



St Teresa's Catholic Primary School

"With Jesus we live, love and learn"

Offer on Special Educational Needs and Disability – September 2023

Requirement	Our School's response to SEN requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to Parents
School Ethos for SEND (non- statutory)	We are an inclusive school	The school makes reasonable adjustments to meet the needs of individual pupils as required	<p>We value contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community.</p> <p>We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.</p> <p>We provide a broad, balanced, creative and stimulating curriculum for every child regardless of race, gender or ability.</p> <p>We create a happy, caring community where all feel valued, safe and secure.</p>	<p>Parents are able to:</p> <p>Visit our school to meet with the SENCO and Pupil Support Manager</p> <p>Discuss information about different partnerships, professional services</p> <p>Come and find out about resources and provision provided within the school</p> <p>Find out information from our school website</p> <p>They can access our documents i.e. SEN policy. Home-School Agreement Admission Policy</p>

Partnership Ethos with the School				
<p>1. The arrangements for consulting parents of pupils with special educational needs.</p>	<p>The school has an open door policy for parents to arrange meetings and to have structured conversations with teachers and staff about the well-being and progress of their child.</p>	<p>There is a clear policy in place for parents to be involved with the school. This includes having a parent governor, SEN governor and Pupil Support Manager. Parents will be consulted at the review of the SEN policy and their views taken into account.</p> <p>Relevant policies i</p>	<p>We work hard to include parents in their children's education. We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns. We welcome the involvement of parents supporting at home, in class and with specific events or trips. Appointed governors with responsibility for SEND & Equality report to GB.</p> <p>Opportunities for involvement include: Home/ school links. Parent coffee mornings. Pre-school links. Baseline on entry. Class based observations / work sampling / differentiated support groups. We encourage regular (at least termly) contact with SENCO/ Class teacher; Regular liaison and information sharing with other involved professionals Sharing up to date</p>	<p>There is: An open door approach</p> <p>Strong communication links with class teacher, SENDCO, Pupil Support Manager, LSAs and Headteacher</p> <p>On site access to other professionals, including specialist teachers and counsellors</p> <p>Signposting relevant agencies to meet the needs of individual child e.g. SENCAN & CAMHS</p> <p>Access to a range of interventions to support a child socially and academically</p>

			<p>assessment data as well as The One Plan Referral may include contacting the school nurse, social care, counsellors, speech therapist, educational psychologist, specialist teachers etc</p> <p>Accessibility plan and budget reviewed regularly to ensure the school building is fully accessible and well maintained</p>	
<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>All children are encouraged to actively participate in all aspects of school life. Pupils are democratically elected onto the school council and all abilities are represented. Pupils' views are sought regularly during the big question assembly where decisions about aspects of the school are discussed and decided upon. Children are asked for feedback on things in school and given questionnaires where everyone's views are given.</p>	<p>Through regular monitoring and review all children contribute with their views on their progress and well-being in school. They participate in pupil surveys. They are involved in decision making in class and school council meetings. Their views are taken into account and appropriately responded to.</p>	<p>Staff and pupils have age appropriate conversations about targets, progress and outcomes, including those after interventions. Targets on tables, rewards and sticker charts, merits, headteacher's awards and certificates are used to support and promote positive learning behaviours and progress. All pupils have equal opportunity to access the whole curriculum. There are opportunities (when needed) for pupils to take part in social and communication groups. The school council is inclusive and children also have the opportunity to be actively involved in the life of the school e.g. in assemblies, celebrations, Masses and public events. Children are involved in the</p>	<p>We are proud of our caring ethos and the high level of varied support we provide. With high expectations and mutual respect the children are encouraged to participate in all aspects of their school life. There are numerous opportunities for children to gain confidence and flourish. Their achievements, however small are celebrated.</p>

			<p>setting of next step targets and have the opportunity and time to respond to them.</p> <p>There is provision of additional 1:1 or small group visits to prepare for transition</p>	
3.The name and contact details of the SEND Co-ordinator.	<p>Details of the acting SENCO are readily available. The acting SENCO has access to and knowledge of the available resources for SEN.</p>	<p>The acting SENCO at St Teresa's (from AU2 onwards) is training for her National Award for SEN Co-ordination</p> <p>The acting SENCO at St Teresa's is a member of the Senior Leadership Team. The acting SENCO is involved in the devolvement of resources – human and physical.</p> <p>Relevant Policyⁱⁱ</p>	<p>Acting SENDCO Mrs Faye Gillings teaches and focusses exclusively on the SENDCO role on 1 day of the week. She is contactable in person, by phone and email. She works closely with the Pupil Support Manager, Mrs Sue Fuller, who can be liaised with if the SENDCO is unavailable. She meets regularly with senior staff, teachers, LSAs, families, named governors and professionals. She identifies training opportunities, provides training and monitors the quality and impact of interventions. With the HT and finance officer, she is responsible for managing the SEN budget and with the HT and governors determining the strategic development of SEN policy and provision.</p>	<p>Contact: Mrs Faye Gillings (Monday-Thursday) Contact School Office 8.30am -4pm Monday to Friday 01268 5535202</p> <p>f.gillings@st-teresasrc.essex.sch.uk</p>
4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning	<p>There is a clear process in place to handle complaints. The school aims to address problem as they arise and so that they do not have to become complaints, therefore</p>	<p>The school's complaint policy outlines clearly the process for parents to complain and how the complaint will be handled.</p>	<p>There is an open-door policy to make arrangements to see the SENDCO, Pupil Support Manager and Headteacher. We aim to resolve any issues</p>	<p>We are happy for parents to talk with school about any concerns or worries they may have.</p> <p>Parents can read and follow our complaints policy on the school</p>

<p>the provision made at the school.</p>	<p>trying to achieve a positive outcome.</p>	<p>The school is always ready to listen to the views of parents and there is a culture of accepting complaints as helping to improve the service.</p> <p>Relevant Policiesⁱⁱⁱ</p>	<p>swiftly in person, often coming to mutual understanding and agreement. The Complaints policy can be found on the school website or is available from the school office on request. office@st-teresasrc.essex.sch.uk</p>	<p>website. Parents can also contact SENCAN</p>
<p>5. Information on where the local authority's local offer is published.</p>	<p>The Local Offer from Essex County Council can be found on their website</p>	<p>The school will be able to direct parents to the Local Offer and make them aware of how this fits into our School Offer</p> <p>Relevant policies^{iv}</p>	<p>Access to the local offer is available on the Essex County Council website – www.essexlocaloffer.org.uk</p> <p>Other enquiries can be made through SENCAN at Ely House, Churchill Avenue, Basildon SS14 2BQ 01268 632315</p>	<p>The school will inform parents on the Local Offer and provide contact details:</p> <p>ECC Website: www.essexlocaloffer.org.uk Also see leaflet on website.</p> <p>If the required information cannot be found through the local offer, further enquiries can be made through SENCAN at: SENCAN, Ely House, Churchill Avenue, Basildon SS14 2BQ 01268 632315</p>
<p>Identification and early intervention</p>				
<p>6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning</p>	<p>There are processes in place for identification and assessment of SEND.</p> <p>All interventions used are evidence based.</p> <p>All processes are in place for children with EHC plans or Statements of Education</p>	<p>St Teresa's has a graduated response in place for the identification and assessment of children falling behind age appropriate expectations as found in the Code of Practice. There are clear</p>	<p>The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through normal classroom practice.</p> <p>Transition arrangements for children joining reception are robust and the SENDCO and</p>	<p>We regularly monitor and assess children's learning and progress and discuss this at least termly with parents. We have a range of additional interventions to support children's learning and development which are adjusted where necessary. A comprehensive transition programme supports children. We encourage families to</p>

<p>support which is available, activities and emotional support which is additional to those available for all pupils.</p>	<p>Need.</p> <p>Pupil Premium funding is deployed in St Teresa's and is effectively and regularly monitored and reviewed. Links are made between SEN and Pupil Premium provision in line with the delegated SEN budget</p>	<p>systems in place to evaluate interventions and how they are working.</p> <p>A range of interventions are in place for each year group to meet the needs of individuals and small groups with targeted support to increase both academic progress and social outcomes</p> <p>Relevant Policies v</p>	<p>class teacher are closely involved where additional needs are made apparent. We believe that a partnership with parents and pre-schools is important and encourage them to liaise with us. A range of interventions are used and monitored to measure impact and progress. Interventions have a pre and post assessment measures, whether qualitative or quantitative (i.e. P Scales, National Curriculum). Provision beyond the normal differentiated classroom approaches and learning arrangements take the form of a high quality personalised teaching and learning approach. A 'One Plan' is developed in collaboration with staff, specialist, other professionals, child and family. Progress is reviewed at least termly and adaptations to the support provided are made as required. Plans relate to a set of clear, SMART expected outcomes designed develop and extend the child's learning. The quality, appropriateness and impact of the overall provision are also kept under regular review. Schools have funding identified within their overall budget to provide high quality, appropriate support.</p>	<p>work with the school as we feel a partnership is the key successful learning for their child. All pupils with SEN and / or disabilities take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips.</p>
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			<p>More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. This should take more than 20 weeks. The school, child and family will be fully involved in this process.</p> <p>Pupil Premium Grant is also deployed and reported termly to Governors. The annual statement is available on the school website.</p>	
<p>7. Information on the kinds of special education provision made in the school.</p>	<p>There is a range of SEN provision available at St Teresa's School, e.g. specialist support teachers who can visit the school. We can draw upon the knowledge of staff with specific expertise to meet the needs of the child.</p>	<p>Definitions of SEN provision are confirmed in the SEN Code of Practice (chapter 1) and are regularly referred to by the school. Alongside this, the Essex Local Offer website and SENCANs provision guidance are also referred to for information.</p>	<p>The SENDCO is experienced and knowledgeable. There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement. The SENDCO, senior staff and Governors are committed to providing necessary support and training. Attendance at courses and training opportunities are discussed and reported on a termly basis in the Headteacher's report to Governors.</p> <p>As part of the BCCT (Basildon Catholic Collegiate Trust), we work with our partner schools and share resources and expertise. The SENDCO and Pupil Support Manager make contact with specialist teachers</p>	<p>Parents can talk to us about a range of services available to support their child.</p> <p>Parents can tell us when their child has a medical or specialist appointment and should ensure that we receive a copy of any report</p> <p>Parents should share their ideas with the school</p> <p>SENCAN 01268 632315</p> <p>School Nurse (speak to school for contact details)</p> <p>Independent Parental Special Education Advice (IPSEA) 0800 018 4016</p> <p>National Parent Partnership Network 01245 436036</p>

			<p>and health as required. Teachers will request hearing, sight and speech assessments for children as the needs arise.</p> <p>We ensure we purchase quality resources to support learning i.e. visualisers, IT packages, reading resources, games, writing slopes, and other specialist equipment etc.</p>	<p>ECC Website: www.essexlocaloffer.org.uk Also see leaflet on website.</p> <p>Visit the school's open day.</p> <p>It is important that your child attends school regularly.</p>
<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>There is a range of expertise on SEND within St Teresa's School. (SENDCO, Pupil Support Manager, class teachers, LSAs)</p> <p>Staff are suitably supported with a range of strategies to meet the need of all pupils.</p> <p>The school has a system in place for triggering additional support and accessing specialist local resources that they can use.</p> <p>The school provides opportunities for staff CPD to cater for current provision and fill any gaps in specialist support.</p>	<p>For children with SEND, the school puts in the necessary in house support and also accesses specialist resources, deploys additional adults to support individuals and targeted groups, promotes independent learning.</p> <p>Training for staff and provision is implemented (from a range of resources) within school and outside agencies), as and when individual needs arise to ensure positive outcomes for all. This includes regular updates on National changes and training on new schemes and</p>	<p>The CPD plan for SEND is part of the overall School Development Plan, which is regularly reviewed by governors. However, additional training is added should the need arise at short notice, subject to the availability of the necessary resources. The SENDCO or Pupil Support Manager makes contact with any additional services required.</p> <p>Further to the above LSAs are employed and trained to support SEN with a range of interventions.</p>	<p>Parents can talk to us about a range of services available to support their Child.</p> <p>Contact the school nurse Team.</p> <p>Attend Review Meetings.</p> <p>Access information on our website</p>

		resources purchased. Relevant policies ^{vi}		
Quality First Teaching and Personalisation				
9. Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.	The school uses a range of tracking systems in respect of children with SEN, this is used in discussion with parents and young people. There is provision in place when interventions need to be escalated. There is also provision available for supporting emotional needs and wider engagement.	St Teresa's has a clear framework for the assessment of children they suspect are falling into the SEND category. We are focused on ensuring that the school offer is good and meets the needs of children who are falling behind and can differentiate well before having to introduce additional support. We are clear about how additional support is triggered and how the progress is going to be assessed. Interventions are assessed for their effectiveness. Relevant policies ^{vii}	See SEND Policy See Accessibility Plan See Teaching & Learning Policy Section 6, 7, & 8 above Talk to SENDCO, Pupil Support Manager and HT SENDCO has regular progress meetings (both formal and informal) with teachers, using target tracker, progress sheets and feedback from interventions to identify next steps. Data including target tracker, Raise on Line, One page summary from ECC, Headteacher's summary, FFT, Specialist teacher reports, consultant visit notes, monitoring and observation files via headteacher, class SEND files, pre and post intervention assessment data.	Parents can: Speak to the class teacher about their child's progress. Ask the HT and SENDCO about school data contained within the Raise on Line document. See our website documents relating to the Pupil Premium grant, SEND and Equality policy See website photographs that show children enjoy and achieve. Visit the school.
10. Information about how equipment and facilities to support children and young people with special educational	There is an access plan in place.	Our school is able to provide a good level of access and equipment for the pupils in the	See relevant policies, i.e. accessibility, equality, SEND, teaching and learning, pupil premium available on	Parents are: Able to visit the school to look at our range of resources. Meet with the SENDCO, Pupil

needs will be secured.		<p>school and can demonstrate our awareness of basic access needs (making reasonable adjustments) and how these will be secured.</p> <p>Relevant Policies^{viii}</p>	<p>the school website</p> <p>See budget planning and SEND part of SDP.</p> <p>SEND governor visit reports in the Governors visit report file</p> <p>Headteacher reports to Governing Body and Minutes</p> <p>School Development Plan</p>	<p>Support Manager and/or HT. See the website.</p> <p>Governors are committed to ensuring that all pupils with SEND take part in all aspects of school life including out of school activities. To date all children have participated in the full range of opportunities and events arranged by the school, including trips.</p>
Early Intervention and the Education Health and Care Plan				
11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.	Arrangements are in place for those with and without EHC plans to get additional support from outside the school.	Relevant policies – Code of Practice, health and social care act requirements	<p>Policies are available on Request:</p> <p>The Governing Body demonstrate good financial management, thus the building and resources are fit for purpose and fully inclusive.</p> <p>SENDCO to signpost, recommend and instigate links to services to meet identified needs.</p> <p>SENDCO and HT complete an annual SEND SDP which identifies focus / need.</p> <p>SEN governor visits and reports to GB</p>	<p>The Governing Body is committed to meeting the aims of the school. Our mission statement is explicit and we manage the school's budget to ensure best value and an effective use of resources.</p> <p>Contact the school office for further signposting</p>

			Headteacher Reports to Governing Body	
<p>12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</p> <p>(LA duty to provide advice and information to CYP and parents relating to SEND of CYP concerned)</p>	Other information is readily available.	The school ensures that there is a clear narrative about other support services available with or without an EHC plan	<p>Signposted by SENCO</p> <p>SENCAN</p> <p>School Nurse Team / Health</p> <p>GP surgery</p> <p>Local Library</p> <p>Parental information leaflet file</p> <p>ECCWebsite: www.essexlocaloffer.org.uk Also see leaflet on website.</p>	<p>Access Website for advice and information</p> <p>Speak to SENDCO and Pupil Support Manager</p>
<p>13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p> <p>How are transfer arrangements between school phases supported? What arrangements are in place between school and colleges? What arrangements are in place between School and Social Care and other adult services?</p>	<p>The school has transition arrangements in place to support pupils when changing schools classes and schools.</p> <p>The school has arrangements in place for contact between Social Care and other services</p>	Code of Practice; Social Care Legislation	<p>Shared visits including parents and children.</p> <p>Attendance of SENDCO, Pupil Support Manager and/ or HT to key meetings (school, health and social care). Liaison meetings to transfer Information.</p> <p>Paperwork handover</p> <p>Transition / induction process</p> <p>Pupil Support Manager can accompany parents to meetings including health</p> <p>Y6 visits to secondary</p>	<p>The change of class and school is a challenging time for both parents and children and it is important that it is made as smoothly as possible for both parents and children. The relationship between primary and secondary school is strong. There are a number of different opportunities for you and your child to visit and prepare for transition.</p> <p>Talk to the SENDCO / HT</p> <p>Discuss the changes with your child possibly in the context of a Social Story in order to reassure them and show it in a positive light.</p>

			<p>School including additional visits.</p> <p>Year Group transition meetings</p> <p>Sharing of One Plan information and assessments</p> <p>School and Secondary school SENDCO meeting with Parents</p>	
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i See section of SEN code of practice on parental and young person’s involvement; guidance on the role of school governors

ii Code of Practice section on SENCOs end of 6.5; National requirement for SENCOs to be a qualified Teacher – SENCO regs.

iii Guidance on school governance and complaints; indicative Code of Practice. SEN Policy and Report to Governors. Monitoring Equality Act duties

iv Local Offer regs and guidance

v Code of Practice sections on schools 6.5 & ECH plans – chapter 7; Pupil Premium guidance; links to schools overall use of budget and banding guidance; Ofsted Guidance on progression

vi Code of Practice 6.5; Relevant banding requirements from the LA; specific resources connected to delivering EHC Plans; school’s role in relation to Local Offer; consideration of On-line resources.(e.g. NASEN, DfE, voluntary agencies – Dyslexia)

vii Code of Practice (as above.), pupil tracking data, Raise on Line, FFT

viii Auxiliary Aid requirements; Equality Commission guidance; Equality Act Access plans; Code of Practice, personal budget guidance and approach regs