



ST. AGNES' RC PRIMARY SCHOOL

**Rosedale Road, Crawcrook, Gateshead NE40 4UN
Tel: 01914132184**

Headteacher: Mrs. J Woods

School SEND Information Report



Created by: Mrs. N Pinnella Noble

Reviewed by: Mrs. J Woods and Mr. P Garraghan

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About the School

St Agnes' Primary School (part of the Bishop Wilkinson Catholic Education Trust) is a maintained mainstream school for pupils from the ages of 4 to 11.

The school caters for pupils with a range of additional educational needs and disabilities.

As part of the Children and Families Act 2014, all schools are required to provide a Special Educational Needs (SEND) Information Report to parents. This report details how the school can support children with Special Educational Needs and/or Disabilities. It is intended to provide parents, carers and families with information regarding the ways in which we support all our pupils, particularly those identified with a special educational need or disability. Our practice is continuously monitored and modified to meet the changing requirements of individual pupils' needs. St Agnes' Catholic Primary School operates its SEND provision in line with Gateshead Local Authority's and the Bishop Wilkinson Academy Trust's SEND and disabilities policies and procedures.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead.

The Local Offer can be found at [Gateshead Local Offer SEND 0 to 25 Years - Gateshead Local Offer SEND 0 to 25 years \(gateshead-localoffer.org\)](https://gateshead-localoffer.org)

The Special Educational Needs Co-ordinator (SENDCO) is Mrs. N Pinnella Noble who can be contacted by phoning or emailing the school: 01914132184 or info@stac.bwcet.com.

What is SEND and What SEND do School Provide For?

Special Educational Needs and Disabilities (SEND) is a legal term for children and young people who will need extra support during their education.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age.

They have a disability:

- Physical or emotional which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

St Agnes' Catholic Primary School is an inclusive school which offers a range of provision to support children with difficulties in:

- **Communication and Interaction**- Speech, Language and Communication difficulties (SLCN), Autistic Spectrum Disorder (ASD)
- **Cognition and Learning**- Dyslexia, dyscalculia and dyspraxia are classed as specific learning difficulties (SPLD), Moderate Learning Difficulties (MLD), Profound and Multiple Learning Difficulties (PMLD)

- **Social, Emotional and Mental Health problems-** These can manifest themselves in different types of behaviours. Disorders such as attention deficit disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) also comes under this area of need.
- **Sensory or Physical needs-** Hearing Impairment (HI), Visual Impairment (VI) and Physical Difficulty (PD)

(For more detail, please refer to the SEND Code of Practice 2014: sections 6.28-6.35, which can be found on the Department for Education's website.)

**The range of support deployed will be tailored to individual need to maximise progress.
The support will be determined by thorough assessment.**

Identifying Needs

Code of Practice (CoP) 2014

6.15- A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development. It is personalised to consider their needs and abilities.

In order to identify a pupil's special educational needs, the school uses all of the information about the pupil's progress and compares it with the progress of other pupils in the school and against national performance information. If a pupil is not making expected progress and there is a significant gap in one of the 4 areas as mentioned above, the pupil and parent/carers will be involved as soon as possible. Staff use Gateshead Council's SEND Thresholds document to assess the level of need in each of the four areas. A link to this document is below:

[SEND thresholds - Gateshead Council](#)

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Similarly, having English as an Additional Language does not automatically determine that a child has special educational needs. An assessment in their home language will determine the level of need the child has.

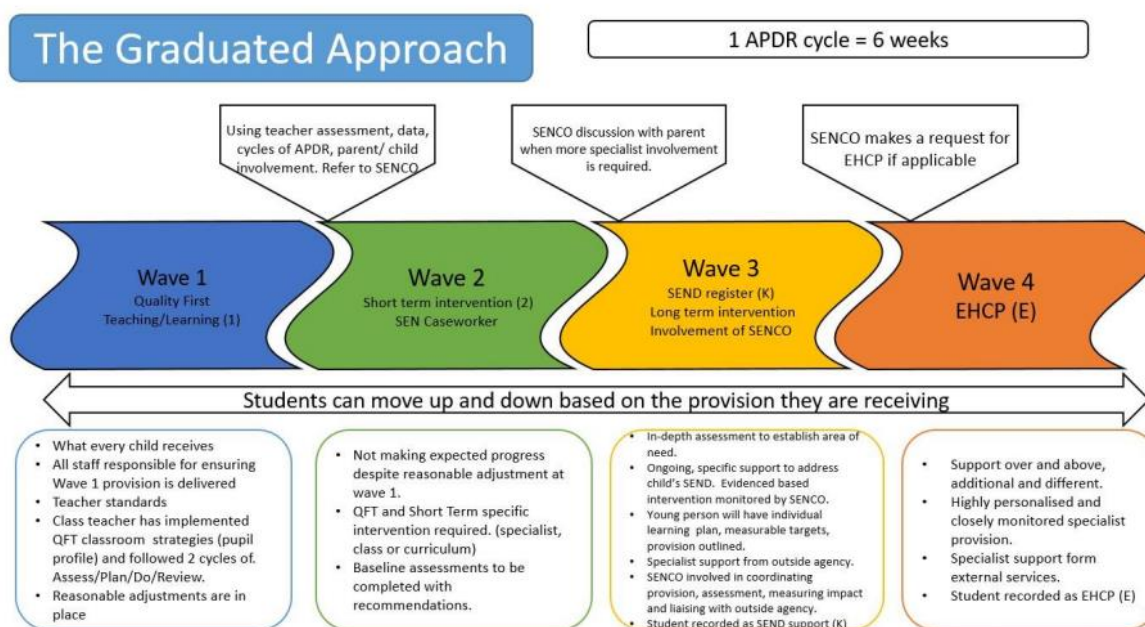
The school will discuss their concerns with the parent/carers and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carers has
- agreed outcomes
- next steps

Following discussions with parents/carers, we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these

outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes. Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCO.

Waves of support



For children at St Agnes' Catholic Primary School (T 1 & 2):

- We create an environment that meets the need of each child.
- We ensure all staff are aware of disability equality and support outcomes for children.
- We enable all children to have full access to all elements of the school curriculum with high quality first teaching, differentiated for individuals, as the first step in responding to children with SEND.
- Children will be monitored, and evidence of support or strategies will be recorded.
- We regularly review the quality of teaching for all children, including those at risk of underachievement.
- We ensure parents can play their part in supporting their child's education.
- We ensure that our children have a voice in this process.
- We work in partnership with parents and carers to meet the needs of individual pupils.

For pupils at SEN Support (K) T 3:

In addition to the above strategies, when pupils move to Wave 3 and require longer term or more specialist intervention, the following will apply:

- We use the Assess-Plan-Do-Review model, together with the SEND Thresholds, to identify and meet the needs of the children.
- A detailed Individual Support Plan will be drawn up, planning future interventions using SMART targets.
- SENDCO will seek the permission of parents/carers to refer to any external services.
- Parents will be contacted to add their observations and views to the overall picture.
- Pupil views as to how they prefer to be supported will be sought.

For pupils with a higher level of need or an Education Health Care Plan (EHCP)

T 4:

- Detailed planning and monitoring of progress.
- Individualised programmes of work across several areas.
- Half-termly review meetings to monitor progress.
- 1:1 adult or small group support where appropriate.
- Annual reviews of an EHCP with recommendations submitted to the local authority.
- Multi-agency planning and assessment of SMART targets at interim reviews.

Assessment, Monitoring and Review (T 3+)

Each pupil's progress is continually monitored by their class teacher and the SENDCO in several ways, which might include additional educational testing completed within school. The SENDCO oversees any additional support a child may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which children need support/intervention with their academic work. Progress is discussed regularly, tracked closely by staff and is reviewed formally every term. Progress is reviewed formally every term.

This information is shared with parent/carers throughout the school reporting system. Other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and levels will also be discussed in detail, along with staff comments within the review meeting.

These reviews will affect the level of support given to each pupil and depends on the additional needs of the child and any other factors that may improve or hinder their progress. When a pupil has been assessed as having SEND and is not making progress with the help that they have been given, school can refer pupils to several different services for more specialist assessment and advice.

Depending on the student's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as Speech and Language Therapy, School Nursing Service or Children and Young People's Service or Social Care Teams such as the Family Intervention Service.

School might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals (Team around the Family (TAF) together to work with the pupil and their family. This needs to be done with the parent/carers agreement.

If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child.

Staff

There are a number of people in school who are responsible for special educational needs in school:

The **Head Teacher** is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENDCO and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **Special Educational Needs Co-ordinator (SENDCO)** is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Seek specialist support for teachers and support staff in the school, so they can help pupils with SEND in the school make the best possible progress.
- Support class teachers in writing targets to support your child's needs.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme so your child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The **Class Teacher** is responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCO know if necessary. This could be things like targeted work, additional support.
- Planning for your child's next steps based on their progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **Teaching Assistants** work with the class teacher to identify areas of support for pupils with SEND. They are responsible for:

- Support pupils to access the curriculum.
- Help to implement the differentiation and specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lessons.
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based but also specific intervention outside of the classroom.
- Help pupils to develop effective ways of becoming independent learners.

The **SEND Governor** is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

Our Approach to Teaching Children with SEND

For all children, we provide 'Quality First Teaching' in every classroom. This means that teachers are highly skilled and have access to a wide range of resources and support to deliver lessons.

As part of 'Quality First Teaching' teachers would differentiate the curriculum and make reasonable adjustments for any child who is finding learning difficult and not making the expected progress. Children learn using a variety of learning styles and teachers are encouraged to provide experiences which will challenge and stimulate these different styles.

If it is felt that, despite the above, a child is not making expected progress then what is known as a '**Graduated Response**' is adopted. This is a four-part cycle of assessing, planning, doing and reviewing. It draws on more detailed approaches, more frequent reviews, and more specialist expertise in successive cycles to match learning experiences and interventions to the specific need of the child.

The new vision: A whole school approach



Training

School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. The Senior Leadership Team identify appropriate specialist support training where needed and enrol staff on courses. Training is also sought for staff when children are admitted to school with a SEND that no-one in school has experience of.

Transition

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- Pupils with an Education, Health and Care Plan will have a review in the autumn term before they move to secondary school to discuss the transition.
- Before your child moves to St Agnes' Primary School, whenever possible, we will arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at the school as they know their child better than we ever can. We will develop a personal transition plan for your child with their primary school and review staff training to ensure that staff teaching your child have a knowledge of their needs.
- When moving classes in school, information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- If your child is moving to another school, we will contact the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible through a secure CPOMS transfer request which is in line with the latest GDPR guidelines.
- When your child moves to secondary school, staff from St Agnes' Primary School will discuss the specific needs of your child with the SENCO of their secondary school.

Support

Academic

Bishop Wilkinson Trust and Gateshead LA has clear expectations regarding the aspects of Quality First Teaching which must be in place to ensure a solid foundation to meeting the needs of children and young people. All pupils receive excellent targeted classroom teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has gap in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.

Intervention

The following approaches and interventions should be in place for all children and young people with Special Educational Needs and Disabilities.

Specific work with a small group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENCO think that they need extra support in school.

The group, sometimes called Intervention groups by schools, are:

- Run in the classroom or another quieter learning resource area
- Planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to run the groups using the teacher's plan.
- Working towards specific outcomes to help the pupil to make more progress.

Specialist groups run by outside agencies

This type of support is available for children with specific barriers to learning that cannot be overcome through teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as the SENIT, an Educational Psychologist or Behaviour Support Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional

Individual Support

This can be provided through an Education, Health and Care. This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

Emotional and Social

As well as providing academic support, school can also provide emotional and social support for pupils. This can include:

- Peer mentoring systems involving older pupils/student councillors
- Social skills/nurture group interventions - provided by both internal staff and external agencies
- Counselling services
- Self-esteem interventions - ranging from the use of sport/music/drama to speech and language interventions
- A pastoral system which allocates support from the local authority
- Anti-bullying policies are taught within PSHE curriculum

Accessibility

Our modern school environment is fully designed to ensure full accessibility for all users. There is a designated parking place in the car park, a disabled toilet, low kerbs and ramps to allow children with physical difficulties to access all areas of the school.

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the pupils will be made aware of the plan.

We have an Accessibility Plan which is available on the school website.

[Policies – St Agnes Catholic Primary School, Crawcrook](#)

Complaints

Parent/carers should contact the SENCO with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school's complaints policy should be followed.

[Policies – St Agnes Catholic Primary School, Crawcrook \(bwcet.com\)](#)

Gateshead's Local Offer

The **Gateshead Local Offer** brings together information for children and young people aged 0-25 years with special educational needs and disabilities (SEND) and their families. This includes information about services and support, and advice and guidance on education, health, social care and transport.

Contact us at senteam@gateshead.gov.uk

The SEND Thresholds document is available to view through the following link:

[SEND thresholds - Gateshead Council](#)