

Our Lady & St Thomas Catholic Primary
School, Willington
SEN Information Report
(and contribution to LA SEND Local Offer)



**“You are unique, talented and
loved by God”**



Our Lady & St Thomas Catholic Primary School, Willington 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”.

OLST strives to be an inclusive school. Inclusion is central in the Catholic ethos and values of the school – a philosophy, which covers every child's rights 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.

- [Links to key policies e.g. SEN and Inclusion policies, Equality](#)

Our Core Offer

- Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to meet every child's need. This is the first step in supporting pupils who may have SEND (Special Educational Needs and Disabilities). All children are challenged to do their very best. This is enough for most pupils to make progress.
- All children will be taught a broad and balanced curriculum; differentiated to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.
- All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work is rewarded. [‘Behaviour Policy’](#) (reviewed May 2018)
- Your child can express their views in several ways, including via their house captain, school council representatives or directly to staff, e.g. their ‘Safe Person’. Buddies and mentors and the student council representatives encourage all pupils to have a voice in school.
- 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 Conditions Policy’](#) (review date November 2017)
- We run a wide range of extra curricular clubs including Dance, Games, Choir, Science, Football and Film Club.
- There is also an SEN governor who has particular involvement with SEND policy and provision.

OLST has a wealth of expertise from its staff over and above the qualifications needed for their jobs. Specialist services are always used when the need arises and the school feels it needs more support or advice to ensure a child fulfils their potential.

The following is a snapshot of our expertise, but is not an exhaustive list:

Expertise in School

- SENCo – Mrs Veitch / Mrs Fulton
- Qualified First Aid Staff
- Epi-pen trained
- Speech & Language – Mrs Hauxwell
- Gross & Fine Motor Skills – Mrs Hauxwell
- Time to Talk – Mrs Bailey, Miss Mavin
- RWInc (Phonics programme) – Mrs Whitfield / Mrs Brown
- Maths Intervention – Mrs Arrowsmith
- Nurture and Play Therapy – Mrs Arrowsmith
- Forest School – Mrs Whitfield, Mrs Arrowsmith and Mrs Graham
- MABEL Speech & Language – Mrs Brown

At OLST we involve other bodies; including health and social care, local authority support services, charitable and voluntary sector organisations in meeting the children's SEN and supporting their families.

Expertise/Specialist Services secured by School

- Educational Psychologist
- Therapeutic Service/Child Psychotherapist
- Physiotherapists
- Occupational therapists
- Speech and Language therapists
- Visually/Hearing Impaired Service
- CAMHs – Child and Adolescent Mental Health Service
- MHTBS (Mental Health trailblazer Scheme)
- Emotional well-being support for children and their families)
- Dyslexia Specialist
- School Nurse/Health Visitors/Dental Health
- Child and Family Services
- Butterwick Hospice (Bereavement Support)
- Daisy Chain / Rollercoaster - ASD support
- Fire Brigade/Police/Cycling Proficiency – road/fire safety interventions

Assess



- Identification – Your child will be identified as having SEN 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 preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.
- First steps - if from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher and (HT/DHT/SENCo). Where appropriate your child will be involved in this meeting. At the meeting we will begin to explore the possible barriers to learning and you will be asked how we can best support your child.
- Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.
- Where appropriate your child may be placed on our school's Targeted Support or SEN Support Register and a plan will be devised by the class teacher that will set achievable targets. These will be reviewed and updated at least half-termly.
- EHCPs (Education, Health and Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.
- **If you are concerned about your child's progress or that your child may have SEN and/or a disability, please contact our SENCo Mrs Veitch/Mrs Fulton on 01388 746336**

Plan



Our procedures are in line with the [SEN Code of Practice \(2014\)](#).

The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by the SENCo (Special Educational Needs and Disabilities Co-ordinator). It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

SEND Resources

At OLST we have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENCo, the Interventions Manager and staff with specific curriculum responsibilities.

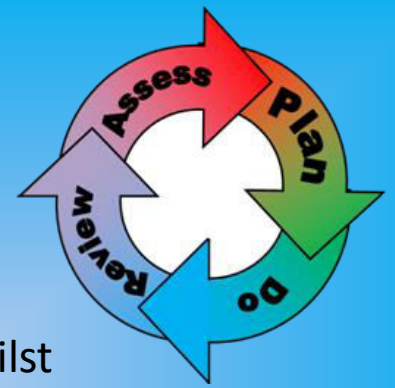
Where provision does not result in adequate progress, as outlined in the SEN Code of Practice, the SENCo should be consulted for advice.

Do



- Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.
- Daily planning takes into account 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 SEN and/or disabilities.
- Differentiation 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 take into account the different skills and abilities of each child. This ensures that learning is maximised.
- Additional adults are used to help groups and individual children with the long term goal of developing independent learning skills. The class teacher monitors this support to avoid pupils 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.

REVIEW

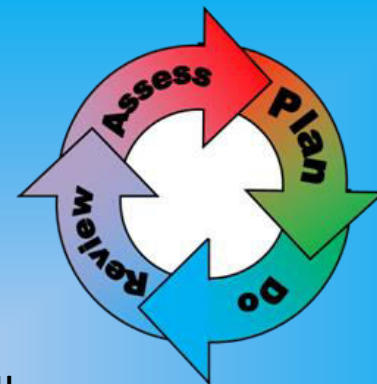


If despite all steps taken, good progress is still not being made we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school.

Consultation sessions are held in the Autumn and Spring terms where you can meet your child's teacher to discuss and look at their work in different subject areas. A further opportunity is provided in the Summer term for you to discuss your child's end of year report.

Parents that have children on the school's SEN Support Register, are also invited to termly meetings to review their child's Individual Education Plan. Your child will be involved in reviewing their targets at appropriate times throughout the term, with the class teacher or teaching assistant, and during the setting of new targets on a termly basis. If, of course, you would like to meet Mrs Veitch or Mrs Fulton or your child's class teacher at any point during the term, this can easily be arranged.

REVIEW



For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.

If your child has an EHC plan, you will be invited to an annual review of this plan.

Homework is given regularly and your child may have the opportunity to access computer programmes to support their learning at home through the school website. You are encouraged to support your child's learning at home.

Home school diaries are used to support communication between home and school and you are encouraged to use these where appropriate.

MEETING IDENTIFIED NEEDS

Communication and Interaction

Social, Emotional and Mental
Health Difficulties

Cognition and Learning

Sensory and/or Physical Needs



For many children, their targets will be linked to learning and will often be specifically related to literacy and numeracy. However, for other children they may be related to social interaction, communicating with children and adults or emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual child.

At OLST, we offer many different forms of additional provision, including;

- * additional in and out of class support
- * one-to-one support
- * flexible groupings (including small group work)
- * access to specific resources and learning programmes
- * mentoring
- * counselling
- * access to a wide range of outside agencies.

Communication and Interaction



- Access to small group and/or individualised interventions to develop skills in communication and interaction with others, e.g. Time to Talk, Socially Speaking
- Visual timetables used in every classroom
- Flexible approaches to timetable
- Modifications to lunch and/or break times, e.g. duties, time change
- Access to additional aids/technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions, e.g. advance notice, familiar resources
- Mentoring and/or buddy systems

Cognition and Learning



- Regular, individually focused interventions, e.g. reading, phonics (RWInc.),
- Increased access to small group support in class
- Practical aids for learning, e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, individualised success criteria

- Increased access to ICT programmes,
- Flexible groupings
- Access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum/delivery adaptations to meet the learning needs of individuals
- Frequent repetition and reinforcement

Social, Emotional and Mental Health Difficulties



- Access to time out/individual work area
- Mentoring/Buddy system
- Individualised rewards system
- Access to counselling services, e.g. CAMHS, MHST Trailblazer Project, Psychotherapy services.
- Increased access to additional adults in and out of the classroom
- Supported transition programme with chosen secondary school
- Opportunities to develop Social and Emotional aspects of learning through small group work'
- Occupational Therapy services, e.g. Calming and Regulating programmes.

Sensory and/or Physical Needs



- Occupational Therapy Interventions
- Concrete apparatus available to support learning, e.g. Numicon materials
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Sensory resources available e.g. wobble board, headphones/ear guards
- Access to support for personal care, e.g. school nurse service

Accessibility Plan Requirements

Your next slide must describe how your school is:

- increasing the extent to which disabled pupils can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

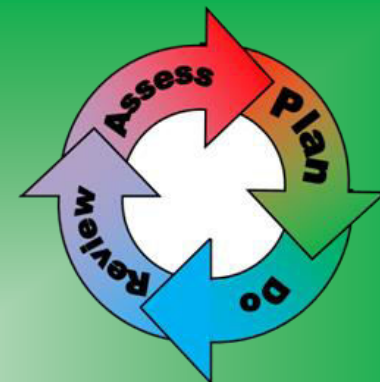
Accessibility

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. [Admission Policy](#)

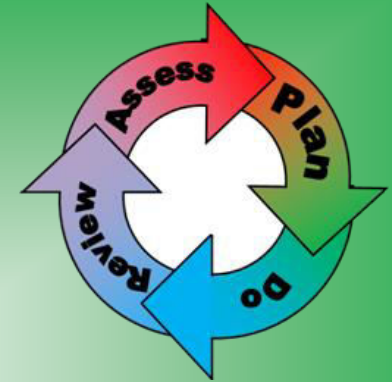
- All of the ground floor is fully wheelchair accessible.
- Disabled toilet facilities are located near the school entrance.
- Communication with parents whose first language is not English is supported by advice from the Local Authorities EAL (English as an additional language) team. Our Polish families are also supported by Mr Holce (school governor) and Mrs Harandon (Polish Interpreter). Key documents are also translated for our Polish parents.

Activities Outside of School

- OLST is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child 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 SENCo any requirements needed and the suitability of any trip which the school is taking part in.
- We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised. [Equality Act](#)
- The Head of School oversees all trips to ensure children are safe and included where possible.

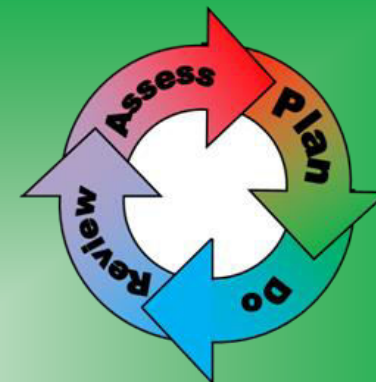


Medical



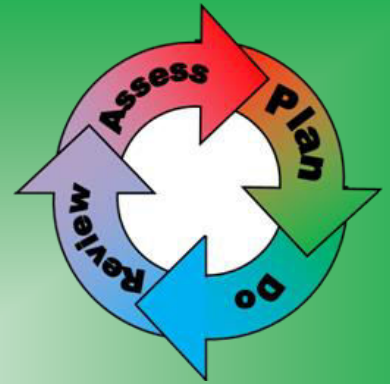
- On site medical support is provided by our qualified First Aiders including emergency and paediatric first aid.
- Staff are trained in the administration of Epi-pens and have attended training by the school nurse service to raise awareness of asthma.
- We have a comprehensive policy covering the administration of medicines in school.
- Children who have more severe medical conditions have detailed care plans which are devised in consultation with parents, school staff and medical professionals. These plans are kept in class Medical Boxes and are shared with all members of staff as required. A copy of the plan is also available in our Medical file held in the School Office.

Moving Up, Moving on ...



Transition to Secondary School

- We work closely with all secondary schools in the area.
- The majority of our children move on to either St. John's, St Leonard's or Parkside Academy.
- 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 Support Plans, EHCPs, Child and Family Services and pastoral matters.
- 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 our feeder secondary schools come to meet our Y6 children and in addition to this, our Y6 children attend their chosen secondary school for two transition days.



Transition to a new school

If your child moves to a new school within or at the end of an academic year, Mrs Best will contact the school SENCo to ensure he/she knows about any special arrangements or support that needs to be made for your child. If necessary a meeting will be arranged with other professionals. She will also transfer all records held for your child to the new school as soon as possible.

Transition to a new year group/Key Stage

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all SEND children will be discussed with the new teacher and agreed by Mrs Best.

Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by Mrs Best and Mrs Warr.

Staff Training

- All teachers have Qualified Teacher Status and our teaching assistants have a minimum of a level 2 qualification.
- All staff are either teachers of or are supporting students with SEND.
- OLST values staff training and organises courses/training programmes to ensure teachers and teaching assistants stay up to date with current research into teaching and learning.

The table summarises the most recent staff training in respect of SEND and disabilities.

<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
Child Protection training	ASD specialsim
ASD/ADHD/Anxiety Training	Play Therapy
SEND updates	Speech, Language and Communication - Mable

Further information to support this document can be found at the following links:

* SEN Code of Practice (graduated response)

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

* Local Authority's Local Offer

<http://www.stockton.gov.uk/childrenandyoungpeople/childrenwithdisabilities/>

*St. Bede's Complaints procedure for SEND

<http://www.stbedesacademy.org.uk/content.php?page=policies>

*St. Bede's Inclusion Policy

<http://www.stbedesacademy.org.uk/content.php?page=policies>

Keeping in touch

Mrs R. Veitch – Head of School

Mrs M. Fulton – Deputy Head of School/SENCo

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Email – office@olstlearning.net

BHCET Academy contact - Maura Regan 01325 254525