

St. Aidan's Catholic Primary School



Special Educational Needs and/or Disabilities Information Report

Established: July 2016

Latest Review: October 2025

St. Aidan's Catholic Primary School is a fully inclusive school which ensures that **all pupils** achieve their potential personally, spiritually, socially, emotionally, physically and educationally

Our Special Educational Needs and/or Disabilities Report will let you understand how we support pupils with special educational needs and disabilities in school.

We consult with pupils and their families through:

- At least three face to face meetings, with parent(s) and/or Class Teacher or SENDCo, per academic year to discuss children's progress and support.
- Allowing children the opportunity to give feedback on their support via pupil views forms and acting on their comments/recommendations.
- 'Open Door Policy' for parents or carers to share any concerns with regards to their child's needs.
- Day to day discussions/regular feedback on any new issues or concerns that may arise.
- Working collaboratively with parents and children to create and review SEND support plans throughout the school year.

Supporting Pupils with Special Educational Needs / Disabilities and Their Families

- We will inform parents/carers of any concerns regarding a pupil's learning through a face to face initial concern meeting with the class teacher, parents/carers, SENDCo and any key people involved with the pupil. The class teacher may complete a school SEND referral form at this time, details of the discussion will be logged on CPOMS.
- Strategies will be implemented to support the child's learning; a timeframe will be put in place to review these.
- This initial meeting will be followed by regular discussions in school or via the telephone. The class teacher and SENDCo. will carefully monitor the child's progress and liaise with parents about this.
- When appropriate, an SEND support plan or a monitoring plan will be created by the class teacher and shared with parents. If appropriate the child will be added to the school SEND register or monitoring list.
- When appropriate, referrals will be made to relevant outside agencies to gain further guidance regarding supporting the child in school.
- An Early Help Assessment could be implemented, if appropriate.
- We operate an 'open door' policy for parents to discuss any concerns that may arise.

When a pupil is identified as having special educational needs, we support their development and progress through a graduated response, including:

- Following the Special Educational Needs Code of Practice.
- Providing quality first teaching, supporting the pupil fully within the class as well as small group and individual support.
- Offering differentiated/modified work appropriate to meet each child's individual needs.
- Providing SEND support plans with personalised targets, appropriate classroom strategies and of details of planned 1:1 and/or small group interventions.
- Regular reviews of the above plans with the class teacher, teaching assistant, SENDCo, child and parents/carers.
- Drawing upon the professionally trained staff within school to timetable support.
- After careful monitoring of progress, if necessary, involve appropriate External Professional Agencies.
- Termly pupil progress meetings with each class teacher and SMT to review each child's progress and discuss further support for any child who may require it.
- If required an application for an Education, Health and Care Plan.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Next Step Counselling
- Speech and Language Therapists
- Early Help Team
- Primary Support Outreach Team
- Language and Communication Team
- Educational Psychologist
- Dyslexia and Dyscalculia Team
- Occupational Therapists
- CAMHS
- School Nurse
- Sensory Support Team
- SENDIASS.
- SEND Support Service, North Tyneside.
- Hive

- Portage (Pre-school Children)

We can oversee the Early Help Assessment process to ensure a multi-agency approach is adopted as required (TAF).

We provide the following support to pupils when they are leaving the school:

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. Such as:

- Transition days and activities for pupils.
- Arranging for staff from the forthcoming setting visit our school to meet and work with pupils.
- A transition pack from Language and Communication Team is completed together with a class teacher or T.A. for pupils with language and communication difficulties.
- Inviting the SENDCo (of the future schools) to annual review/transition meetings and SEND review meetings.
- Pass on all relevant reports and information to the new school.
- HT or SENDCo occasionally accompany parents/carers to view alternative placements, if requested.

Support staff

Support Staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. Each class has dedicated time with a Teaching Assistant (T.A.) who works very closely with the teacher on planning the content of the creative curriculum and intervention strategies for individual pupils.

- T.A.s in key stage 2 have been trained to deliver a range of intervention programmes for Maths including: First Class at Number and Success at Arithmetic, Plus 1 and the Power of Two.
- Further Maths support is provided by T.A.'s during daily small guided group activities.
- Key stage 2 T.A.'s have also received training from the local dyslexia team and are highly experienced at delivering the dyslexia intervention programmes, Catch Up Literacy and the Toe by Toe programme.
- All T.A.'s have received and have access to training (2025-2026) from the Speech and Language Team in delivering children's personalised speech and language programmes.
- Foundation stage support staff has been trained in delivery the Nursery Narrative programme. They also support children's speech and language development through the BLAST programme.

- We have an established Therapeutic Lead in school (Mrs England). Mrs England supports children and families throughout school with SEMH needs using a range of therapeutic interventions such as: THRIVE, Talkabout, Drawing 4 Talking and Lego Therapy. She has a base in the Key Stage 1 building, where she can support children 1:1 and/or in small groups.
- School has have a dedicated Welfare and Attendance Officer (Mrs Walker), who works with children and families to support their welfare and improve their attendance in school. Mrs Walker has an established 'calm room' in the key stage 2 building.
- Mrs Walker & Mrs England deliver MELVA training to children throughout KS2

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Staff have had training in the areas of Mental Health, Trauma, Autism, Dyslexia, Makaton, Lego Therapy, Communicate in Print and Attachment Issues.

There are currently two members of staff who have attended the 'THRIVE' training. The ethos of this approach is shared amongst all school staff.

The school views SEND training as ongoing school improvement provision.

All Teachers are trained to use a variety of teaching styles and learning opportunities.

We have a dedicated school SEND governor, who liaises with school and attends local authority meetings on SEND. She also visits school regularly be updated on SEN procedures and observes a variety of intervention for pupils with SEN. Our SEND Governor is **Sinead Devine** who can be contacted via letter which can be left at the school office.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) provides advice and guidance to staff and families. Our school SENCo is **Mrs Marsh**.

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school.

- Homework can be modified or differentiated, as required.
- Information workshops on the teaching of reading and writing are held annually in key stage one.
- School provides phonics packs to support parents/carers with teaching "Letters and Sounds" at home.
- School use SeeSaw to share children's learning experiences with home.

- Families are also signposted to services / organisations through the North Tyneside Local Offer.
- School can use the Early Help Process to support families and refer to community support.
- Families are encouraged to use the SENDIASS team to assist them at SEND review meetings or support them through the statutory assessment process.
- When appropriate families can be referred to a relevant parenting program.
- Both Mrs Walker and Mrs England work with parents to deliver training for parents on the Solihull approach.
- Parenting workshops led by our Educational Psychologist are held during the autumn term.

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at **St. Aidan's Catholic Primary School** then please contact Mrs Marsh the Special Educational Needs and Disabilities Coordinator on: **0191 7160585**

For further information on North Tyneside's local offer please see

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Other useful links:

North Tyneside Dyslexia Team
<http://www.ntdyslexia.org.uk/>

SENDIASS
<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

CAMHS
<https://www.northumbria.nhs.uk/our-services/childrens-services/childrens-mental-health-services/camhs#21bf1ae3>

Public Health School Nurses
<https://my.northtyneside.gov.uk/category/1231/childrens-public-health-service-0-19>

Early Help

<https://my.northtyneside.gov.uk/category/500/early-help>

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Quality First Teaching. • Adaptive Teaching • Adult-led small group work in lessons. • Teaching Assistants have designated time in assigned classroom to support children with SEND. • Visual timetables and use of visual labelling. Use of Now And Next Boards. • Technology used to support learning. • Areas of low distraction provided both in and outside the classroom. • Support/supervision at unstructured times of the day – 1:1 lunch supervisors, key stage two pupils act as buddies in key stage one. • Designated member of support staff assigned to pupils for regular check-ins and updates. • Personalised positive behaviour plans. • Strategies/programmes implemented to support speech and language development. • Strategies/programmes implemented to support emotional wellbeing. • Strategies/programmes implemented to support social skills e.g. Lego Therapy. • Use of the graduated approach. (Assess, Plan, Do, Review) • Work with pupils, parents/carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated/modified curriculum and resources. • Story dough in Nursery. • Blast in Nursery. • Specialist Primary ELKLAN teacher (Mrs Trainor). • Nursery stay and play before starting Nursery.

- Early transition visits to Little Sunshine's.
- Drawing club in Reception.
- Additional support from Therapeutic Lead in Reception during Autumn term 1.
- Targeted individual intervention provided from outside specialist team (Speech and Language team).
- WellComm intervention –whole school approach.
- Launchpad to Literacy.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to where appropriate.

Cognition and Learning Needs:

e.g.


- Moderate Learning Difficulties
- Dyslexia
- Dyscalculia

- Quality First Teaching.
- Adaptive Teaching
- Adult-led small group work in lessons.
- Teaching Assistants have designated time in assigned classroom to support SEND.
- Classroom provisions are made to support access to the curriculum and to develop independent learning. Small group/1:1 targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. These programmes include; Dyslexia programmes, Codebreaker intervention, Read, Write, Inc., Toe By Toe, Over and over. Power of 2, Plus 1, Success @ Arithmetic and First Class @ Number.
- Early Years Tips through Seesaw to parents, e.g: Sleep, health, diet, SEN, conversation, play.
- Parent phonic meetings to support understanding of learning in school.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Use of the graduated approach. (**Assess, Plan, Do, Review**)
- Progress of children's learning is carefully monitored by the class teacher using the school assessment procedures.
- Monitoring the progress of intervention programmes is completed by either administering the Sandwell or Salford tests.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.
- Differentiated/modified curriculum and resources

<p>Social, Mental and Emotional health</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs 	<ul style="list-style-type: none"> • Quality First Teaching. • Adaptive Teaching <p>Our Catholic ethos values the diversity of all pupils. Inclusion is a large part of the vision of our school.</p>
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<ul style="list-style-type: none"> • Social need • Mental health needs <p>Emotional Health and Wellbeing</p>	<ul style="list-style-type: none"> • Behaviour management systems based on relationships that encourage pupils to make positive decisions about behavioural choices. • Positive, personalised behaviour plans are created for pupils, when appropriate, in collaboration with parents and the child. • A school well-being team/offer that includes a Therapeutic Lead (Mrs England), a SEMH base, a school Welfare and Attendance Officer (Mrs Walker) and a 'calm room' assigned for children in year 5 and year 6. • When required, a key designated member of staff is made available to help pupils manage their feelings and emotions. • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Children can work with staff on using the Incredible 5 Point Scale. • Outdoor learning is used to offer a different approach to the curriculum. • Information and support is available within school for behavioural, emotional and social needs.
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	<ul style="list-style-type: none"> • Children can access Next Step Counselling to work through SEMH issues. • Teaching Assistants have designated time in assigned classroom to support children with SEN. • Regular meeting with parents to ensure all the children's and family needs are being met. <p>KS2 children access MELVA intervention.</p> <p>Parents have access to Solihull training.</p> <p>Early help assessments can be sought as and when appropriate.</p> <p>Access to MHST as and when appropriate.</p>
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Quality First Teaching. • Support and advice is sought from outside agencies to support pupils where appropriate. • Technology is used to support and enhance learning. • Additional equipment can be provided to help the pupil access the curriculum. • In class support to access the curriculum and to develop independent learning is available. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical/sensory needs. • Access to Medical Interventions. • Access to programmes and resources to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff access training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Special Educational Needs and Disabilities Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.

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- Teaching Assistants have designated time in assigned classroom to support SEND.

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact North Tyneside SENDIASS for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6434160 or sendiass@northtyneside.gov.uk

Headteacher: Rachel Lalor

SEN Governor: Sinead Devine

SENDCo: Mrs Marsh