



St. Teresa's Catholic Primary School

SEND Information Report 2025, 2026

'CHRIST BE IN OUR HEADS, IN OUR HEARTS AND IN OUR HANDS'

Welcome to our SEND Information Report which is part of the Lancashire Local Offer for learners with Special Needs and Disability (SEND). This information is updated annually.

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Whole School Approach

St. Teresa's Catholic Primary School is a mainstream primary school with 282 pupils on roll. The organisation of mixed-age classes has historically taken place at St. Teresa's due to the slightly larger in-take, which was 38 but increased to 40 pupils, reflecting the demand for school places within our parish.

Due to the slightly larger intake number, pupils are taught in mixed-age classes to allow the school to deliver the best educational outcomes most efficiently. Seven age groups, ranging from Reception to Year 6 are divided into ten classes, shown in the table below. Pupils at St. Teresa's are exposed to a wide range of benefits that come with being taught in mixed-age classes.

	Classes		
Infants Classes	Reception	Reception/ Year 1	
	Year 1/ Year 2	Year 2	
Juniors Classes	Year 3	Year 3/ Year 4	Year 4
	Year 5	Year 5/ Year 6	Year 6

We organise the children into the classes according to;

- birth date
- gender (maintain a balance of boys and girls within each class)
- exceptional circumstances— i.e. special educational needs/ siblings.

We provide a broad and balanced curriculum with carefully planned additional learning opportunities to support the personal and social development of our children. In particular, as a Catholic School, we endeavour to develop the spiritual and moral values of members of the St Teresa's family, and a meaningful and loving relationship with God. We aim to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives. The Catholic ethos of our school is one of inclusion, and each child is cherished, with their individual needs met and provided for.

In addition to high-quality first teaching, where needed, we use a wide range of additional interventions and adaptive teaching strategies to meet pupils' specific needs, there is ongoing dialogue throughout the year with parents/carers. To complement this, twice yearly formal assessment (through Teacher assessment and/or academic tests), ensure that we regularly review what we offer every child in our care. These discussions also contribute to the application of a differentiated and personalised approach to teaching and learning.

At St. Teresa's Catholic Primary School, we provide an environment where creativity is encouraged, curiosity is welcomed and excitement in learning is fostered. Our children develop confidence in their own abilities, are motivated to achieve their best, learning to be resilient and adaptable to change.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

How do we know if your child needs extra help and what should you do if you think your child may have special educational needs?

Parents know their children best. If you have any concerns about your child, please speak to your child's class teacher as soon as possible, as early intervention can make a big difference.

Alternatively, the class teacher may identify difficulties or areas of weakness. All teachers receive frequent training to assist them in identifying early indicators associated with a range of special educational needs. Sometimes, the teachers may recommend a referral to a local health service (SALT, OT, etc).

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

Underpinning all of our provision in school is the **graduated approach** cycle:



Assess:

Assessments are made by class teachers, SENCo or professionals, as required. As well as those used across the school for all children (eg. assessment for learning in all lessons, three teacher assessments of progression against KLIPs/ PIVATs, annual assessments etc), when appropriate, we request specific assessments according to the needs of the pupil. (For example, this may include involvement of Educational Psychologists or Specialist Teachers.)

Plan:

Personalised targets are set with pupils and parents and reviewed at least three times each academic year.

Do:

Provision is implemented by teachers, skilled teaching assistants, specialist teachers or professionals according to the needs of the pupils. Adaptations are made to the curriculum in response to each pupil with SEND needs. Sometimes this will involve group intervention or a 1:1 individualised learning programme. Sometimes adaptations may need to be made to the learning environment. This could be for a variety of reasons e.g. accessibility or sensory processing difficulties. The school will endeavour to make reasonable adjustments to the learning environment, where the school budget can sustain this.

Review:

Progress against targets is monitored on a daily and weekly basis by teachers and teaching assistants. The SENCo and SLT oversee the progression of children against their targets on at least a termly basis. Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

All teachers are responsible for every child in their care, including those with special educational needs, and work closely with support staff, the SENCo, and Head Teacher to ensure the best possible provision.

If your child has an SEND Support Plan you will be invited to attend a review meeting each term. At that meeting, the progress of your child will be discussed with a plan to support your child will be drawn up. Your contributions to this process are invaluable. Your child's class teacher will give you strategies and resources to help you support your child at home.

The school's SEND Policy includes more in-depth information on how Graduated Response is used by staff to identify and support needs.

Monitoring Progress

Pupils' progress is tracked against national/age-related expectations.

Evidence of impact includes:

- Pupil is achieving or exceeding their expected levels of progress;
- The gap between the pupil's attainment and age-related expectations is narrowing: they are catching up to their peers;
- Verbal feedback from the teacher, parent and pupil;
- Formal or informal observations of the pupil at school.

Roles within SEND

The Class Teacher

The class teacher is responsible for checking on the progress of your child and identifying, planning as well as the delivery of any additional help your child may need (this could be targeted work or additional support) and communicating this with the SENDCo, as necessary.

Class teachers also write pupil progress targets/ Individual Education Plans (IEPs), based on the smaller steps outlined in PIVATs (Performance Indicators for Value Added Target Setting), sharing and reviewing these with parents at least once each term and planning for the cycle of the graduated response. This ensures that teaching and learning are personalised for your child.

Support Staff

Support staff are employed by the school to give in-class support to the children identified with SEND. Support staff will implement programmes specified in each child's SEND support plan. They will also make contributions to the SEND review meetings and liaise with parents.

The SENDCo

The SENDCo is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).

- Ensuring that you are i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.
- Monitoring the progress of pupils with SEND
- Evaluating the effectiveness of the school's SEND provision
- Liaising with the SEND link Governor.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head Teacher is also responsible for ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor

The SEN Governor is responsible for ensuring that the necessary support is given for any child with SEND who attends the school.

Levels of Support

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Support and adaptations for pupils at SEND Support can be met within the school's existing budgetary constraints.

Through consultation with parents, teaching and support staff, as well as relevant external agencies, the level of support a pupil receives will be constantly reviewed in order to identify when and where additional support may be needed.

As part of this process, it may be felt that the level of support or/and adaptation which is required to meet a pupil's needs is greater than that offered at SEND Support. In these cases, the SENDCo may discuss the requirement for an application of a Needs Assessment by Lancashire Inclusion Services.

If your child has an Education Health and Care Plan (EHCP), the level of support/provision will have been decided by the local authority. However, if it is felt that an EHCP re-banding and additional support is necessary, the SENDCo can apply for this during the annual review process.

SEND Support at our school

As of September 2025, we have 5% of children receiving some form of SEND support and 2% of children with an EHCP.

We have internal processes for monitoring the quality of provision and assessment of need. These include classroom observations, walkthroughs, work sampling, analysis of the impact of interventions and consulting with children and their parents.

Involving parents and learners in the dialogue is central to our approach and we do this through: Individual education plans, reviewed and targets agreed with parents and pupils, at least 3 times a year, informal progress chats, parent's evenings and written reports, twice a year.

Inclusion

Children with SEND are enabled to engage in all activities available to pupils in school, including after-school clubs and other provision.

All pupils are included and planned for as part of the decision-making process when selecting off-site trips. When planning school trips, pupils with SEND will be included in the school risk assessment and careful plans will be implemented (in consultation with parents). If a pupil requires extra support at lunch and/or break times, this will be specified in the child's SEND support plan or EHC plan.

Well-being Support

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured.

These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

Some children with emotional problems may require extra support from a designated member of staff. The whole school follows a structured PSHE (Personal, Social, Health and Economic education) programme to support all children in school.

SEMH support;

- Staff receive training on how to support and identify underlying mental health concerns. A flow diagram is used within the school to inform staff of the steps they should take, should they need to.
- The SENDCo will make a referral to the Children and Families Well-being Service if a pupil is in need of support. This usually involves a Family Support Worker or Play Therapist working with the pupil and their family.
- An in-house well-being coach is also available on a weekly basis – work and support is often focused on the whole family.

- The Golden Hill Outreach team can be used for pupils who require intervention due to their behaviour and SEMH needs.

As a school, we recognise the importance of supporting all aspects of development. Difficulties associated with social, emotional and mental health needs can be very complex. If a pupil is observed to be experiencing difficulties, prior to the pupil reaching a crisis, the school will work with the family to gain early support and intervention. Sometimes this will be gained via an Early Help Assessment and access to external services or it may involve partnering with a local specialist school for outreach support.

At St Teresa's, we have two Calm Rooms, one located within the KS1 area of the school and another located adjacent to KS2. These areas may be used as a positive means by which a pupil can withdraw from the classroom or other area when he /she is experiencing difficulties.

A very small number of pupils at St. Teresa's are directly taught to use the Calm Room as a coping strategy, i.e, instead of hitting out, losing control, or arguing, but to return when they feel more in control and able to resolve their difficulties. The Calm Room offers a safe, quiet space for the pupil to self-regulate their emotions and reflect upon their behaviour away from the situation.

Pupil Voice

Pupils' views are highly valued and their opinions are sought on many areas of school life, as well as their own learning.

We use a variety of methods for seeking pupil views:

- The school has an active School Council, where pupils are elected each year by their peers to represent their year group. In meetings throughout the year, the School Council consults with a member of staff about whole school plans, organising charity events and expressing pupil views on various matters.
- Pupil questionnaires are used annually to gather pupils' viewpoints.
- Pupils' views form part of their Individual Education Plan where they can share their strengths, successes and areas they would like support.
- Pupils are involved in evaluating their progress against targets on at least a termly basis.
- If your child has an EHCP, their views are sought before any review meetings and children often contribute individual reports and attend at least part of their review meetings.

Services available in or accessed by the school

The SENDCo, Mrs Satloka (NSEND Award, 2018), liaises with many specialist services and outside experts, to ensure that we apply our best endeavours to provide provision for our pupils is appropriate and meets needs. The school works closely with any external agencies that are relevant to individual needs, including:

Health – The School Nurse, NHS Occupational Therapy, NHS Physiotherapy, NHS Speech and Language Services, NHS Child, Adolescent and Mental Health Services (CAMHS), Community Paediatricians, NHS Complex Needs and Disability Service

Social Service- Children and Families Well-being Service, Local Children's Hub, locality teams, social workers, child protection teams, family intervention programmes

Behaviour (SEMH) - Golden Hill Inclusion outreach team, REACH Behaviour Support, Child Action North West, Wellbeing Coach

SEND Support Services - LCC Inclusion Service, LCC SEND Services Specialist Teachers & HLTAs, LCC Inclusion Case Manager, LCC Inclusion Case Worker, Educational Psychology Service, Local Inclusion Hub

We are committed to the ongoing development of the expertise of our staff. The current areas of expertise in school include: emotional wellbeing, phonics, ASD, ADHD, speech and language, Dyslexia, Co-regulation strategies, Pathological Demand Avoidance, Sensory Processing, Social Stories, Moving and Handling and Care and Control, Team Teach.

Accessibility

The school is fully wheelchair accessible. To enable access for all visitors, staff, parents and pupils with disabilities, the school has ensured that all entrances are on ground level or have ramps. Most entrances are wide enough to accommodate a wheelchair. There is a disabled toilet in the school and a designated disabled car parking space.

The furniture in school is modern and of a suitable height appropriate to the age group of the children being taught. If appropriate, specialist equipment may be given to pupils e.g. writing slopes, pencil grips, etc.

In every classroom there is an interactive whiteboard installed. In addition to this we have a bank of laptops, tablets, headphones and recording devices. The school has a range of technology programmes to support pupils with SEND.

The school accessibility plan can be found on the school website.

Parental Involvement

St. Teresa's promotes a strong partnership with our parents beginning with induction meetings, when your child first enrolls at our school. You will be invited to one informal parents' evening at the beginning of the academic year and one formal parents' evening later in the academic year. Parents will also receive a mid-year and end-of-year report.

Parents are welcome to come and speak to teachers at any point in the school year, should they have any questions or concerns.

We have parents who volunteer in school – if you are interested in this, then please contact Mrs Holmes. The PTFA hold regular meetings and events throughout the year to which you are encouraged to attend, along with other school celebrations.

If your child has an Individual Education Plan, you will be invited to a termly meeting with your child's class teacher.

Your views and input are extremely important to us. If you wish to speak to the SENDCo, please contact the office to make an appointment.

Transitions

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

If your child is joining us from home/a childminder/ a pre-school or a nursery setting:

- The SENDCo will liaise with the staff/ SENDCo and/or parents and will gather all necessary documentation and information
- A transition programme will be arranged which meets the individual needs of your child
- Often, the SENDCo will attend a TAF meeting, hosted by the early years setting. The SENDCo may begin to work with outside agencies to facilitate a smooth transition into school.

If your child is joining us from another school:

- The SENDCo will undertake a pre-visit where appropriate or speak to the previous school's SENDCo
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

When moving from Key Stage 1 to Key Stage 2:

- A transition meeting will take place and parents will be invited to attend
- Extra visits, if required, to the Key Stage 2 areas and new classrooms

In Year 6

- Each Year pupils visit their forthcoming Secondary School for a taster day and also secondary teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The SENDCo will discuss the specific needs of your child with the secondary school SENDCo.
- Children with an EHCP or issues relating to SEMH are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the spring term.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Contacts for Further Information

A parent/carer's first point of contact should be the child's class teacher to share any concerns or questions.

Parents/carers can also arrange to meet the SENCo by contacting the school office. Additionally, the school can refer parents/carer to the following agencies for information and support:

Parent partnership, offering independent, free advice for parents of children with SEND: Monday to Friday 8am to 5pm Tel: 0300 123 6706. Email: information.lineteam@lancashire.gov.uk

In Lancashire, parents can be supported by the '[Information Advice and Support](#)' (IAS) SEND team. Advice can be sought via the authorities' [SEND website](#) and [Lancashire County Councils Local Offer](#).

Our LCC SEND Case Manager (Special Educational Needs and Disability Officer) is Lucy Ball and our SEND Case Worker is Laura Thomas. They can be contacted at:

West Lancashire Inclusion Team, Lancashire County Council, P.O.Box 100, County Hall, Preston, PR1 0LD, Tel: 01772534859

Complains Procedure

In the event of a complaint, we find that most issues can usually be resolved through discussion, and we encourage open dialogue to try and resolve any issues together without having to instigate the formal complaints process.

Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, discuss this with the class teacher.

If the concern continues, then the SENDCo and class teacher will work together with the parents to explore the concern/s and solve any problems.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher.

If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Parents can access our formal Complaints Procedures on the school website.

Next Review Autumn 2026