

St Alban's Catholic Primary School



Special Educational Needs Information Report 2025-2026

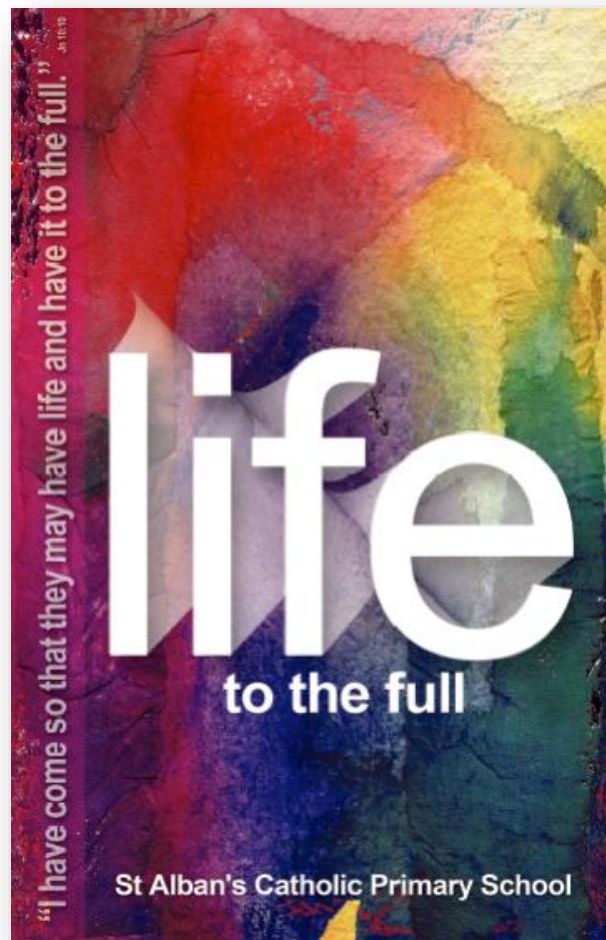
Mission Statement

Jesus said, 'I have come so that they may have life and have it to the full'.

(John 10:10)

We will strive towards this vision by:

- Offering a safe and welcoming environment for all;
- Leading the children to a deeper knowledge and understanding of the Catholic faith and fostering the growth of that faith in every member of the school community;
- Enveloping the school in prayer, making worship and liturgy inspiring and meaningful for all;
- Encouraging parents, with the parish community, to fulfil their responsibilities towards the spiritual development of their children especially in regard to the weekly celebration of Mass;
- Ensuring that all children are provided with a challenging and broad curriculum and are offered a wide variety of experiences;
- Expecting the highest standards of achievement and behaviour from all;
- Working in partnership with families to ensure each child reaches their potential.



About our school

St. Alban's Catholic Primary School is a maintained mainstream school for students from the ages of 3 to 11. The school caters for students with mainstream needs (*see Inclusion Policy for further information*).

The Special Educational Needs Co-ordinator (also known as Inclusion coordinator) is Miss Colligan (DHT/SENDCo) who can be contacted via the school secretary at the school address or by telephone 0191 469 3251.

Identifying Needs

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account 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 the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and get the parent/carers views about:

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

Following discussions with parents/carers the school 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 SENCo.

Assessment, Monitoring and Review

Each pupil's progress is continually monitored by their class teacher and the SENCo in a number of ways, including additional educational testing completed within school. The SENCo 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 with their academic work. Each child works with their class teacher (and any other member of staff involved in their learning) and termly targets for English and Maths are created. These are challenging targets taken from the year group expectations that each child is working towards achieving. Progress is discussed in regular pupil progress meetings, tracked closely by staff and is reviewed formally every term. Progress information is shared with parent/carers through parents' evenings and reports.

All children are required to be formally assessed at the end of Key Stage 2 (i.e. at the end of year 6) using Standard Assessment Tests (SATs). This is something the government requires all schools to do and our results are published nationally. Currently, parents of children in Year 6 are told if their child has or has not met the end of key stage expectation and are given a scaled score for Reading, Maths and Punctuation, spelling and grammar (where 100 is considered the expected score). Any child not working at the level of the test, will not be required to complete the papers and a teacher assessment will be used. Children in Year 1 are also formally assessed on their phonics skills. Any child not meeting the required standard is asked to retake the test in Year 2. Children in Year 4 are formally assessed in the Multiplication Tables Check and are required to achieve a score of 100% (25/25).

If a pupil is in Year 1 and above, but is working below key stage curriculum expectations, pre-key stage assessments are used. Other tests may be used to monitor progress throughout the year, 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.

Results of these assessments may 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 SEN and is not making progress with the help that they have been given, school can refer pupils to a number of 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 (HINT), 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 Early Intervention Team. School might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals – Early help, 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, over time, 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.

Involving Parents/Carers and Pupils

Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parents and carers are also kept informed through informal meetings, phone calls, parents' evenings and review meetings. Staff will contact parents or carers to discuss issues, concerns or progress of individual children. The school holds regular parent evenings for all parents.

If their child has special educational needs, parents and carers are involved with regular termly review meetings to discuss progress towards current outcomes, setting outcomes for the future and future National Curriculum targets. Annual Reviews are held for pupils with an education health care plan or statements of special educational needs.

These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required. Pupils are encouraged to share their aspirations and views in review meetings and this will be done in a way that is appropriate to their age. Parents are encouraged to support their child's learning at home with strategies and ideas shared by teachers and other professionals/outside agencies.

Staff

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

The **Headteacher** is responsible for:

- The day-to-day management of all aspects of the school, including support for children with SEN.
- Making sure that children's needs are met giving day to day responsibility to the SENCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

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

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN 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 a child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of a child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress.
- Supporting class teachers in writing support plans that specify a child's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student 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 the individual needs of all children (this is called differentiation).
- Checking on the child's progress and identifying, planning and providing any additional help they may need and letting SENCo know if necessary. This could be things like targeted work, additional support.
- Writing support plans which will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The **Teaching Assistant** (where applicable) will:

- work with the class teacher to identify areas of support for pupils with SEN.
- Support pupils to access the curriculum.
- Help to implement specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lesson.
- Attend all training opportunities related to SEN and differentiation.
- Help pupils to develop effective ways of becoming independent learners.

The **SEN Governor** is responsible for:

- Making sure that the school has an up-to-date SEN 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 SEN.

As well as in house support, the school liaises with outside agencies for support including the educational welfare officer, Educational Psychologist and Speech and Language therapist.

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. Leaders of English and Maths find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

Awareness – this is basic awareness of a particular type of SEN. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENCo, HINT, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs.

The training can be carried out by HINT, Educational Psychologist, staff from special schools or other specialist services.

Specialist – this is in-depth training about a particular type of SEN for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEN teacher or a SENCo if they had appropriate qualifications.

At St. Alban's School, staff have had awareness training in safeguarding, sensory needs, autism, dyslexia, asthma, epilepsy and anaphylaxis. The teacher responsible for teaching SEN children has enhanced training in dyslexia and general learning difficulties.

Staff access training relating to specific SEND once a child has been given a diagnosis or begins at St. Alban's.

Transition

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

Students with statements of special educational needs or Education, Health and Care Plan (Single Plans) will have a review before they move to secondary school to discuss the transition.

Parents will be told by February of the year that they transfer which secondary school they will attend in September.

The majority of St Alban's Year 6 children move on to either Cardinal Hume Academy in Gateshead or St. Joseph's Academy in Hebburn, South Tyneside. In both cases, staff from the school will visit St. Alban's School to discuss the pupils moving up to them. Both schools have an extensive transition programme in place that begins at Year 5. This involves children going to their secondary school for drama activities, curriculum days and for a tour. Both schools also hold meetings for potential parents. A personal transition plan will be developed for children who have a SEND and staff training will be reviewed to ensure that staff teaching children have a knowledge of all their needs.

If a child is moving to another school, we will contact the SENCO at the new school and ensure they know about any special arrangements or support that need to be made. We will also make sure that all records are passed on as soon as possible. Where possible children will visit their new school before they begin and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from Cardinal Hume or St. Joseph's School will discuss the specific needs of each child with the SENCO.

At the end of each academic year, i.e. when moving classes within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All learning plans will be shared with the new teacher.

Please note – children with an Education, Health and Care Plan must have an annual review before they move to the next year group.

Support

Academic

All pupils receive targeted classroom teaching also known as Quality First 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.

All pupils in school should be getting this as a part of excellent classroom practice when needed but other types of support are available for pupils with SEN.

Specific work with a small group of children (intervention)

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. This work is:

- led in a suitable space (e.g. sensory room, library, Upper Room or in the classroom/outside area)
- planned and overseen by a teacher
- often run by a trained Teaching Assistant
- focused on specific outcomes to help the pupil to make 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 Quality First Teaching or intervention work and means they have been assessed as needing some extra specialist support in school. This may be from:

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

For your child this would mean they will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention work. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked for permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's needs better and be able to support them better in school.

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
- a group or individual work with outside professional

Individual support

This is usually provided through an Education, Health and Care Plan (also known as a Single Plan in Gateshead). 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 SEN 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 students. This can include:

- social skills/nurture group interventions - provided by both internal staff and external agencies
- pastoral systems – Head Boy and Head Girl, House Captains and Vice Captains, Anti-Bullying Ambassadors, School Council, Mini Vinnies, buddy system
- a Pastoral system which allocates support from various groups in school.
- Anti-bullying policies and taught within PSHE curriculum
- provision provided before and after school for vulnerable students

Accessibility

In School

The school is *not fully accessible* to students with physical difficulties as the main body of the school does not currently have an accessible toilet. This is listed in the long-term issues of the building development plan. The demountable classrooms which can be accessed from the main school gates at the top of the field accommodates an accessible toilet.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Ramped access to buildings
- Accessible toilets – in the demountable building
- Accessible break areas
- Accessible dining area
- A private room for administration of medication
- A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.
- We have an Accessibility Policy available (see Accessibility Policy).

Enrichment activities

The school offers a number of after school clubs, such as choir, gymnastics, football, cooking and sports. All clubs are accessible to pupils with special educational needs.

Pupils take part in visits throughout the year. A risk assessment is completed for all school visits and staff:child ratios are adapted to suit each class/group of children. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils.

Complaints

Parent/carers should contact either the SENCo or the Head Teacher with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy (see policies).

The Head Teacher and/or SENCo can be contacted at the school:

St. Alban's Catholic Primary School, Rothbury Avenue, Pelaw, Gateshead, NE10 0QY

Telephone: 0191 469 3251

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan.

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 www.gateshead.gov.uk/localoffer.