

Our Lady of Lourdes Catholic Primary School

School **SEND Information Report** (October 2023)



The following document is the SEN Information Report for Our Lady of Lourdes Catholic Primary School. It is in keeping with the requirements of the Code of Practice on page 106, section 6.79.

Who is the SENCO and how can we contact them?

Mrs Liz Kendall is the School's SENCO and Headteacher and can be contacted via the school office – (01524) 732289 or via email: head@olol.lancs.sch.uk

The Deputy Headteacher, Mrs Alison Townley is available if an urgent response is required.

What kinds of special educational needs do we provide for?

As a school, we provide for a wide range of Special Educational Needs. During the last and present academic years we have supported children with the following needs:

- Speech & Language Difficulties
- Autistic Spectrum Disorder/Asperger's
- Emotional & Behavioural Needs
- Learning Needs (including dyslexia and MLD)
- Processing Difficulties
- Physical Needs
- ADHD
- Visual Impairment

How do we identify a child with SEND and how do we assess their needs?

It is important that identify children who are experiencing difficulties at the earliest opportunity. Some children enter school already with identified needs (eg. Speech & Language, EHC) and these are considered during the transition into school. This information would have been given by the Early Year's setting that they attended. Ongoing assessment from within school and outside professionals is used to continually monitor the needs and provision for these children. Other children may be identified during their time in school as having additional needs. This may come through school-based assessments, observations and discussions with parents and with staff in school. In school, support is put in place in the form of additional support, intervention groups and when required outside agencies are involved.

School may, with parental permission, seek the advice of external agencies such as an Educational Psychologist, Specialist Teacher, Support Services or Lancashire SEND Information, Advice and Support Service. Additionally, some children may receive support from our National Health Service (NHS) colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHs) etc.

How do we involve parents and consult with them about their child's education?

Our school Special Educational Needs and Disability policy aims to develop partnerships with our parents/carers in the education of their children.

We value the contribution that our parents make in helping us to identify children who may be struggling and we value the support that they give us. The school has an "open door" policy and encourages parents who have any concerns to come into school and discuss these with the classteacher and the SENCo/Headteacher.

To keep parents informed we have a comprehensive website with a SEND section and texting service. The SEND section of our website has links to the Lancashire Local Offer main website and other useful links. We also have newsletters which go out weekly, three parents' evenings a year and one annual report which enables parents to give written feedback.

We hold weekly celebration assemblies which parents are invited to. Prospective parents may make an appointment to view school. Parents are also invited to some special open days to showcase children's topic or project work. Additionally, each year we ask parents to complete a questionnaire; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate.

Each term parents of children with SEND are sent a copy of their child's IEP which contains targets and reviews. Parents are encouraged to discuss these plans with the classteachers and SENCo.

For some children with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment which takes up to 20 weeks from application and depends on the outcome of the assessment, but school will guide parents through each step. We would also encourage parents to accept a referral to the SEND Information and Advice Service (SEND IAS). Their aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available on Lancashire SEND website, <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

The school office and/or SENCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to the SEND IAS, as above. The school office can also support parents with online school applications if they do not have access to computer or internet at home. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and Lancashire's Local Offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

When children join the school, we make a 'Home – School Agreement' to help parents to understand the parameters and expectations in school. Additionally, we may use Individual Behaviour Plans (IBPs) for some children who have particular difficulties in regulating their behaviour.

How do we involve and consult the children about their education?

Consultation with the children depends on their age. Children are encouraged to be involved in their Annual Reviews, if they have an EHCP reviewing how well they think they are doing with their targets.

Some children that are on the SEND register are involved in writing their IEP targets, which help the children to reflect on their needs and where they may need support.

Children with SEND have the same opportunities to be involved in their learning as all other children in school through self-assessment, response marking, reviewing targets etc. They are encouraged to be part of the School Council and other roles and they then have a voice in school matters.

Additionally, we carry out Pupil Interviews to understand how they access the learning environment, these can be subject specific.

How do we assess and review the progress that children make and how do we involve them and their parents?

Assessment for all children is a continual process and takes many forms. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 or small group basis through an IEP. For children with a higher level of need, assessment and target setting is carried out in conjunction with the SENCo and any relevant external specialists e.g. Educational Psychologist, Speech and Language Therapist etc.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENCo.

Parents are kept informed about their child's progress at parent's evenings and reports. Children are engaged more and more in the process as they get older and move through school and they are assessed using standardised tests. These include reading, spelling, arithmetic and reasoning which are tracked termly. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs. This is analysed regularly by the Senior Leaders of school in consultation with classteachers.

Specific additional assessments for children with potential or identified SEND can also be carried out in school, usually starting with targeted classroom observations.

All IEPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated at least 3 times per year by the class teacher and/or SENCo, informed by monitoring; this may involve the repetition of a specialist assessment, as above.

A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) is carried out by the school in conjunction with the LA. Parents and external agencies are strongly encouraged to attend. Reviews in Y5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of review falls, an additional review may be necessary in the autumn term of Y6 and a further transition review required, when a high school place has been allocated, and the high school SENCo will be invited.

How do we support our pupils with SEND as they move on to High School or move to another school?

Any child with an EHCP has an early review so that the move to High School can be discussed and planned with an enhanced transition if required. Staff from our school and the relevant High School meet to discuss the needs of the child and how they can best be met.

All relevant paperwork and reports are passed on to the High School.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child.

What is our approach to teaching children with SEND?

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEN. Pupils have access to additional provision on an evidenced needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The approach varies depending on the needs of the child. The vast majority of our children that are on the SEN register are supported in class so that they are part of the class. The work that they complete will be adapted to ensure that they are achieving at the appropriate level to meet their needs and ensure that they are making progress.

Some children in the past have received some 1:1 support with a member of staff to ensure that they can be fully included in all learning (eg. a child on the autistic spectrum as well as significant social, emotional and mental needs) however, we try to ensure that their independence is still being developed. Some children work in small groups (those with additional learning needs or behavioural support) and some children receive in class support from teaching assistants where possible.

Children with Speech & Language difficulties are given targets from the therapist to work on as well as some receiving sessions in school. We have also had children receive support from Occupational Health and we have supported this by following programmes set in developing their motor skills.

School is also able to buy into the county SEND service and they can provide specialist teacher support with strategies to help children in their learning.

Children with behavioural difficulties can access support from Stepping Stones short stay school as needed through their Outreach offer. We are also able to gain advice and support from the Inclusion Hub.

The school also works closely with an Educational Psychologist to help staff plan and work on individual targets for specific children.

In 23/24 there are 2 teaching assistants (TAs) working in school ensuring some support in every class with some additional support to be deployed where and when the need arises. This includes some in-class support and some one-to-one delivery of SEN provision.

How do we adapt the curriculum and the learning environment for children with SEND?

As with all children, curriculum work is adapted to meet all needs. We teach with a multi-sensory approach that can help support all our children, taking into account different learning styles.

The amount of adaption depends on the needs children at that time.

Some of the strategies that have been used over the last year have been:

- Position in the classroom
- Visual timetables to help children who require routines to be clear
- Supporting children in small groups on their social skills
- Prompts given to children that may require some time out due to sensory issues
- The introduction of "Mighty Writer" in LKS2 to support writing
- Setting up of particular work areas to help with concentration and focus for some children with ASC/ADHD
- Supporting the children with 1:1 support (Child with ASC/ADHD)
- IDL to help children with dyslexic tendencies consistently used
- Supporting children in small groups working on lower year group objectives
- Repetitive activities like Minute-A-Day
- Use of colour overlays and different coloured paper to support children
- iPads for dictation

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e., when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

We are fortunate to be able to access support from a range of professionals. These include:

- Speech and Language
- Social, Emotional and Mental Health issues (SEMH)
- Educational Psychologist support
- Stepping Stones Outreach Support

We hold regular training to keep staff updated and the SENCo attends cluster meetings as well as other SENCo meetings that relate to specific needs in school. SEND is an agenda item on staff meetings so that staff can discuss children's need and we can support each other. Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Psychology and Support Services; Local Authority services such as the Special Educational Needs and Disability Service (SENDs) or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help

Assessment (EHA) process which would involve parents, pupils and all agencies involved in the child's care. More information on this can be found on the Lancashire County Council website: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/the-early-help-assessment-and-plan/>

How do we know if what we provide for the children is effective?

The progress of children is monitored closely by the SENCo and the Senior Leadership Team. Children are making good progress from their different starting points based on school tracking and this is celebrated with them and their parents.

Our children are also evidence in themselves as we take pride in ensuring that our school community is inclusive with children feeling safe and happy so that they can achieve in school.

How are children with SEND enabled to take part in all activities available at school?

All activities are available to all and staff ensure that they plan to meet the needs of all children. If a child requires additional support for an activity then this support is provided at the appropriate level. This support can also be put into place for after school clubs.

Children with SEND have been supported to take a full and active part in sports activities and on the school residential. Where necessary adaptations can be made in consultation with parents. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

After-school activities e.g. a variety of sports and dance are offered to children on a 6-week rota basis. Most of our clubs are currently free of charge, thanks to funding from Sports Premium and Pupil Premium, and are open to children regardless of Special Educational Need or Disability, with reasonable adjustments.

How do we support children with medical difficulties or emotional and social difficulties?

Medical

The school has a variety of policies which cover health and wellbeing issues. Some medication, such as asthma inhalers are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in the locked First Aid cabinet in the school office or in the staffroom fridge if necessary. All medicine is recorded on an individual record sheet along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. Adults in school, are aware of the children who have Care Plans and who is trained to deal with them.

All staff have Paediatric First Aid training which is updated on a 3-yearly cycle. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Emotional & Social Difficulties

The school has a clear Behaviour Policy that is applied by all members of staff for everyone. If a child needs that adapting to meet their needs this is done via a meeting with parents and staff. Additional rewards and rules can be added accordingly.

To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS (ELCAS), paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete an Early Help Assessment (EHA) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of

support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the EHA process is available here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/the-early-help-assessment-and-plan/>
If a child has significant behavioural difficulties school uses the outreach service from Stepping Stones short stay school who will put together action plans and support appropriate for the child concerned.

How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

The school Anti-bullying policy clearly sets out the school's position on dealing with all forms of bullying, a copy can be found on the school website. The policy is explained in a child friendly way to all children. SEND pupils are given opportunities to have a key member of staff that they can talk to and say if something happens that they don't like.

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, whole-school assemblies and an annual visit from the Life Education Van. Anti-bullying week is observed and children are encouraged to speak to members of staff on duty if they are worried during playtimes.

A weekly staff meeting is held where safeguarding and well-being are standing agenda items. Concerns and relevant information are shared among all staff (including welfare) and they are made aware of vulnerable children.

E-safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.

In accordance with legislation, the school has a Designated Senior Person (DSL) and one deputy DSLs to deal with issues related to Child Protection and Safeguarding. All staff have received "Prevent" (anti-radicalisation) training and safeguarding training and the school uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

As stated above we engage in a wide range of outside services to support children. These include:

- Stepping Stones Outreach (Emotional, Behavioural Difficulties)
- Longlands Child Development – includes Physiotherapy, Occupational Therapy and Child Psychology
- Speech and Language therapists
- Lancashire Traded Services (specialist teacher support)
- Child Action North West – counselling support
- Rachel Moody Counselling

What arrangements do we make for supporting children who have SEND and are in the care of the Local Authority?

We currently have no children who are under the care of the Local Authority. In the past we have completed regular Pupil Education Plans (PEP) to support children that we have had in school. We would liaise with the local authority should we have new children join us. Children who may be in care of the local authority will be supported through our SEND policy and our range of provision.

What should I do if I have a concern or complaint about the provision for my child?

The school has adopted the LCC Complaints procedures.

In the first instance the parents should speak to the class teacher and/or SENCO. If the situation is not resolved it should be referred to the Headteacher and if it is still not resolved to the governing body of the school (Chair of Governors is Edward Hart).

A full copy of the complaints procedure is available in school and on the school website.

Where can I find information on the authority's Local Offer?

The schools local offer can be found on the school website: www.olol.lancs.sch.uk

The authority's local offer can be found at: www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities