

St Teresa's Catholic Primary School Special Educational Needs and Disability Information Report 2026- 2027

MISSION STATEMENT

We love God and each other and follow the example of St Teresa.

We enjoy learning together and doing our best in a happy, healthy and welcoming community. We learn to be responsible and caring citizens. *"Let us do little things well today".*

St Teresa

Introduction and our school ethos for SEND (Special Educational Needs and/or Disability)

"Each child possesses God given gifts. During their time at St. Teresa's we encourage our children to become confident in their abilities so that they can use their gifts to the full. With our children at the centre of all that we do we aim to foster a love of learning and a sense of belonging and responsibility to our school, parish and the wider community in which we reside."

What are the admission arrangements for pupils with SEND?

The 'Admissions Policy' for pupils with SEND is the same as for all other pupils.

How does the school know if children need extra help?

We know if pupils need help through a variety of ways including:

- Child has an existing Education, Health and Care Plan
- Liaison with pre-school setting/previous school
- Concerns are raised by parents/carers, teachers, external agencies or the child
- Limited progress is being made
- There is a change in pupil behaviour or progress

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

Talk to us.

Your child's class teacher is the initial point of contact for raising concerns. The class teacher will liaise with the school SENCO, Mrs Burrows, who is also available to discuss your concerns.

How will the school support my child?

Class teachers provide Quality First Teaching (QFT) thereby offering a fully accessible, adapted curriculum. If a child's progress gives cause for concern our first steps are to provide Additional School Intervention and Support (ASI). This is part of the 'Ordinarily Available' offer. *(The Ordinarily Available is a set of recommendations bringing together best practices from across Essex schools. It outlines what children and young people with SEND and their families can expect to be normally, or 'ordinarily', available to them without specialist support.) Essex County Council Special Educational Needs and Disabilities (SEND)*

If a pupil has higher level needs this may result in the creation of a One Plan. This plan will identify outcomes for the child and how they can be achieved.

Some children will have higher levels of need; advice and support from outside agencies may be sought. Children with more complex needs may have an Education, Health, and Care Plan which sets out longer term outcomes for the child.

Provision is carefully monitored with the 'Assess, Plan, Do, Review' approach.

A range of interventions and SEND resources are used to support pupils with SEND. This applies to all children, including those who are looked after by the local authority and have SEND.

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

Class teachers adapt work to meet the needs of all children, including pupils with SEND. The curriculum and the learning environment may be further adapted by the class teacher to reduce barriers to learning and enable pupils with SEND to access the curriculum more easily. These adaptations may include strategies suggested by the SENCO and/or external specialists.

If appropriate, specialist equipment or resources are provided to enable a child to access the curriculum more readily.

How will I know how my child is doing and how will the school help me to support my child's learning?

We hold regular meetings with parents to inform them of their child's progress. (Twice yearly parents' evenings and termly SEND 'One Plan' meetings.)

We can also offer parents advice and practical suggestions to help children at home. In addition to scheduled meetings, we offer an open-door policy and parents are welcome at any time to make an appointment to meet either the class teacher or the SENCO to find out how their child is getting on. It is also possible to talk to teachers over the telephone.

All pupils receive an annual written report sharing pupil's attainment and progress; and providing suitable targets for the pupil. Copies of pupils' One Plans are sent home to parents.

The school website provides information about the curriculum and learning at St. Teresa's.

Seesaw is used to share children's work, achievements, homework and other useful information.

How does the school know how well my child is doing?

Class teachers continually assess each child, noting areas of improvement and where support is needed. Class teachers formally monitor the progress of all children every term. Termly progress meetings involving class teachers, the head teacher and SENCO take place.

How are parents involved in the education of their child?

We believe that home and school should work together in partnership. We value the role and support of parents in the education of their children. We hold regular meetings with parents; at these meetings parents are encouraged to share their views and opinions.

How will my child be able to contribute their views?

The views of children with an Education, Health and Care Plan (EHC plan) and children receiving SEND Support are sought before and, if appropriate, during 'One Plan' meetings.

What specialist services are available at or accessed by the school?

Our school SENCO, Mrs Burrows, is an experienced member of the teaching staff having taught at Key Stage One and Key Stage Two. She holds the National Award for Special Educational Needs Coordination. At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies the school use include;

- Inclusion Partner
- Educational Psychologist
- Specialist Teachers
- Speech and Language Therapists
- Paediatricians
- Occupational therapists
- Physiotherapists
- Social Services
- School Nurse
- Child and adolescent mental health services (CAMHS)

What training have the staff had to support children with SEND?

Different staff members have received training in a range of areas related to SEND.

Training areas and courses attended includes:

- Neuro-affirmative language
- Understanding demand avoidance
- Understanding Trauma and Neurodivergence
- Music as a Mirror: Using Sounds to Reflect and Respond to Emotional States
- Positive Handling Training
- ELSA (Emotional literacy support assistant training)
- ADHD
- Global Developmental Delay
- Autism and PDA
- Moderate Learning Difficulties
- Selective Mutism Training
- Emotionally-Based School Avoidance
- Making Sense of Autism
- Autism and Anxiety
- Literacy and literacy difficulties
- Essex EPS Maths Intervention
- Using Metacognition and Memory to Boost Attainment
- Maths and maths difficulties
- Nuffield Early Language Intervention
- Talk Boost
- Precision Teaching
- Youth Mental Health First Aid
- Mental Health and Wellbeing
- Reciprocal Teaching
- Working with Children and Young People with Autism in Schools
- Foundation to Drawing and Talking Therapy Training
- Mental Health Awareness in Schools
- Including a Child with a Hearing Impairment in your School
- Numicon training
- Supporting pupils with Speech and Language difficulties
- Phonological awareness
- One Planning and Person-Centred Approaches
- Fischer Family Trust Literacy Intervention
- Scaffolding Writing
- Creative play therapy
- Occupational Therapy School Training
- Social Stories Training

This does not make them specialists but is a basic level of training.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

The facilities we have at present include:

- The school site, which is accessible to all users
- Ramps into classrooms from the playground
- 2 accessible toilets
- 2 disabled parking bays in school car park
- Sensory equipment

The school has a suite of rooms available to support SEND provision:

- The Hive – a dedicated room for the delivery of adapted learning experiences, bespoke/personalised curriculum activities, sensory and play - based learning.
- The Harbour – a cosy/intimate, welcoming room for SEMH support and interventions.
- The Hub – an area within our computer room for one to one and small group interventions.

Clubs and after school activities are open to all children. We are an inclusive school and will do our utmost to ensure children with SEND can access all activities if safe to do so.

For further information see the school's accessibility plan – this describes the actions the school has taken to prevent disabled pupils from being treated less favourably than other pupils and is available on the school website.

What support can the school offer for my child's overall well-being?

Members of staff are readily available for pupils to discuss issues and concerns. The school has a Pastoral Lead, Mrs Dyball, who supports pupils and families with well-being. The Pastoral Lead arranges SEMH (Social, Emotional and Mental Health) support and interventions across the school and works alongside trainee psychodynamic counsellors and therapists. Mrs Dyball has completed ELSA (Emotional literacy support assistant) training and can provide support for children's emotional well-being and development.

How will the school prepare my child when joining the school and transferring to a new one?

Many strategies are in place to enable pupils' transition to be as smooth as possible. These include:

- Discussions between the previous or receiving school prior to the pupil joining/leaving.
- Liaison with nursery settings, this may include visiting the nursery to gather information and meet the pupil.
- Reception pupils attend a pre-school visit. Additional transition visits to the school offered to pupils with additional needs.
- Parents of reception children meet with the Reception class teacher, prior to the pupil starting school, to share information.
- Pupils new to the school in other year groups are encouraged to visit us prior to starting at St. Teresa's.
- Year 6 pupils have opportunities to attend induction days at local secondary schools.
- Additional visits, if appropriate, can be arranged.
- Year 6 to secondary school transition meetings take place.
- We liaise closely with staff when receiving and transferring pupils to different schools ensuring all relevant SEND paperwork is passed on and all needs are discussed and understood.

How is the decision made about what type and how much support my child will receive?

The child's teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.

What is the local offer and how can we access it?

Every local authority has a legal requirement to produce and make available a local offer. This should provide parents with clear, comprehensive, accessible and up-to date information about all the services available to support disabled children and children with SEND and their families. The local offer for Essex can be found by visiting <https://send.essex.gov.uk/> The school can provide internet access if required.

Who can I contact for further information?

The local offer for Essex, found by visiting <https://send.essex.gov.uk/> , gives information about support available in Essex for children and young people aged between 0 to 25, with Special Needs and Disabilities (SEND).

You can use the Local Offer to:

- understand what to do if you're new to SEND
- browse for local support such as support groups, fun activities or specialist healthcare
- find out what to do in a complex situation, for example if you need to appeal a decision
- get advice for young adults with SEND, such as housing and employment support

The website has a link to sign up to the Bridge SEND newsletter – a Monthly SEND Bulletin for Families EYFS to KS5, which is a valuable resource.

Stay up to date with the SEND Bridge newsletter

The SEND Bridge newsletter is for Essex families who have children with Special Educational Needs or Disability (SEND). The monthly newsletter brings together relevant information and news, including:

- education
- health
- social care
- parent carer support
- activities and things to do



You may also find the following contacts helpful:

Contact a Family Helpline: 0808 808 3555 https://contact.org.uk/	SEND information, advice and support Contact the Essex SEND Information Advice and Support (IAS) Service Email send.iass@essex.gov.uk Phone: 0333 013 8913 https://www.essexsendiass.co.uk/
SNAP Charity Phone: 01277 211300 Special Needs and Parents www.snapcharity.org Email: info@snapcharity.org	Families InFocus (Essex) is a parent-led charity, supporting families who have a child (or children) or young person up to the age of 25 with any Special Educational Need or Disability (SEND). www.familiesinfocussessex.org.uk/ 01245 353575 Monday to Friday 10.00am to 4.00pm with a 24-hour answerphone.
IPSEA (Independent Parental Special Education Advice) Advice line 0800 018 4016 www.ipsea.org.uk	The National Autistic Society Helpline 0808 800 4104 www.autism.org.uk
Autism Anglia 01206 577678 Email: info@autism-anglia.org.uk www.autism-anglia.org.uk	A Parent Helpline is provided by the Essex Psychology Service. The helpline is available every Monday afternoon during term time, between 1pm and 5pm. Call: 01245 433293.

The Southend, Essex and Thurrock Child and Adolescents Mental Health Service (SET CAMHS) provides advice and support to children, young people and families who need support with their emotional wellbeing or mental health difficulties.

To contact the service between the hours of 9am-5pm Monday to Friday

Call SET CAMHS: 0800 953 0222

For out of hours contact Mental Health Direct: 0800 995 1000

Email: set-camhs.referrals@nelft.nhs.uk

Visit: <https://www.nelft.nhs.uk/set-camhs>

Who should I contact if I have any questions?

You are welcome to make an appointment to meet with our SENCO, Mrs Burrows. Please contact the school office 01206 508445 to make an appointment.

Complaints Procedure

Parents can make an appointment, through the school office, to see the class teacher or the SENCO. If they feel their concern has not been met then they should refer to the head teacher. A meeting can then be arranged with the class teacher and SENCO as required. Complaints will be dealt with effectively, sympathetically and promptly.

Please see our Special Educational Needs policy for further details.

Also available on our website are school policies for:

Accessibility Plan

Child Protection Policy

Children with health needs who cannot attend school policy

Complaints Policy

Equalities Policy and Equality Plan

Health and Safety and Wellbeing

Positive Behaviour Policy

Restrictive Intervention Policy

SEND Policy

Supporting Pupils with Medical Conditions

Young Carers Policy

Report updated: September 2026

Next update: September 2027