



Special Educational Needs Information

This document is to give families information about the ways we support our children with special educational needs (SEN). OLSA is an inclusive school and we strive to meet the needs of all our children. We acknowledge the unique value of each person, nurturing them to full potential to become the best they can be.



What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within Local Authority area.

Reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, e.g. dyslexia.
- They have difficulties communicating and interacting socially.
- They have emotional or mental health difficulties.
- They have sensory or physical needs, e.g. hearing impairment.



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Who Oversees Special Needs Provision at Our Lady and St. Anne's?

Every member of staff has a responsibility to ensure that the needs of SEN children are being met. All Special Educational Needs provision is coordinated by the Special Educational Needs Co-ordinator (SENCO) Miss Limer. The school Special Educational Needs Teaching Assistants (SENTAs) Miss Moor and Miss Moor deliver specialist programmes and access resources.

The special needs provision is reviewed on a regular basis throughout the year and reported to the school Governing Body.

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear personal provision plans and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact. Key assessments help us check that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform next steps.

For all children who have an additional need, we:

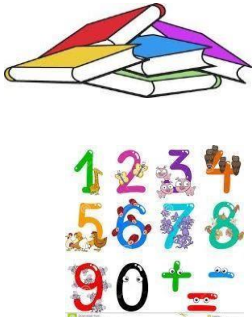
- Liaise with previous schools/agencies who have been involved in the children's provision, on entry.
- Recognise that the family is the expert on their child and work in partnership with them.
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.
- Have a Special Educational Needs Coordinator (SENCO) with full qualifications to lead on SEN provision.
- Have staff members in school who are trained and who have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEN.
- Assess and review the learning of our SEN children and use that information to inform future planning and teaching.
- Have a members of staff (SENTA) whose timetable is devoted to working in class, in groups and on one-to-one support with SEN children.
- Have teaching assistants (TA) in class to support SEN children and/or to work with other children whilst the teacher works with the SEN children.
- Seek advice from outside agencies to ensure each child's needs are fully identified, understood and supported.



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- Regularly evaluate our SEN provision, effectiveness of interventions and programmes of work and resources.
- Ensure that school activities and trips, as far as possible, are accessible to all our SEN children.
- Hold twice yearly meetings with parents of all children, SEN and non SEN, the first informally and second formally.
- Arrange an additional annual review meeting for every child on the SEN register
- Arrange any additional meetings throughout the year as necessary if outside agencies are involved.
- Liaise closely with secondary schools to ensure SEN pupil information is clearly communicated and recommendations heard to ensure smooth transitions.

The four areas of special need have the following titles:

Type of SEN	Suggested support provided in school
<p>Cognition and Learning Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p> 	<ul style="list-style-type: none"> - Advice sought from SENDOS (Special Educational Needs Outreach Service) to identify needs of children. - Additional English and Maths intervention groups are provided. - One-to-one support using programmes such as Toe-by-Toe, Sounds Linkage and Nessy. - Independent access to Lexia and Reading Eggs/Spellodrome to support spelling, vocabulary, comprehension. - Specific resources provided e.g. coloured overlays to help dyslexic children with their reading.




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<p>Communication and Interaction Speech and Language difficulties Autistic Spectrum Disorders (ASD)</p> 	<ul style="list-style-type: none"> - Visual timetables for children to know what will happen and when. - Social stories to help children learn how to approach different social situations. - Small group activities focusing on friendships. - Advice sought from the SENDOS Communication and Interaction Teacher or SENDOS Speech, Language and Communication Teacher or Speech and Language Service and specific programmes of work carried out by SENTA - Sensory toys -Box time - Areas of low stimulus
	<ul style="list-style-type: none"> - Staff working with children with Autism are provided with Autism training
<p>Social, Emotional and Mental Health Social Difficulties Emotional Difficulties Mental Health Conditions</p> 	<ul style="list-style-type: none"> -Opportunities for children to express themselves to share concerns, anxieties or frustrations. -Regular one to one sessions with a member of staff trained in counselling when needed. -Social groups e.g. Lego Therapy -Ensure the safety, well-being and inclusion of children in all activities. -Advice sought from our school nurse or our school's Educational Psychologist.



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<p>Sensory and Physical Needs Hearing/Visual Impairments (HI/VI) Physical Disabilities (PD) Multi-Sensory Impairment Medical Needs</p>  An illustration showing school supplies on the left: a blue pen, a green eraser, a red pencil, and a yellow pencil. On the right, a group of four children are jumping on a blue trampoline in a grassy area.	<ul style="list-style-type: none">-Advice from Newcastle Children's Vision Team and Hearing Impaired Team.-Practical Aids provided where appropriate to ensure pupils can access the curriculum.-Motor co-ordination programmes of work delivered by specialists or trained SENTA-Wheelchair access into and around school and a disabled toilet.- Members of staff trained in administering medicines.
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Other questions you may have

What do I do if I think my child has special educational needs?

Parents should speak to their child's class teacher to discuss initial concerns, or arrange an appointment with the SENCO via the school office on 0191 232 5496.

If school is concerned about your child they will collect information from all staff involved and ask for your views and any information you can provide. Parents are an important part of this process; we will work actively with you and keep you fully informed about what is being done to meet your child's needs. If it is decided that your child needs further support, the class teacher will work with Miss Limer to arrange this and discuss this with you.

How will school support my child?

Your child's class teacher will plan and deliver learning activities that meet the needs of your child. Your child may take part in additional small group activities or may receive some individual support. Your child's class teacher or SENCO can provide information in detail about the specific provision and arrangements that have been put in place for your child.

How will the curriculum be matched to my child's needs?

At Our Lady and St. Anne's, high quality teaching enables all children to access a curriculum that is differentiated, to meet the needs of all children. Your child may, where appropriate, work in a



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smaller group or work 1 to 1 with an adult. If your child has complex, specific or general learning needs they may have a personalised plan which detail any special arrangements. Additional specialised resources will be provided if needed.

How accessible is the school?

The school is fully accessible with wide entrances and ramps leading into doorways. We have a toilet with wide entrance and changing facilities. We work with relevant professionals to enable children with specific needs to attend school.

How will I know how well my child is doing?

There will be regular meetings where parents are invited to discuss their child's current personalised Support Plan and progress with the class teachers and/or SENCO/SENTA. This includes parents' evenings and annual reports. Parents are encouraged to speak with the class teacher or SENCO/SENTA, should concerns arise.

What support will there be for my child's overall well-being?

Our Lady and St Anne's prides itself on having a caring and supportive Catholic ethos. All our staff make sure the children have the highest levels of pastoral care possible. This support is varied but may include specific sessions designed to meet the emotional and social needs of individual children. We have close links with Local Authority services such as the SENDOS, our Educational Psychologist and Speech and Language Therapists. We will seek advice or make referrals to get the best support possible, as quickly as possible. This may be as part of an Early Help Assessment or an Educational Health Care Plan. All our staff are trained in Child Protection procedures. Mrs Henzell is our school's Designated Safeguarding Lead and Miss Justice, Mrs Milligan and Miss Limer are trained as Deputy Safeguarding Leads.

How will the professionals from external services support and assess my child?

Miss Limer will inform you of the services that might be involved in the support of your child in order to gain your consent and explain why they have been asked to give advice. Outside professionals who are linked with the school will usually come in to school and work with you and your child to gather information. This will enable them to assess your child's needs and advise the school on new and appropriate targets for your child's personalised support plan. They will also be able to provide advice on the ways in which the school can help your child achieve the



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targets that are set. Following the receipt of advice from outside agencies a copy of the report will be sent to you. All staff supporting your child will have the appropriate training.

Will my child have one-to-one support in the classroom?

For a small minority of children, one-to-one provision may be appropriate for specific activities. What is important is that your child has an effective personal programme of teaching and learning. This might involve the provision of different learning materials or special equipment or the training and development of staff to ensure the needs of your child are met.

What happens if my child has complex needs?

For some children with complex needs, it may be decided that they would benefit from an Education Health Care Plan (EHCP) which is applied for through the Local Authority. In this instance, it is likely that your child will receive a significant level of additional support in order to meet their needs.

How are parents and carers involved in the school?

The school has an 'open door' policy and we welcome parental involvement. Parents are informed regularly about teaching and other events through Parent Hub and the school website. Parents are invited into the school to take part in a wide variety of workshops, training, for events such as Mass, celebration assemblies, services and to various performances throughout the year. The views of parents are actively sought through questionnaires, feedback forms and discussion. The school has a Family and Student Support Worker, Lyndsay McMenzie who works with families inside and outside school to offer advice and support.

Here is the link to the Newcastle Local Offer of SEND Services

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

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