



St Theresa's Catholic Primary School

Special Educational Needs & Disabilities Information Report **2025-2026**

<p>What kind of special educational needs provision is accessible for children at St Theresa's Primary school?</p>	<p>St Theresa's is an inclusive mainstream Catholic school. We ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, physical ability or educational need. We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory or physical needs (see 'Ordinarily available Barnet document'). https://www.barnetlocaloffer.org.uk/documents/664-ordinarily-available-support-from-schools.pdf</p>
<p>How do we identify children who may have a SEN need?</p>	<p>Please see St Theresa's Assess, Plan, Do Review Cycle flow chart below.</p>
<p>Who is our Special Educational Needs Co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Mrs Folan is the school SENCo and can be contacted via the school office on 0208 346 8826 or office@sttheresas.barnetmail.net</p>
<p>What provisions are made for children with SEND?</p>	<p>Teachers carry out regular teacher assessment of all children using a range of sources including observations, class work and class based assessment. Pupil progress meetings are held termly from which we track and identify children who are not making expected national progress. If teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns</p>

The school's arrangements for:

A) Assessing

B) Reviewing

so they can share their views and any additional support can be agreed.

Interventions/ Support schemes are then implemented and monitored to ensure that the child makes accelerated progress.

If a learner is identified as having SEN, we will provide support that is additional to 'or' different from the differentiated approaches and learning arrangement normally provided as part of the high quality, personalized teaching intended to overcome the barrier to their learning. This support is set out in the 'Ordinarily Available Document'.

<https://www.barnetlocaloffer.org.uk/documents/664-ordinarily-available-support-from-schools.pdf>

When providing support, we engage in a 4 stage process: **Assess, Plan, Do, Review**

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.

Plan-this stage identifies the barriers to learning, intended outcomes and details what additional or different approaches will be used to overcome the identified barriers. Decisions will be recorded via Pupil Progress Meetings and Support Plan meetings. During termly consultations teachers will share with parents' interventions and targets children are working towards or taking part in.

Do – providing the support – implementing and monitoring targets and interventions.

Review – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved e.g. child, parents or carers, teacher and or SENCo may contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs are held

	<p>regularly and termly Pupil Progress meetings with Head and SENCo. This additional support, will be tailored to meet the child's needs and will target the area of difficulty. This support will usually be provided in a classroom in a small group with learners with similar needs or on a 1:1 basis. These are usually run by a TA.</p> <p>For some areas of need this may be access to a resource, such as a writing slope, computing equipment or a sit 'n' move cushion. The support provided and its impact in class will be monitored closely and shared regularly with the child and with their parents or care givers. While the majority of learners with SEN will have their needs met in this way, some may require an EHCP (Education, Health and Care Plan) needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC Plan.</p>
<p>How is the effectiveness of the intervention/support monitored?</p>	<p>The interventions used will be evidence based. A base line assessment will take place at the beginning of the intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. The termly reviews will involve children and their parents or care givers, as well as the class teacher and a record kept of agreed actions. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents' consent. This might involve: Speech & language therapy services, Occupational therapist, physiotherapist, CAMHS, advisory support teacher, Educational Physiologist or health services such as a Paediatrician. Where a child has an EHCP, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parents or care givers and other professionals involved with the child.</p>

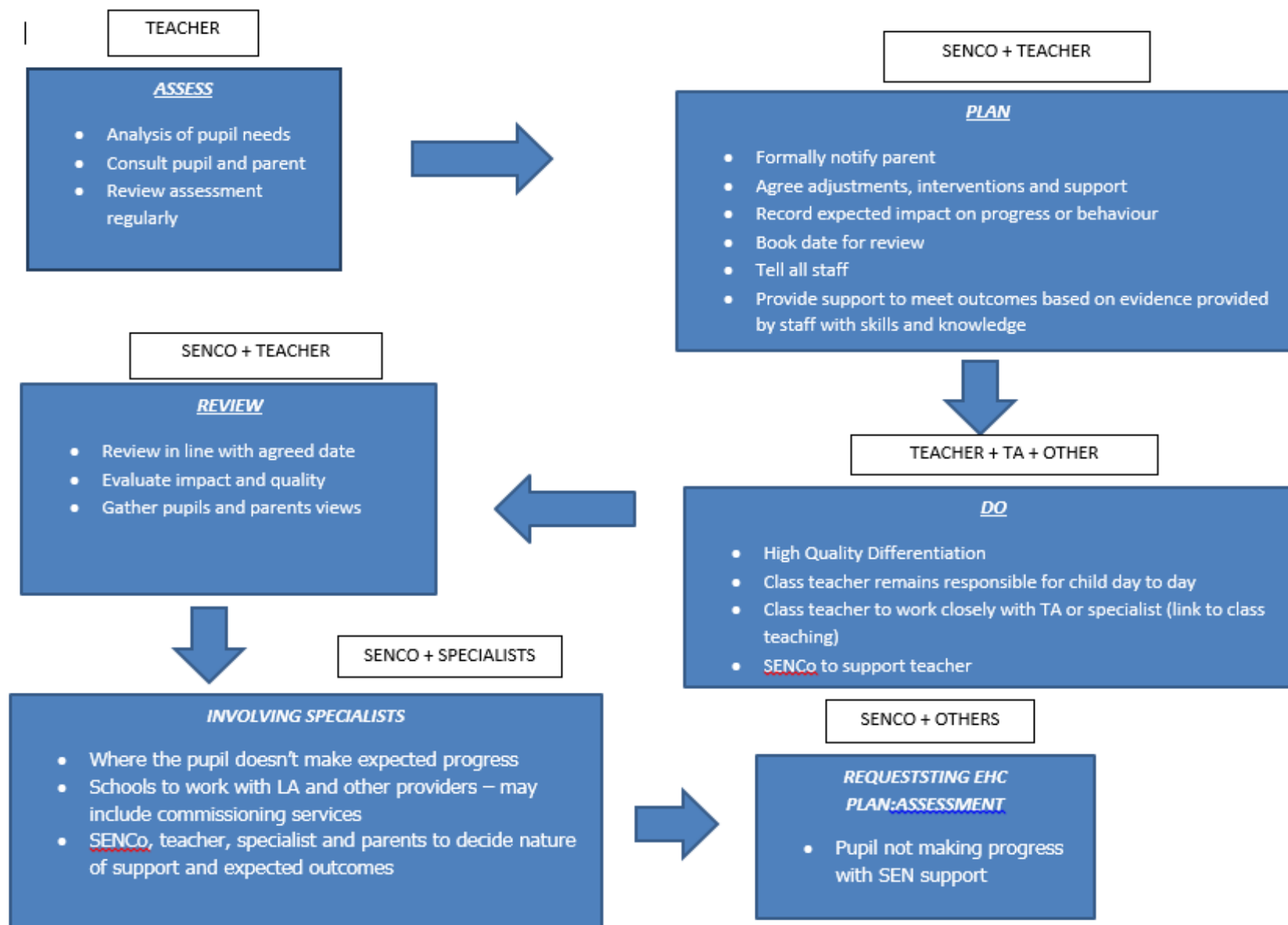
<p>What is the school's approach to teaching children with SEND?</p>	<p>Children with SEN are inclusively educated within an age appropriate classroom with their peers. Teaching and resources are differentiated and scaffolded within the classroom to ensure children are able to achieve objectives. If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to suit need. Support is personalized and targeted. Adults working with a child with SEND communicate regularly with teachers and the SENCo to ensure a consistent approach to teaching and learning</p>
<p>How does the school adapt the curriculum and learning environment for children with SEN?</p>	<p>At St Theresa's we endeavor to ensure all children's needs are met through Quality First provision in the classroom so all children can access the curriculum. All children are the responsibility of their class teacher, who plans for and teaches all the children in their class. At times this involves differentiation and extra support, either through additional adults or additional materials and resources, to reduce or remove barriers to learning. Where necessary children are given extra support or additional time limited and targeted interventions to accelerate their progress to help them work at age- related expectations. Where TAs are deployed, they work alongside the class teacher to support children with SEND individually or in small groups. Links are forged between classroom and intervention to ensure continuity, through verbal communication. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.</p>
<p>What additional support is available for children with SEND?</p>	<p>The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff. TAs work alongside the class teacher to support children with SEND individually or in small groups, differentiated and scaffolded resources are in place to support children's independence, support from outside agencies when necessary, access to evidence based SEND interventions in small groups or 1-1 and specialist staff in school: SENCo, Terapia, Play Therapist, advisory teachers and Educational psychologist.</p>

<p>What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?</p>	<p>We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits. After school clubs and Breakfast Club are available to all children.</p>
<p>What support is available for ensuring the emotional and social development of pupils with SEND?</p>	<p>St Theresa's puts great emphasis on the emotional happiness and well-being of all of our pupils. Personal Social Health Citizenship Education (PSHCE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Assemblies and RE lessons also provide regular opportunities for pupils' reflection and discussion. For children who may be having difficulties, we are able to offer various support and interventions, including pastoral support as appropriate. Children are assured that all adults are available to speak to them about any worries, difficulties or problems.</p>
<p>What specialist services and expertise are there for children with SEND?</p>	<p>We have a collaborative approach to the support of children and work with a number of different agencies. We have access to Speech and Language Therapy; Occupational Therapy; Educational Psychology Services; Children and Adolescent Mental Health Service and Barnet Integrated Care Services– all of whom work with children at St Theresa's who meet their criteria. We also use the Autism Advisory Service who we work with closely.</p>
<p>What training have the staff supporting SEND had?</p>	<p>The SENCo has had specific training in a wide range of SEND and also receives termly training from Barnet. The SENCo has completed the NASENCo qualification. All teaching and support staff have received training in Autism Good Practice, Zones of Regulation and Quality First Teaching. We arrange regular training from outside agencies and from Barnet, including Speech and Language, Educational Psychologist, and other professionals. There are regular training opportunities for support staff. Teaching and support staff are given specific training on 'SEND' as required.</p>

<p>How accessible is the school both indoors and outdoors?</p>	<p>Our school environment is accessible as it is on one level with no stairs. We endeavor to remove any barriers to learning to enable pupils with 'SEND' to fully access the school and curriculum. Our multi-purpose room works as a sensory circuit space, low arousal room and play room to enable children with social communication needs as well as enabling children to be regulated and ready to learn. Every class has a visual timetable. We are able to provide workstations for individual pupils where necessary, as well as writing slopes, move-n-sit cushions and other resources. After-school provision and extracurricular activities are accessible to all children, including those with SEND. Exam access arrangements are sought where needed. Please see our accessibility plan.</p>
<p>What arrangements are there for consulting and involving parents of children with SEND?</p>	<p>We encourage parents/carers to raise concerns in the first instance with the class teacher or to contact the SENCo through the school office. We share relevant information about how parents/care givers can support their child at home, annual reports to parents/care givers. We hold multi-agency meetings as required, progress is reviewed termly with pupils, parents/care givers and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings. Children with complex needs may have an Education Health Care Plan (EHP)- these are formally reviewed annually.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Every pupil with SEND in our school has their progress reviewed regularly and this information will be shared with both parents and pupils. We meet with parents termly, where the child is at the center of the discussion and achievements are celebrated and targets are set. Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. More informal or time specific feedback may be relayed to parents via phone or email.</p>

<p>What are the arrangements for consulting children with SEND about and how do we involve them in their education?</p>	<p>All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. Children identified as SEND Support are aware of their additional targets and are encouraged to self-review against their targets. They are also asked about their views on their strengths and the areas in which they feel they would like to develop and the support they would like to receive. Children with EHCPs where possible are also asked more formally about their views about their learning, their targets and the support and interventions they are given by their teaching assistant for their annual review.</p>
<p>What are the arrangements for parents of children with SEND who may wish to complain about the provision?</p>	<p>Parents who wish to complain are strongly encouraged to initially speak to the SENCo in the first instance or Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.</p>
<p>How does the School/Governing Body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?</p>	<p>In order to meet the individual needs of a child the school will work with and seek advice from an Educational Psychologist, Advisory Teacher, Speech and Language Therapist or health colleagues to support the child's academic and social progress. We also seek advice from the Inclusion advisory team, Autism Advisory Team, Barnet Integrated therapy and Terapia psychology support.</p>
<p>What are the contact details of support services for the parents of children with SEND?</p>	<p>The first point of contact to discuss something about your child would be their class teacher. The SENCo is also available (Please see details on page 1). Barnet SENDIAS Service 020 8359 7637. Barnet Local Offer website (Please find details below)</p>

<p>What are the school's arrangements for supporting children with SEND in transferring between phases of education?</p>	<p>If your child is joining our school, we meet parents to discuss the transition. Where a child is transferring from another school, a nursery or a specialist provision, we will liaise closely with them and arrange to visit them where possible prior to your child joining us. If your child is moving to another school or is in Year 6, the school will arrange to meet with the SENCo, or where that is not possible, speak to the school on the telephone. Relevant records will be passed on. When moving classes in school, all children take part in a class swap and any vulnerable children will be provided with extra support to help prepare them for their next class.</p>
<p>Where is the Local Authorities' Local Offer published?</p>	<p>https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs</p>



Generic Whole School Provision Map

Cognition and Learning			Communication and Interaction	SEMH	Sensory and Physical Needs	Referrals and Adaptations	
Reading	Writing	Maths	Language and Communication	Social, Emotional and Behavioral	Physical development	Inclusion support	Classroom adaptations
Additional support (intervention teacher)	Additional Support (Intervention teacher)	Additional Support (Intervention teacher)	Individual Speech and Language therapy with SLT	Social Skills Group Grief Encounters	Occupational Therapy (direct therapy)	EP Assessment Referral to OT/Physio Service	Workstation Individual timetable
Additional in class support (TA)	Additional in class support (TA)	Additional in class support (TA)	ELSEC Attention Autism	Health and Wellbeing Service	OT following up with TA Gross/Fine Motor skills Groups	Referral to SALT Referral to Paediatrics	Move n Sit cushion Writing slopes
Additional 1:1 reading	Pobble Writing	Numicon	Black Sheep Press Narrative	Play Therapy	Sensory Circuits	Liaison with Barnet Advisory teachers (IAT)	Pencil grip
Little Wandle	Clicker 8	Number Box	Colorful Semantics	Therapia	OTTO Club		Enlarged material
Reading Eggs	The 5 Minute Box	Maths Seeds	Racing into English	Zones of Regulation	Funky Fingers	EWO/Attendance	Safe place Pencil Grips Laptops
Lexia		Maths for Life	Core boards	BICS	Nessy Fingers		Visual Timetables
Literacy Toolkit	Spelling Shed	TT Rockstars	PECs	CAMHs			Ear Defenders