

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

INFORMATION REPORT 2025-26



Our Light Shines Always

We want the best teaching, the best opportunities and the best support and encouragement for every child.

We are a friendly, happy, Catholic school, where everyone is valued for their individuality and special gifts.

**Named personnel with designated responsibility for SEND:
Sally Justice**

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.
- 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.

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 Justice. Class Teachers and Teaching Assistants 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 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.
- 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 additional yearly meetings with parents of all SEN children.
- 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:

Area of SEND Need	Suggested Provision
Cognition and Learning Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)	Strategies to promote and develop literacy and mathematical skills with increasing independence. Adapted/personalised curriculum, resources and strategies used to meet individual needs and to promote and develop literacy and numeracy skills. Additional small group support in class from the class teacher and teaching assistant Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. IDL Small group daily phonics teaching for lower Key Stage 2 pupils at their level of phonic acquisition

	<p>Use of ICT where possible to reduce barriers to learning e.g. IDL</p> <p>Use of support materials and resources e.g. Numicon</p> <p>Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical</p> <p>Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words</p> <p>Alternative approaches to recording promoted.</p> <p>Opportunities for repetition of key learning. Additional processing/thinking time for responding to questions, completing tasks, sharing ideas</p> <p>Multi-agency involvement with the family as required</p> <p>Advice and support from outside agencies.</p> <p>Support for homework through in- school clubs and /or breakfast / after school clubs.</p> <p>Where applicable, individually personalised homework.</p> <p>Relevant staff qualifications</p> <p>Advice / training from outside agencies</p> <p>Pre-teach used to support pupils acquire new skills.</p> <p>Teaching and learning for pupils with SEND is monitored through the school's self-evaluation process</p>
<p>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<p>Visual timetables to support pupils to understand what will happen and when</p> <p>Individual intervention SEN Support Plans which identify barriers to learning, outline strategies to support and review impact.</p>

	<p>Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents.</p> <p>Differentiated/personalised curriculum and resources to meet individual needs</p> <p>Support and supervision at unstructured times of the day -e.g. break and lunchtime, when appropriate, to encourage and model communication and interaction.</p> <p>Quiet rooms are provided and utilised-Sensory Room, Learning Hub classroom, for target intervention and planned activities.</p> <p>Small group targeted intervention programmes are delivered to pupils to improve social skills and to enhance self-esteem.</p> <p>Use of strategies/ programmes to support speech and language development, such as Talk Boost</p> <p>Areas of classroom are clearly defined and labelled</p> <p>Support and supervision at unstructured times of the day where appropriate</p> <p>Areas of low distraction / individual workstations</p> <p>Use of ICT where possible to reduce barriers to learning</p> <p>Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts, writing frames</p> <p>Opportunity to communicate in various ways e.g. communication books, Makaton, PECS</p> <p>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</p>
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	<p>Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball</p> <p>Use of individualised reward systems to promote learning and enhance self-esteem</p> <p>Relevant staff qualifications</p> <p>Advice / training from outside agencies</p>
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<p>Clear sanctions and rewards are followed to offer pupils structure and routines (See Relationships and Behaviour Policy)</p> <p>Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities</p> <p>Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS)</p> <p>Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience</p> <p>Nurture groups during unstructured parts of the day</p> <p>Counselling service</p> <p>Effective pastoral care for all pupils The school provides effective social and emotional scaffolding for all pupils in a nurturing environment.</p> <p>Key members of staff who offer pastoral care and mentor systems where appropriate.</p> <p>Residential trips which help to develop social, emotional and behavioural resilience and promote independence.</p> <p>Forest School</p> <p>Support and additional preparation for examinations.</p> <p>Staff trained in positive handling</p> <p>Relevant staff qualifications</p> <p>Advice/training from outside agencies.</p>

<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<p>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.</p> <p>Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs</p> <p>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</p> <p>Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty</p> <p>We provide support with personal and intimate care, if and when needed We make every effort to be as accessible as possible (See Accessibility Plan)</p> <p>Our staff understand and apply the medicine administration policy.</p> <p>Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy)</p> <p>Additional handwriting support through targeted intervention programmes One-to-one support for gross and fine motor skills in the classroom as and when required</p> <p>Movement breaks for pupils with motor coordination difficulties as and when required</p> <p>Alternative ways of recording ideas/writing/investigations Relevant staff qualifications Advice / training from outside agencies</p>
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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 Justice 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 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. This includes parents' evenings and annual reports. Parents are encouraged to speak with the class teacher, SENCO and teaching assistants, 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 Keenan are also trained as Designated Safeguarding Leads.

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

Miss Justice 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 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

[What is the Local Offer?](#)

Newcastle's Local Offer is all of the information, advice and support that children and young people with Special Educational Needs or Disabilities (SEND) and their families might need to use. It's been brought all together and published it in one place, here on the Local Offer website. It's also got places to go and fun things to do. You can find school holiday activities, short breaks, and clubs and groups to join in with. There's advice and guidance on education, health and care and a range of young people's issues.