St Theresa's Catholic Primary School

Special Educational Needs & Disabilities Information Report 2026-2027

What kind of special educational needs provision is accessible for children at St Theresa's Primary school?	○ St Theresa's is an inclusive mainstream Catholic primary school. We aim to remove barriers to learning and participation for pupils with communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs. ○ We use high-quality inclusive teaching, reasonable adjustments, targeted interventions and, where appropriate, individualised provision. ○ Our approach is informed by Barnet's ordinarily available provision guidance.
How do we identify children who may have a SEN need?	○ We identify possible SEND through teachers' assessments, observations, progress information, discussions with families and pupils, and advice from relevant professionals. ○ A child does not need a diagnosis to receive SEN Support. ○ Slow progress alone does not automatically mean SEND, and learning English as an additional language is not itself a special educational need. ○ Where concerns persist, the class teacher and SENCo consider barriers and use the graduated Assess–Plan–Do–Review approach. See the flowchart below.
Who is our Special Educational Needs Co-Ordinator (SENCO) and how can they be contacted?	○ Mrs Folan is the school SENCo and can be contacted via the school office on 0208 346 8826 or office@sttheresas.barnetmail.net

What provisions are made for children with SEND?	○ Teachers assess pupils regularly using observations, work samples, class-based assessment and information from families and professionals. ○ The class teacher remains responsible for every pupil, including those receiving additional adult support. ○ Where special educational provision is needed, the teacher and SENCo agree outcomes, adjustments and support with parents and, where appropriate, the child. ○ Support is recorded in a Pupil Passport and reviewed at least termly. ○ Progress is considered from each child's individual starting point, including communication, engagement, independence and regulation where relevant. ○ For pupils with EHCPs, the school works with the local authority and relevant professionals to secure and monitor provision specified in the plan; EHCPs are reviewed at least annually.
How is the effectiveness of the intervention/support monitored?	○ 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.
What is the school's approach to teaching children with SEND?	○ Children with SEND are members of their age-appropriate classes and take part in the wider school community. ○ Teachers use adaptive teaching, explicit instruction, scaffolding, visual support, appropriate resources and reasonable adjustments to enable participation ○ Targeted individual or small-group teaching may supplement classroom learning. ○ For some children with complex needs, a personalised developmental curriculum may be appropriate, with planned opportunities for inclusion alongside peers.
How does the school adapt the curriculum and learning environment for children with SEN?	○ Class teachers plan inclusive lessons and adapt teaching and the environment to reduce barriers. ○ Approaches may include visual timetables, now/next supports, communication boards, sensory and movement breaks, workstations, assistive technology, adjusted recording methods and additional processing time. ○ Where needed, the school offers individualised teaching and intervention linked to clear outcomes. ○ Progress is judged against individual starting points and agreed targets, not solely age-related expectations.

What additional support is available for children with SEND?	○ Additional provision may include small-group or individual interventions, targeted communication support, sensory regulation strategies and specialist advice. ○ The **Emerald Room** provides a structured, supportive environment for pupils with complex developmental, communication and sensory needs, with personalised activities and planned links to learning and social opportunities in their classes. ○ We are continuing to develop our Emerald Room, a small, structured inclusion room designed to support children with more complex communication, learning and developmental needs. ○ The Emerald Room currently operates during the morning and can accommodate a maximum of six children at any one time. Activities are delivered by teaching assistants, with planning overseen by teachers. ○ Children's suitability for the provision is considered through an initial assessment, and their progress is reviewed to help determine when they are ready to transition out of the inclusion space or require a change in support. ○ All children transition back into their classrooms in the afternoon so the skills learnt in Emerald room can be practised and applied back into their classroom. ○ Due to the limited space, places are allocated according to individual needs and availability. Where the room is at capacity, children may need to wait for a place, and the school will continue to consider how best to support their needs within the resources and provision available. ○ The Emerald Room is an evolving provision, and we continue to review and develop its use to meet the changing needs of our pupils. ○ Access to any specific intervention or external service depends on identified need and current availability.

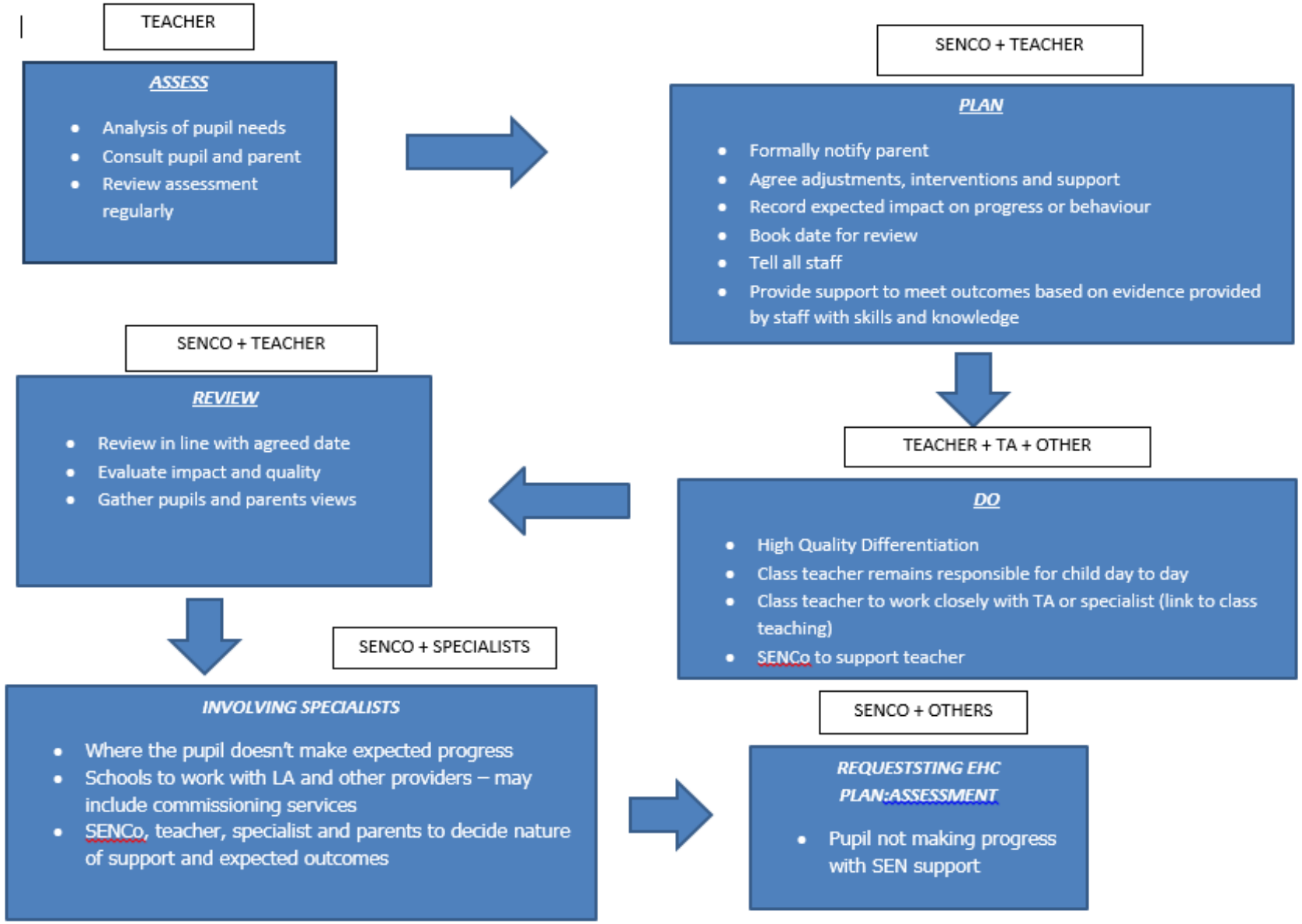
What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?	○ We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits. After school clubs and Breakfast Club are available to all children.
What support is available for ensuring the emotional and social development of pupils with SEND?	○ 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.
What specialist services and expertise are there for children with SEND?	○ 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.

What training have the staff supporting SEND had?	○ 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
How accessible is the school both indoors and outdoors?	○ The school seeks to identify and remove barriers to access across the site, curriculum and wider school life. ○ Adaptations may include visual timetables, accessible learning materials, individual workstations, communication resources, sensory supports and arrangements for visits and clubs. ○ The Emerald Room is used to support individualised learning and regulation for some pupils. ○ The school's Accessibility Plan gives further details.
What arrangements are there for consulting and involving parents of children with SEND?	○ We encourage parents/carers givers 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 (ECHP)- these are formally reviewed annually.
How do we consult parents of pupils with SEN and involve them in their child's education?	○ 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.
What are the arrangements for consulting children with SEND about and how do we involve them in their education?	○ We seek children's views in ways suited to their age, communication and development. ○ This may include conversation, photographs, choices, visual scales, observations, objects of reference, gestures or augmentative and alternative communication. ○ Views inform targets, support planning and EHCP annual reviews, alongside the views of parents and professionals.
What are the arrangements for parents of children with SEND who may wish to complain about the provision?	○ Parents and Carers can raise concerns with the class teacher, SENCo or headteacher. ○ Unresolved concerns may be considered under the school's published complaints procedure. ○ Families may also seek impartial advice from Barnet SENDIASS.

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?	○ 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 Therapia psychology support.
What are the contact details of support services for the parents of children with SEND?	○ 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)
What are the school's arrangements for supporting children with SEND in transferring between phases of education?	○ 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

Where is the Local Authorities' Local Offer published?	○ Barnet Local Offer: please consult the current Local Offer page on the London Borough of Barnet website: https://www.barnetlocaloffer.org.uk/


TEACHER
ASSESS
Analysis of pupil needs
Consult pupil and parent
Review assessment regularly
SENCO + TEACHER
PLAN
Formally notify parent
Agree adjustments, interventions and support
Record expected impact on progress or behaviour
Book date for review
Tell all staff
Provide support to meet outcomes based on evidence provided by staff with skills and knowledge
TEACHER + TA + OTHER
DO
High Quality Differentiation
Class teacher remains responsible for child day to day
Class teacher to work closely with TA or specialist (link to class teaching)
SENCo to support teacher
SENCO + TEACHER
REVIEW
Review in line with agreed date
Evaluate impact and quality
Gather pupils and parents views
SENCO + SPECIALISTS
INVOLVING SPECIALISTS
Where the pupil doesn't make expected progress
Schools to work with LA and other providers – may include commissioning services
SENCo, teacher, specialist and parents to decide nature of support and expected outcomes
SENCO + OTHERS
REQUESTSTING EHC PLAN:ASSESSMENT
Pupil not making progress with SEN support

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