



Bishop Chadwick  
Catholic Education Trust

## **SEN Information Report for September 2023**

St James Catholic Primary School is a fully inclusive school where the needs of all of our children are central to our educational philosophy. We aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. The pursuit of excellence is at the heart of our school and forms an integral part of the education we offer which enables all pupils to develop to their full potential. Children of all backgrounds and cultures are welcomed, valued and supported to allow all to make the very best progress they can. We aim to remove barriers to learning and participation to promote the development of all children as independent learners. We understand and acknowledge that children have individual educational needs and require personalised strategies for learning and participation. We endeavour to meet individual needs as we know that children benefit from a range of different teaching approaches and experiences.

This document outlines the variety of ways we ensure we support our children with SEND (Special Educational Needs and/or Disabilities) to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision.

If you would like further information about the support we can offer please contact: Philippa Lamb (SENCo) 0191 4832672.

Children at St James Catholic Primary School with SEND are identified and taught following the requirements of the Special Educational Needs and Disability Code of Practice: 0-25. Children are identified as having SEND when their progress has slowed significantly and school-based interventions have not enabled improvement. Concerns may be identified by school, a medical professional or by you as a parent/carer.

Identification of SEND St. James uses the SEND Ranges, in line with Local Authority policy, to identify children's needs.

The broad areas of SEND are difficulties in the areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

In school the class teacher informs the SENCo of any concerns if a child's progress, in any of the areas above, is:

- significantly slower than that of their peers from their starting point
- does not match or better the child's previous rate of progress
- does not close the attainment gap between the child and their peers
- the attainment gap widens

Following a concern, school-based observations will be carried out to identify barriers to learning for your child. Slow progress and low attainment do not automatically mean a child is placed on our SEND register. Discussions with parents and professionals will take place to decide whether special educational provision is required. If it is felt that a child needs targeted provision that is additional or different to what is usually provided, with parents/carers agreement, they will then be entered on the SEN register to receive SEN Support. Decisions will be made to decide if a referral to outside agencies is required in order to develop a holistic approach of support for each individual child. Parents are informed of any outside agency intervention. Throughout the process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time in school as interventions will be continually monitored and reviewed; progress will be tracked using our assessment process. There are regular opportunities for parents to discuss the progress of their child.

For all children at St James Catholic Primary School, who are identified as needing additional support (SEN Support), we:

- Work in partnership with parents and carers as we recognise and value the expert role in which families play in their child's lives and educational development.
- Deliver quality first teaching, adapting the curriculum and our resources, to support access to learning and to promote progress.
- Have a fully qualified SENCO, who is part of the Senior Leadership Team, leading SEN Support provision, providing advice and guidance to staff.
- Write clear educational Action Plans for SEN children which break down targets into finely graded steps, following a graduated approach of assess, plan, do, review.
- Involve the child, parents and carers in writing, reviewing and implementing individual Action Plans and targeted provision. The Action Plans are reviewed at least once a term and on the completion of an intervention.
- Strategically place support staff where they are most needed throughout the school to ensure pupil progress.
- Provide targeted 1:1 or small group interventions to ensure progress is being made.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children including ICT devices and software to promote access to the curriculum.
- Support our families through regular informal contact with school and more formally through review meetings.
- Seek support and advice from a range of outside agencies including an Educational Psychologist, Children and young People's Service (CYPS), Speech and Language, Health Services etc to ensure each child's needs are fully identified and understood.
- Offer emotional well-being support through school mentors, counsellors and the Healthy Minds Service.
- Provide ongoing Continuous Professional Development for teachers and teaching assistants via external providers and in-school training.
- Ensure our school trips, residential and school activities are fully inclusive and, as far as possible, are accessible to all our SEN children.
- Liaise closely with secondary schools and the emotional resilience team to ensure information is clearly communicated and recommendations are heard to offer a smooth transition from Key Stage 2 to Key Stage 3.

- Offer support to families and they are signposted to services and organisations that may provide appropriate input or advice via the South Tyneside Council's Local Offer:

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->

In addition to the above, we also offer further support for those children who have a higher level of additional need or an Education, Health Care Plan (EHCP.) School, parents/carers or other professionals in health and social care can apply for an EHCP when a child has not made expected progress through the graduated approach of SEN support. It is a legal document that identifies educational, health and social needs and outlines the additional provision and support required to meet those needs. This support includes:

- Provision specified in the EHCP
- Detailed planning leading to specific targeted interventions outlined for the Local Authority through a detailed Provision Map
- Close monitoring of progress against the targets
- Multi-agency planning and assessment of targets at interim reviews.
- Annual Reviews with recommendations submitted to the Local Authority.

Specific provision is also provided for the different areas of need. The table below explains the details of this support.

School entitlement offer to pupils with additional needs	
Type of SEND	Support provided in school
<p><b>Communication and Interaction</b></p> <p>e.g. Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs(SLCN), Selective mutism (SL)</p>	<p>Individual intervention Action Plans which identify barriers to learning, outline strategies to support and review impact.</p> <p>Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents.</p> <p>Differentiated/personalised curriculum and resources to meet individual needs.</p> <p>Use of visual supports-e.g. visual timetables according to need.</p> <p>Support and supervision at unstructured times of the day-e.g. break and lunchtime, when appropriate, to encourage and model communication and interaction.</p> <p>Quiet rooms are provided and utilised for target intervention and planned activities.</p> <p>Small group targeted intervention programmes are delivered to pupils to improve social skills and to enhance self-esteem.</p> <p>Use of strategies/ programmes to support speech and language development in partnership with relevant agencies-e.g. individual speech and language therapy.</p> <p>The use of ICT, where appropriate, is utilised to develop communication and interaction.</p> <p>Support staff are placed where needed throughout the school to ensure pupil progress and independence.</p> <p>SENCo provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any</p>

	<p>barriers to success are fully identified and responded to.</p> <p>Continuous Professional Development and training to meet pupil's needs in the classroom.</p> <p>Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p>
<p><b>Cognition and Learning Needs</b></p> <p>including Specific Learning Difficulties (SpLD)-Dyslexia</p>	<p>Individual intervention Action Plans which identify barriers to learning, outline strategies to support and review impact.</p> <p>Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents.</p> <p>Differentiated/personalised curriculum, resources and strategies used to meet individual needs and to promote and develop literacy and numeracy skills. 1:1 targeted interventions are delivered to develop skills in key areas of need-specific literacy (reading and writing) and numeracy work.</p> <p>Provide small group support with a focus on literacy/numeracy to develop the skills for independent learning.</p> <p>Differentiated curriculum, resources, strategies used to promote and develop literacy and numeracy skills.</p> <p>Access the expertise and advice from outside agencies including an Educational Psychologist to ensure any barriers to learning are fully identified and responded to.</p> <p>The use of intervention programmes to improve literacy and numeracy skills including Sounds-Write phonics programme, Wordshark, Times Table Rock Stars.</p> <p>Programmes are reviewed regularly and new additional programmes are utilised to meet individual needs.</p>

	<p>Provide resources, across the curriculum, to support children with specific needs e.g. coloured overlays.</p> <p>Use of support materials and resources to enhance learning such as Numicon.</p> <p>Teaching and learning for pupils with SEND is monitored through the school's self-evaluation process.</p> <p>Assess children for Examination Access Arrangements to provide the necessary support for examinations and assessments.</p> <p>Use of ICT, where needed, to reduce barriers to learning.</p> <p>Support staff are placed where needed throughout the school to ensure pupil progress and independence.</p> <p>SENCO provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any barriers to success are fully identified and responded to.</p> <p>Continuous Professional Development for relevant staff.</p> <p>Close partnership with parents/carers to ensure consistent support between home and school.</p> <p>Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p>
<p><b>Social, Emotional and Mental Health</b></p> <p>Behavioural Needs, Social needs difficulties, Emotional Health and Wellbeing</p>	<p>Provide effective pastoral care for our children through individual mentoring, counselling, bereavement programmes -Rainbows and Healthy Minds, working alongside individual children focusing on emotional understanding and expression.</p> <p>Staff trained and delivered Friends Programme.</p> <p>Positive Behaviour Support Plans are based on encouraging pupils to make positive decisions about behavioural choices.</p>

	<p>Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</p> <p>Clear rewards and sanctions are followed which offers structures and routines.</p> <p>Opportunities to attend residential trips help to develop social, emotional and behavioural resilience, promoting independence.</p> <p>Staff access specific CPD training.</p> <p>PSHE curriculum supports this SEND area.</p> <p>Access to quiet, calm areas in school. Access to self-regulation equipment and resources.</p> <p>School seeks the expert advice and support of outside agencies, including Outreach Team, Lifecycle and Children and Young People's Service (CYPS).</p> <p>Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p>
<p><b>Sensory and Physical Needs</b></p> <p>Hearing/Visual Impairment</p> <p>Multi- Sensory Impairment</p> <p>Physical and Medical Needs</p>	<p>Advice and guidance from the Local Authority Sensory Impaired Service is sought and acted upon. This service can provide specialist staff into school to meet this additional need.</p> <p>Access to Medical interventions, strategies and programmes to support Occupational Therapy and Physiotherapy. Strategies and programmes of work are followed to support the development of gross and fine motor skills inside and outside classroom. We provide support and practical aids where appropriate to ensure pupils can access the curriculum and develop independent learning. Physical aids and resources are used, where necessary or where advised from specialists e.g. pencil grips, writing slopes, wobble cushions, foot stools, adapted cutlery. Where</p>



	<p>appropriate we encourage alternative ways of recording ideas/writing/investigations (Ipad, laptop computer, audio recordings).</p> <p>We make every effort to be as accessible as possible.</p> <p>Support staff are placed where needed, to work with and support pupils who have significant medical needs to develop independence and ensure progress.</p> <p>Advice and guidance are sought from health professionals for pupils with significant medical needs.</p> <p>Staff Continuous Professional Development in this specialist area is sought to ensure staff understand the impact of sensory and physical needs on teaching and learning. e.g. from health professionals Staff understand and apply the Administration of Medicine Policy with trained First Aid staff in place during breaks, lunchtime and residential.</p> <p>The SENCo completes any necessary training and attends relevant meetings in order to offer advice and guidance to staff about the needs of pupils.</p> <p>Staff provide for pupils, with sensory overload, through careful classroom organisation, movement breaks and targeted planned activities.</p> <p>School works in close partnership with families, offering support, signposting to services and organisations which may offer further support where appropriate via the Local Offer.</p>
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**If you have any concerns about your child's additional needs, learning or well-being please come into school. We will be happy to discuss matters and work with you, your child's teacher and the school SENCo as we all seek to support your child in our school Email: [info@stjameshebburn.co.uk](mailto:info@stjameshebburn.co.uk)**

Parents can contact South Tyneside Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) which offers free and impartial information, advice

and support to parents/ carers, children and young people with special educational needs and disabilities.

Contact details: 0191 424 6345 or email [SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)