



## St Charles' Catholic Primary School

**'Together we follow in Jesus' footsteps in our living and learning'**



*'Be who God meant you to be and you will set the world on fire.' St Catherine of Sienna*

### SEND School Information Report 2023/2024



As a UNICEF Rights Respecting School, we uphold the articles from the United Nations Convention on the Rights of the Child.

**Article 28** (right to education): Every child has the right to an education.

**Article 29** (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This document is intended to provide parents, carers and families with information on how we support pupils identified with a special educational needs or disability.

The SEND Information Report should be read in consultation with the Special Educational Needs Disabilities (SEND) and Inclusion Policy, [Accessibility Plan](#) and [Annual SEND Report](#). Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favorably than other pupils
- The facilities provided to assist access to the school by pupils with SEND.

*(Children and Families Act 2014, Part 3)*

Documents can all be accessed on the school website under the policies tab or from the school office.

### **Curriculum Intent for Pupils with SEND**

We endeavor to deliver a purposeful and **ambitious** curriculum that is broad and balanced. Our **inspirational** curriculum is designed to be inclusive, promote independence and resilience, and raise

aspirations, with Jesus at the centre of all we do. We want to inspire our children to be life-long learners.

We have developed a curriculum that prepares children for every stage of their education as well as being aware of their role and place in society. Our knowledge and skills-based curriculum provides children with the opportunities to be numerate and literate young people who are **curious** and know how they can contribute to modern society and their **community**. When children leave our school, they have experienced a wide range of opportunities and responsibilities that enable them to be the best they can and live their life to the full.

Our bespoke curriculum is designed to revisit prior learning to ensure knowledge and skills are stored in the long-term memory. It is tailored to meet the needs of each individual child, to enable all children to succeed. We are ambitious for our pupils with additional needs and use scaffolds and professional advice to enable them to follow the curriculum. Keeping children safe, developing children personally and spiritually is at the core of our curriculum.

### **Implementation for pupils with SEND**

Leaders use research to plan professional development to ensure all teaching staff know how to successfully implement our bespoke curriculum and support the pupils in their class with additional needs. Subjects are taught discretely with regular opportunities to revisit learning to ensure that children can acquire new knowledge and skills.

Evidence-based practice has informed how we implement our curriculum, Rosenshine's Principles are at the heart of the approach to teaching and learning. Teachers are currently developing the use of these principles within their teaching and following advice from the Education Endowment Foundation. We believe that together we can inspire growth and change in all our pupils, whatever their barriers to learning. Teachers are self-reflective throughout and planning demonstrates prior learning, a theory-based approach to delivering new learning, such as modelling, guided practice, providing scaffolds, targeted questioning, and planned knowledge for the future.



Lessons are skillfully planned using quality resources and following professional advice for SEND pupils to ensure that they effectively acquire, rehearse and connect existing knowledge to new learning. Previous learning is revisited and new knowledge and skills are explicitly taught through guided practice so that children rapidly acquire new learning.

Starting each learning sequence with a '**key question**', we give learning a context and a focus: a purpose for their study so that learning is meaningful and relevant. Experiences are planned to enhance learning such as a field study, a visitor, workshops, artefact boxes, role play, to inspire and consolidate children's understanding. Such immersive experiences provide all children with cultural capital and an understanding of their **community** and the wider world. Teachers' are motivated and

their passion and knowledge of their pupils, through continuous formative assessment, drives enthusiasm. They focus feedback on the following questions 'Where am I going?', 'How am I going to get there?' and 'Where do I go next?'. This leads them on an interconnected narrative of what has gone before and what is yet to come.

Children regularly revisit learning to **reflect** and **consolidate** their learning through discussions, low stake quizzes 'show me' and answering planned questions to express what they have learnt and achieved. By doing so, teachers can effectively address gaps in learning and plan for the next steps in their learning. We value communication with all our stakeholders and share all relevant information, regularly sharing positive messages with families to ensure our children feel valued.

### **Impact for Pupils with SEND**

We are extremely proud of our children. Our children can express the kind of people they aspire to be, the kind of world they aspire to create, and the kind of education we aspire to provide.

By talking with our children, it is clear the impact our curriculum has on their lives and on preparing them for their future. Curriculum plans are continually reviewed and amendments made based upon the voice of our children and their needs. It celebrates their individuality, moulding their whole being. From their different starting points, we deliver an ambitious curriculum for every pupil and their books and confidence in discussing their own learning illustrates their strong progress.

The teaching of the curriculum ensures the children's learning is embedded in their long-term memory, thus securing their understanding of the knowledge and skills needed to enable them to make progress and be prepared for their next stage of education. We aim for our children to leave here resilient, respectful, skillful, ambitious and with a thirst for life and all it has to offer. The children know they are listened to. Everything we do here at St. Charles' is for the children, with Jesus at the centre.



### **School Team and Local Offer**

We are a dedicated whole school team with a variety of skills and knowledge. We have a SEND Coordinator (SENDCO) Miss Thomas, Special Education Needs Governor Mrs Bone, teaching staff and learning support staff with a diverse range of skills and training.

The information here is general; each child is an individual and will receive unique provision and resources implemented in a range of ways where necessary. The teaching team continually assess and monitor the progress of all our pupils and all provision focuses on achieving the best possible outcomes for every child.

Newcastle City Council has a 'Local Offer' of information and guidance for people with Special Educational Needs and Disabilities, their families and those who support them. This describes and has links to what is available in Newcastle and other nearby local authorities. You can find out more about this Local offer at:

[Getting Started with the Newcastle Local Offer | Newcastle Support Directory](#)

### **Teaching and Learning for Pupils with SEND**

All pupils have the right to access our ambitious curriculum. Quality first teaching is the main teaching and learning strategy used to teach pupils identified with SEND within our school. Targeted intervention outside the classroom is only used to address gaps in learning and support with specific needs.

This is achieved by:

- Forming positive relationships, active engagement and well-being for all pupils.
- Ensuring all pupils with SEND access quality first teaching. We use Rosenshine principles and the Endowment Foundation '5-a-day approach' to quality first teaching.
- Pupils, parents or carers and key staff members all contribute when creating, implementing and reviewing individual learning plans. They follow the graduated approach 'assess, plan, do and review'.
- Progress towards outcomes is reviewed termly with the SENDCO, parents, professionals, teaching staff and the pupil if appropriate. Parents are invited into school in person or via a digital platform for a virtual meeting.
- Pupils are assessed regularly within lessons to check their understanding and to give specific feedback.
- Teaching and Learning policy supports pupils with SEND by flexible groupings, cognitive and metacognitive strategies, explicit instruction, scaffolding and technology to support them access the teaching sequence. This is our '5-a-day approach' to quality first teaching.
- For pupils that require extra support, we use specific targeted intervention as recommended by the Education Endowment Foundation to provide bespoke provision to support SEND pupils.
- We use strategies to reduce anxiety and promote emotional well-being e.g. Team Challenge days and Commando Joes days.
- We ensure that our school activities and trips are accessible to all our SEND pupils.

### **Training and Staff Expertise**

Leaders provide training for all staff to enable them to effectively meet the needs of all pupils. Teaching support staff on how to support pupils within the classroom and how to deliver targeted intervention programmes e.g. 1st class number, Read Write Inc. phonics tutoring, Black Sheep, box time for ASD and 'TACPAC'. We seek support and advice from a range of outside agencies when needed.

Recent training has included: Positive handling, Aces training, mental health training, Makaton training and Quality First Teaching including Rosenshine principles. Staff have also visited Specialist provision and worked with professionals from Newcastle local authority. Future training includes Metacognition.

The support staff team have accessed training regarding how to recognise mental health issues and know how to support pupils within school. Identified staff are trained to deliver the Rainbows bereavement programme within school.

Specialist support can be accessed from Newcastle Local Authority using the SEND ASAP process for advice.

We have access to a highly experienced Educational Psychologist Dr Hiles. She supports leaders provide training for the staff team, works with pupils and families / carers to provide advice and support.

School can also access specialist support within Bishop Bewick Catholic Education Trust.

### **Behaviour Support for Pupils with SEND**

Children with SEND may require additional behaviour support which will be provided with individualised strategies depending on the child's needs. Children are supported with behaviour with their best interests in mind. Children with additional needs may be vulnerable and can be disproportionately impacted by things e.g. bullying without showing any outward signs due to communication difficulties. All staff are vigilant for this. For further information relating to bullying please see our behaviour and anti-bullying policies. If you have any concerns, please do not hesitate to contact your child's teacher.

### **Evaluating Provision**

Leaders evaluate the effectiveness of provision for pupils with SEND through the routine cycle of monitoring. All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.

Talking to the pupils with their books, lesson visits, reviewing learning plans, teacher discussions and pupil progress are all used to identify the strengths and next steps.

Subject leaders include the monitoring of pupils with SEND as part of their routine cycle of monitoring.

### **Extra-Curricular Activities**

Children identified with SEND can access extra-curricular provision if parents wish. Teaching support staff can support pupils in clubs after school for example. If any parent would like to discuss this offer, they can contact the SENDCO via the school office.

### **Transition**

We offer support to all pupils and parents during all periods of transition. Staff liaise closely with other schools at transition times to ensure that a pupil's SEND information is clearly communicated to ensure an effective transition. We invite the SENDCO from future Middle / High Schools to attend transition reviews and ensure all documentation is transferred within 5 days for pupils in line with our safeguarding policy.

### **Working in Partnership**

Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.

We work in partnership with parents and carers to meet the needs of individual pupils.

### **We support the four broad areas identified in the Code of Practice (2014). by:**

Our school currently provides additional and/or different provision for a range of needs. The following sections list all of the possible strategies that may be put in place to help your child access the



curriculum. The implementation of the strategies will be dependent on each individual child in consultation with parents/carers.

### **Communication and Interaction**

**(This is the main area of need within our school 2023/2024)**

This may include;

- Autistic Spectrum Disorders (ASD)
- Speech, Language and Communication Needs (SLCN)
- Visual timetables to support pupils to understand what will happen and when
- Areas of classroom are clearly defined and labelled
- Support during times of stress or anxiety
- Areas of low distraction / individual workstations
- Quiet working 'pods' in the Discovery hall space
- Social skills support through small group intervention e.g. social stories
- Use of ICT where possible to reduce barriers to learning
- Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate
- Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts and black sheep language programme
- Opportunity to communicate in various ways e.g. communication books, Makaton, PECS
- Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists
- Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress balls, school dog, emotions check ins using break it down boards.
- Use of individualised reward systems to promote learning and enhance self-esteem
- Strategies to reduce anxiety e.g. 5-point scale, zones of regulation
- Relevant staff qualifications
- Advice / training from outside agencies

### **Social, Emotional and Mental Health Difficulties (SEMH)**

This may include;

- Social difficulties
- Mental health conditions
- Emotional difficulties
- Attention deficit hyperactivity disorder (ADHD)
- Visual timetables
- Clear sanctions and rewards are followed to offer pupils structure and routines (Refer to Positive Relationship Policy)
- Therapeutic approach
- Zones of regulation
- The Hive - sensory room
- Visual and individual timetables
- Now and then boards
- Timers
- Sensory toys, weighted blankets and support with sensory seeking behaviour

- Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities
- Emotions 'check in' throughout the day.
- Regulation activities
- Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS)
- Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. rainbows, key member of staff for support/ mentoring
- Additional assessments that focus on emotional development
- Strategies to reduce anxiety e.g. 5-point scale
- Residential trips in KS2 which help to develop social, emotional and behavioural resilience and promote independence
- Staff trained in positive handling techniques
- Advice / training from outside agencies
- Forest school session for Hive

### **Cognition and Learning Needs**

This may include;

- Learning Difficulties (Moderate – MLD)
- Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- Strategies to promote and develop literacy and mathematical skills with increasing independence
- Additional small group support in class from the class teacher and designated teaching assistant
- Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. 1st Class number, Read Write Inc., Beat Dyslexia, Memory Magic, Sound linkage, Fostering fluency and Lego therapy.
- Use of ICT where possible to reduce barriers to learning e.g. reading, headphones, talking books, apps that support learning
- Use of scaffolds and resources e.g. Numicon, cubes, bead strings, task sheets
- Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical
- Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words
- Alternative approaches to recording promoted
- Additional processing/thinking time for responding to questions, completing tasks, sharing ideas
- Strategies to reduce anxiety e.g. 5-point scale
- Multi-agency involvement with the family as required
- Advice and support from outside agencies
- Quality first teaching with scaffolds to support pupils access learning.
- Advice / training from outside agencies

### **Sensory and/or Physical Needs**

This may include:

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs

- Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils
- Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs
- Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school
- Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty, sensory dance sack
- We provide support with personal and intimate care, if and when needed
- We make every effort to be as accessible as possible, for example, level access toilet facilities, (See Accessibility Plan)
- Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy)
- Additional handwriting support through targeted intervention programmes e.g. Speed up and Write from the start.
- One-to-one support for gross and fine motor skills in the classroom as and when required
- Movement breaks for pupils with motor coordination difficulties as and when required
- Alternative ways of recording ideas/writing/investigations
- Advice / training from outside agencies

#### **If you have concerns or wish to make a complaint**

If you have any concerns about your child the first point of contact is their class teacher in the first instance, who can pass information to the school SENDCO. If your concern is not resolved and you would like to make a complaint, please see our complaints procedure for more information. This can be found on the policy section of the school website or a paper copy can be provided by the school office ([office@stcharlesprimary.uk](mailto:office@stcharlesprimary.uk))

Other useful information, such as our Special Educational Needs Disabilities (SEND) and Inclusion Policy are available on the school website. If you would like further information about what we can offer then please do not hesitate to contact our SENDCo Miss Thomas or assistant SENDCO Mrs Nealings.

Email: [office@stcharlesprimary.uk](mailto:office@stcharlesprimary.uk) or telephone 0191 2852553.

#### **Useful Contacts:**

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** for impartial information, advice and support in relation to their pupil's SEN and/or disability.

The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) can support parents. You can contact them on 0191 2116255 or by email: [sendiassadmin@newcastle.gov.uk](mailto:sendiassadmin@newcastle.gov.uk)

*Family, Advice and support team* supports families with disabled children/young people from birth to 25 years.

Contact details:  
0191 2818737



[information@skillsforpeople.org.uk](mailto:information@skillsforpeople.org.uk)

Centre for National Autistic Society  
Thomas Bewick School  
Linhope Road  
West Denton

Newcastle upon Tyne  
NE5 2LW

0191 2296020

[admin@thomasbewick.newcastle.sch.uk](mailto:admin@thomasbewick.newcastle.sch.uk)

Contact a Family

Contact a Family is the only national charity that exists to support the families of disabled children whatever their condition or disability.

Contact a Family Head Office

209-211 City Road, London, EC1V 1JN, 020 7608 8700, fax: 020 7608 8701

[www.cafamily.org.uk/](http://www.cafamily.org.uk/)

Date	Re-established /reviewed /updated	Who
September 2022	Updated with Teaching and learning policy and curriculum updates	L Nealings LGC September 2022
July 2023	Reviewed	L Nealings TBA LGC Autumn 2023