

# ST TERESA'S SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT



At St Teresa's school we promote a Christian ethos through the commandments that Jesus taught: to love God and to love one another. We celebrate that there is something wonderful and unique in every person. We endeavour to enable each child to reach their potential, whatever their ability or specific needs by providing equal opportunities for all within our school.

All staff members, teachers and support staff, are dedicated to ensuring all the children they work with succeed in reaching their full potential both academically and personally. Our learning support staff team is highly skilled and experienced and they make a significant, positive impact to improving outcomes for children with additional needs. Our aim is to know our children well and provide a level of support that will give them the help they need but without compromising their right to be independent learners.

We encourage high aspirations and self-worth by motivating, nurturing and valuing every individual, striving to prepare them for life's opportunities and challenges.

The school recognises that there are many aspects to a child's development and we endeavour to offer the opportunities for each child to develop academically, spiritually, socially, physically and creatively.

We recognise the diverse educational needs of our pupils. Through appropriate provision we respect and acknowledge that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning and participation.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

We want all our children to feel that they are a fully included and valued member of our school community.

St Teresa's RC School is committed to working in partnership with parents/carers, external agencies and Bolton LA to ensure the best outcomes for our children identified with a special educational need.

SEND info doc/school offer

Mrs J. Warburton, Mrs L. Winder

Sept 2017, reviewed Sept 2019, reviewed Sept 2020, reviewed Sept 2021, reviewed Nov 2023, reviewed March 2025

## **What does 'Special Educational Needs or Disability' mean?**

The Special Educational Needs and Disability (SEND) Code of Practice: for 0-25 years 2014 (updated 2015) states that a child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. Therefore a child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which 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 mainstream post-16 institutions.

Our SEND (Special Educational Needs or Disability) provision allows children with learning difficulties or a disability the opportunity to follow a curriculum specifically tailored to develop life skills and to give children confidence through their learning and achievements, enabling them to maximise their potential and to work as independently as possible. The School Accessibility Plan sets out the adjustments made to the curriculum and physical environment in order to improve equality of opportunity for children with disabilities, this can be accessed on the website.

We are committed to closing the achievement gap between children with SEND and those without SEND. This is achieved through the provision of a range of interventions and a differentiated curriculum.

We believe that all children are entitled to an education that enables them to make progress so that they:

- Achieve their best personally and academically
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

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## **What are SEND areas of need?**

School supports children with differing areas of needs as identified in the Special Educational Needs and Disability Code of Practice: for 0-25 years 2014 (updated 2015). These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

## **How does the school identify additional/special needs?**

At St Teresa's we endeavour to identify additional/special needs as early as possible. Through carefully planned teaching and learning, children are continually assessed. This can be through daily informal observations or through standardised testing such as the NFER termly tests. For children working well below their age-related level they will be assessed and tracked using PIVATS (Performance Indicators for Valued Assessment and Targeted Learning). This will help to inform the small steps of progress they are making and identify next steps in learning.

Regular Pupil Progress Meetings are held to discuss the progress of all children, not only according to national age-related expectations but also from their own individual starting points. In this way we are very quickly able to identify any child who is not making appropriate progress. Through careful assessment we will identify additional needs more specifically and put in place provision to address these needs. This provision is regularly reviewed to determine how successful it has been. The child may then be recognised as having an additional need and be placed on the Additional/Special Needs Register. Where a child's progress continues to be of concern, we will engage the advice and expertise of outside agencies including the Educational Psychology Service, Woodbridge Outreach Service and other agencies as deemed appropriate. This intervention may include testing to identify specific learning difficulties.

This information is regularly shared with parents and carers through formal Parents' Evenings as well as through a continual dialogue at the request of the teacher to share concerns or at the request of the parents.

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**What should you do if you think your child has a Special Educational Need or Disability?**

The class teacher is the first point of contact if a parent wants to discuss something about their child. If you require further advice or information you can request an appointment with the Special Educational Needs Coordinator (SENCo) Mrs Lauren Winder. The SENCo can be contacted at school by telephone: 01204 333163, or by making an appointment at the school office.

If you have a concern related to a medical or health issue, then you may also wish to speak to your doctor or health visitor, however depending on the nature of concern, referrals to other agencies may be made by school to identify the best way to support your child. The SENCo in school will support parents or carers to access the relevant support services if and when a referral is made. If your child has a medical condition it is important to inform school immediately so that the appropriate support and provision can be implemented and a Health Care Plan completed.

**What support does the school give to children with additional/special needs?**

Support for all children begins in the classroom with Quality First Teaching, where the class teacher plans differentiated activities including a range of learning styles and outcomes. This enables children to access the curriculum at an appropriate level and removes any barriers to learning.

If a specific/additional need has been identified, the child's needs may be met through the class teacher's differentiated planning and/or targeted individualised work.

Class teachers have responsibility for enabling all children to learn effectively. To achieve this they:

- Identify children who require additional or different support in order to make progress
- With the support of children, parents and carers regularly review and update targets on learning plans
- Plan appropriate work and activities for all children
- Ensure that the relevant support is available for all children
- Differentiate the curriculum taking into account different learning styles, interests and abilities
- Ensure that all children can be included in tasks and activities
- Monitor progress
- Celebrate achievement

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Our inclusive approach to provision means that all our children have their needs met by carefully differentiated lesson planning. Lessons are structured to provide a range of activities to suit the range of learning needs and a rigorous approach to monitoring and tracking progress supports the teachers with their planning. Support staff are deployed on a flexible basis according to the emerging needs of children.

There are many types of support available at St Teresa's. These range from 1:1 support on specific intervention programmes, speech and language therapy programmes, nurture groups etc. Interventions are small group or individual activities that are carefully planned to address a specific area of difficulty that a child might be experiencing. The intervention groups are agreed by the class teachers and the senior leadership team to target individual or groups of children ensuring optimum progress is made. Many of the interventions are delivered by trained teaching assistants, working towards specific targets or outcomes for each child. The outcomes are carefully monitored.

If the child's progress continues to be a concern then, in consultation with the SENCo, further more specific support will be given. This could include support from outside agencies (particularly Woodbridge Outreach Service), to regular reading and spelling practice. This support is carefully monitored, assessed and adjusted accordingly through the school's Provision Map and Pupil Progress Meetings to ensure targets are met and progress is made. (See table below for more detailed information on the range of support offered.)

### **What is a Provision Map?**

A Provision Map is an 'at a glance' way of showing the range of provision the school makes for children identified as having additional/special needs. It also shows provision for those children who may not have an additional/special need but who may need extra support for a short period of time to ensure they are fulfilling their potential. The Provision Map allows school to plan how best to use the resources available for children with additional/special needs. It identifies which children need extra support, how long the support will last and if it has worked well enough. The school uses Edukey to create provision maps for all children on the SEN register. The provision map will detail the additional support/intervention the child will receive to help them to achieve their own personal targets. The provision map will be regularly reviewed and updated to show the progress the child is making and identify any additional support that needs to be put in place.

### **What support will there be for your child's overall wellbeing?**

The class teacher has responsibility for the overall well-being of every child in their class. At St Teresa's members of staff know the children very well and are aware of any additional/special needs. We ensure all staff know and understand the needs of all pupils. We regularly discuss children with additional/special needs so that all staff can ensure the children are supported accordingly.

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St Teresa's ensures all pupils have equal opportunity to access all aspects of school life. This means an ongoing commitment to ensuring that our services meet the varied needs of the children of our school. Other support we offer in school includes: nurture groups, social skills and friendship groups and behaviour programmes including rewards and sanctions. There are several trained first aiders in school.

The school works with the Bolton CAMHS Mental Health Support Team (MHST) in Schools and have an allocated Mental Health Practitioner who works in school one day a week. Where a child is identified as benefitting from additional support/ intervention for low level worry/ anxiety a referral can be made by the SENCo to the Mental Health Support Team. In agreement with the child, parents and Mental Health Team an intervention can be carried out with the child in school and additional support or signposting put in place if needed.

### **How does the school evaluate the effectiveness of additional/special needs provision?**

St Teresa's is committed to continually evaluating the success of the provision we put in place. We regularly monitor/measure the effectiveness of interventions through ongoing assessment and through Pupil Progress Meetings. If it becomes apparent that an intervention is not having sufficient impact on a child's progress then we quickly make adjustments. We measure effectiveness by considering what the child can now do that he/she couldn't do before as a result of the support given. This may involve looking at test results, spelling and reading ability, mastery of calculations etc.

### **How do parents know how their child is doing in school?**

Parents are informed of their child's progress at least termly through Parents' Evenings and Annual Reports.

Parents of every child identified as having an additional/special need will be invited to a meeting with the class teacher each term to review their progress towards agreed targets and to set and agree new targets, contributing towards their learning plan (a document outlining the child's strengths and aspirations, areas of difficulty and identifying next steps.) At these meetings parents and carers are informed of the provision and interventions or support their child receives at school. If parents and carers are unable to attend one of the meetings, appointments can be made to see the class teacher at the school office. Results of assessments carried out by outside agencies will be shared with parents and advice given. Teachers, the SENCo and the Headteacher are available to discuss progress or any other concerns at any time.

In accordance with the SEND Code of Practice 2014 (updated 2015), children with an EHCP (Education, Health and Care Plan) will take part in an annual 'Person Centred Review'. The reviews will be undertaken in partnership with the child and their parents or carers. The parents or carers will be given the opportunity to express their views, wishes and feelings alongside school staff and outside agencies who are involved

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with the individual. Current progress in school will be discussed and parents or carers will be involved in setting appropriate targets for the future.

### **How are parents involved in decisions and planning for a child with additional/special needs?**

St Teresa's is committed to an active partnership between school and parents/carers through an ongoing dialogue as this is key to ensuring children with additional/special needs achieve their potential. Parents will be supported to play an active and valued role in their child's education. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Every term parents of children with additional/special needs will be invited to a meeting to share information and to set new targets in the form of the learning plan. Where a child has an Education, Health and Care Plan, a Local Authority Annual Review will be carried out.

### **How are children involved in their education and in the decision making process?**

Wherever possible and appropriate, a child identified as having additional/special needs will be involved in meetings arranged with parents to review their learning plans and their ideas and aims are taken into consideration when any new plans are written.

On a regular, ongoing basis, teachers discuss outcomes with children in response to their work in school through marking and discussion. The school ethos and caring atmosphere supports children in sharing any concerns and in discussing their progress and next steps for improvement on a regular basis. Wherever possible, children with an Education, Health and Care Plan are involved in their annual 'Person centred Review'. This could involve attending the meeting or sharing their views with a known adult before to be shared by professionals during the meeting.

### **How is the curriculum matched to a child's needs?**

Class teachers plan lessons according to the specific needs of all groups of children in their class. They have the child's targets alongside their planning to ensure the needs of children with additional/special needs are met and they work closely with them as appropriate. Trained support staff work alongside and under the guidance of the teacher to support children with additional/special needs. Specific resources and strategies appropriate to the additional/special needs of your child will be used to support them individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

**How will the school prepare and support your child when joining the school?**

We recognise that this can be a difficult time for children with additional/special needs and take steps to ensure that it is as smooth as possible. The Reception class teacher and/ or SENCo, where appropriate, does some pre-school visits in the summer term before the children enter our school in Reception class. They speak with your child and their key workers to gain as much information as possible. If your child has already been identified as having additional/special needs then either the class teacher or the SENCo will have attended meetings at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers and other children who will be starting the school with them. It will also familiarise them with the school environment. Parents are invited to meet with the SENCo before their child starts school to discuss any additional needs their child has and any support that will be put into place if needed.

**How does the school support children with additional/special needs when they are leaving this school or moving into another class?**

We recognise that 'moving on' can be difficult for a child with additional/special needs and take steps to ensure that transition is as smooth as possible. When moving class in school, information will be passed on in advance and a planning meeting will take place with the new teacher. Progress made and next steps will be discussed. All documentation for children with SEND including learning plans, external agency reports, Early Help review forms, and assessment data are discussed and handed over. Where possible/appropriate a meeting between the new teacher and the parent will be arranged. A 'move up' day also takes place where the class spend some time with the new teacher towards the end of the summer term.

We liaise closely with staff from other schools when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs discussed and understood.

Staff from the secondary schools that our children are transferring to meet with class teachers to discuss the specific needs of all children including those with SEND. This ensures that all staff from the secondary phase are aware of the needs of our children and can make adequate arrangements in readiness for the transition of our children. Extra transition days are arranged where appropriate for children with specific SEND and they will be accompanied by a member of staff whom they are familiar with to make the transition process easier. In addition, the SENDCo will liaise, and in some cases meet, with the secondary school SENDCo to transfer any active Early Help Assessments Forms (EHAFs) for children with SEN. Wherever possible the SENCo will work with Woodbridge Outreach Service to provide additional transition support for children with EHCPs specifically tailored to aid transition for more vulnerable pupils. Behaviour support services and the school mental health support team are able to provide additional intervention/ support during the summer term including workshops and small group interventions.

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### **What specialist services and expertise are accessed by St Teresa's?**

When the progress of a child continues to cause concern despite additional support and intervention, or their learning needs are more complex and persistent than can be met by school interventions or support, school will engage with relevant specialist external services. This happens when a child:

- continues to make inadequate progress
- continues working well below age related expectations, despite targeted support and intervention
- continues to have difficulty developing basic English and Maths skills
- has emotional or behavioural difficulties, which substantially or regularly interfere with their own learning or that of their peers, despite following school procedures for behaviour management as outlined in the Behaviour Management Policy
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

For these children, the difference between their attainment and that of their peers is widening, despite support and requires further investigation. In addition, some children who are learning English as a new language may also be identified as they are not making progress at the same rate as their peers with a similar starting point. In these cases an assessment will also be carried out prior to referral in their mother tongue.

As a school we work closely with the external agencies that we feel are relevant to individual children's needs within our school including: Woodbridge Outreach Service, the Educational Psychology Service, Occupational Therapy and Speech and Language Therapy service and the school nurse. Other agencies are worked with as appropriate.

A request for support from external services will follow a decision taken jointly by school staff in consultation with parents and carers. In seeking the support of external support services, those visiting the school will need to have access to the relevant Early Help Assessment Form (EHAF), which will have been completed with parents and carers, to establish which strategies, interventions and support have already been implemented and parental permission must be given.

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**How will your child be included in activities outside the classroom including school trips?**

All children are included in all parts of school life and all children are included on school trips. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety and a suitable number of adults made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access.

Breakfast and after school clubs are available to all pupils and adjustments made to support their participation if necessary.

**How accessible is the school environment?**

St Teresa's is situated on one floor and can be accessed by wheelchair. We also have a disabled toilet and a hygiene room. Any other resources needed for access may be assessed by the OT or physiotherapist in order for us to ensure ease of access and safety for all.

**What training do staff at St Teresa's have in relation to SEND?**

Inset training is delivered when required and we access specialist training from external agencies as appropriate to the needs of the children in our care.

Currently we have teachers and teaching assistants who have received training and/or are experienced in the following areas:

- Speech and language (several possessing the ELKLAN qualification)
- Autism Spectrum Disorder
- Attention Autism
- Signalong
- Nurture groups/peer massage
- Reciprocal Reading (A reading intervention)
- Talking Partners
- Diabetes
- Team Teach
- Delivering physiotherapy programmes
- Mickey buttons
- Hoist use
- POD (communication aids)
- Art therapy

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- Lego therapy

### **Where can I find information about Local Authority provision for children and young people with SEN?**

[Home – SEND Local Offer](#)

### **Who outside of school can you turn to for advice and support?**

Bolton Information and Advisory Service

Lowndes Street Day Nursery

Bolton

BL1 4QB

Telephone: 01204 848722 (8:30 – 17:00)

### **How should complaints regarding SEN provision be made and how will they be dealt with?**

If parents of a child with additional/special needs have concerns about progress or provision they should consult the class teacher first, then the SENCo, then the Headteacher.

If the problem is still unresolved then the complaint should be addressed by the SEN Governor Mrs Irene Brooks who will deal with the complaint following the statutory procedure.

### **Who do I contact for further information?**

The SENCo at St Teresa's is Mrs Lauren Winder

Tel: 01204 333163

### **Waves of support**

The waves of intervention model (see below) shows how we target support.

**Wave 1** describes inclusive Quality First Teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

- **Wave 2** describes specific, additional and time-limited interventions provided for some children who need to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

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- **Wave 3** describes targeted provision for a minority of children where it is necessary to provide tailored intervention to accelerate progress or to enable children to achieve their potential. This may include 1:1 or specialist interventions.

Area of Need	Wave 1 Universal offer <i>All Pupils</i>	Wave 2 Pupils who do not have an Education, Health and Care Plan SEN Support <i>(in addition to the universal offer)</i>	Wave 3 Pupils with an Education, Health and Care Plan <i>(in addition to the universal offer)</i>
Cognition and Learning	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcomes</li> <li>• In-class targeted support</li> <li>• In class TA support within class teaching (small group or individual)</li> <li>• Group guided reading with teacher or TA</li> <li>• Phonics, spelling rules teaching</li> <li>• Reporting to parents – Parents’ Evenings (November &amp; March), written report (July)</li> </ul>	<ul style="list-style-type: none"> <li>• Concern noted by class teacher, advice from SENCo sought, progress carefully monitored.</li> <li>• Parents informed of need for SEN support and meetings to review provision and progress towards outcomes.</li> <li>• In class support from TA</li> <li>• Advice sought from outside agencies as appropriate.</li> <li>• Additional needs Provision Mapping</li> <li>• Individual reading and spelling support TA (daily)</li> <li>• Use of specific interventions according to need.</li> <li>• Individual Precision Teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Provision Maps</li> <li>• Meetings with parents, child and other agencies to review provision and progress towards outcomes in EHC Plan termly.</li> <li>• Advice/support from SENCo.</li> </ul> <p>Involvement of outside agencies:</p> <ul style="list-style-type: none"> <li>• Woodbridge Outreach – small group work.</li> <li>• Educational Psychologist assessment, advice and recommendations.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Supplementary Phonics work with TA.</li> <li>• Numeracy clinics</li> </ul>	
Communication and Interaction	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome eg simplified language, key words.</li> <li>• Increased visual aids/modelling etc</li> <li>• Structured school and class routines.</li> </ul>	<ul style="list-style-type: none"> <li>• In class support with focus on supporting speech and language. Involvement of outside agencies.</li> <li>• Speech and Language Therapy (SALT)</li> <li>• Woodbridge Outreach small group or individual work</li> <li>• ELKLAN trained staff</li> <li>• Speech and language programmes implemented by staff in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy (SALT)</li> <li>• Speech and Language Therapist work in school.</li> <li>• Woodbridge Outreach small group or individual work</li> <li>• Advice from Educational Psychologist/specialist teacher.</li> <li>• Social skills group</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Whole school rules</li> <li>• Anti-Bullying Policy</li> <li>• Child Protection Policy</li> <li>• Esafety Policy</li> <li>• Whole School Reward and Sanctions system</li> <li>• Clear consistent whole school aspirations and expectations</li> </ul>	<p>Involvement of outside agencies:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist Advice and Recommendations</li> <li>• Behaviour Support Service advice and recommendations</li> <li>• CAMHS – assessment, advice and recommendations</li> <li>• Nurture groups</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Support Service 1:1 work</li> <li>• CAMHS</li> <li>• Individual support or mentoring</li> <li>• Individual reward system</li> <li>• Social Skills training</li> </ul>

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	<ul style="list-style-type: none"> <li>• Star Awards and Celebration Assembly</li> <li>• Golden Time</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour contracts and use of recommended behaviour management de-escalation strategies</li> <li>• Rewards charts</li> <li>• Time out</li> </ul>	
Sensory and Physical	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Staff aware of implications of physical impairment</li> <li>• Writing slopes</li> <li>• Pencil grips</li> <li>• Accessibility of building</li> <li>• Moving and Handling training</li> </ul>	<p>Involvement of Outside Agencies:</p> <ul style="list-style-type: none"> <li>• Occupational Health advice and recommendations</li> <li>• Health Professional advice and recommendations – School Nurse, GP, Paediatrician, Physiotherapist etc</li> <li>• Staff in school follow recommendations made and access appropriate equipment eg posture seat</li> <li>• Additional fine motor skills practice</li> <li>• In class support for supporting access, safety</li> </ul>	<p>Involvement of Outside Agencies:</p> <ul style="list-style-type: none"> <li>• Occupational Health involvement</li> <li>• Hearing Impairment Service</li> <li>• Health professional visits</li> <li>• Staff in school follow recommendations and advice</li> <li>• Advice from Educational Psychologist/specialist teacher</li> <li>• Individual support in class during appropriate subjects</li> <li>• Physiotherapy Programme</li> <li>• Occupational Therapy Programme</li> </ul>

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			<ul style="list-style-type: none"> <li>• Use of appropriate resources</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Visits to local secondary schools as a class to participate in activities.</li> <li>• Visits to new high school on Intake Days</li> <li>• Head of Year/Form Teacher/SENCo attend meetings with class teacher</li> <li>• Data exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Supplementary visits to secondary school accompanied by member of staff</li> <li>• Support for parents – opportunities for discussion or support in arranging meetings with SENCo of secondary school to discuss concerns and provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific transition activities and teaching to prepare for secondary school – Woodbridge Outreach</li> <li>• Individual or small group visits to new school</li> <li>• Support given to parents</li> </ul>