides parents/carers with up-to-date advice and guidance can be accessed from the SEND page of our school website.

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <http://www.st-teresas-upholland.lancs.sch.uk/parents/inclusion>

Lancashire County Council's Local Offer - <http://www.lancashire.gov.uk/send>