

Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery



SEND Information Report 2026/27



"For you are precious in my eyes".
(Isaiah 43)



Our School

Our School Vision

At Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery the well-being and development of each child underpins all that we do.

Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

September 2026 Information

Our Lady of Lourdes Catholic Primary School currently has 62 children on roll (September 2026) from Reception to Year 6.

Little Acorns Nursery currently has 13 children on roll.

There are currently 15 (24%) children on the SEND register with a range of needs from universal to specialist.

1 child has an EHC Plan (2%).

1 (%) child is pending an EHCNA outcome, having progressed to the second stage of assessment with a further 2 (3%) children beginning the process.



Special Educational Needs

At Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition & Learning
	Communication & Interaction
	Social, Emotional & Mental Health
	Sensory & Physical



Meet our SENDCo

The SENDCO is Mrs Elizabeth KENDALL

If you would like to contact Mrs Kendall, please call school on 01524 732289 or email at head@olol.lancs.sch.uk
You may also contact the school office for an appointment with Mrs Kendall.



Identifying & Assessing Need

At Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery we work closely as a team. If staff have a concern about a child, they complete an early response form and discuss concerns with parents and our SENCO.

Teachers record the support children are receiving on a class provision map. This enables us to track progress through the graduated response. If after a period of intervention, a child is still not making expected progress, then they may be placed on the SEND register. This will always be after a discussion with parents.

Most needs can be met through classroom adaptations (ordinarily available guidance) and not all children on the SEN register will need targets or support outside of the classroom.

Where a child is not meeting age related expectations, they will be assessed using the Lancashire PIVATs documents which allows the children who are working at below key stage standards in speaking and listening, writing and maths to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access Lancashire Teaching & Learning Toolkit (Ordinarily Available Guidance May 2022) and use the SEND support for professional's website

<https://www.lancashire.gov.uk/professionals/supporting-children-and-families/send-information-for-professionals/sen-support-and-ehc-plans/sen-support-guide-for-professionals/>

to help support children's learning within the classroom.





Our Approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high quality teaching to cater for their children's needs and plan individual time tables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the Teaching & Learning Toolkit (Ordinarily Available Guidance) produced by the Local Authority to complement our teaching. We use the Six Phases of Learning from CUSP to support all children with their learning.



Connect



Explain



Example



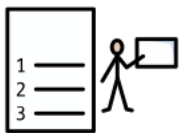
Attempt



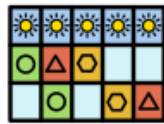
Apply



Challenge



Curriculum Adaptions



Visual Timetables



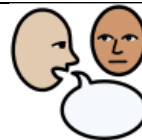
Task Boards



Peer Mentoring



Assistive Technology



Talk Partners



Peer Marking



Self-Assessment



Wordbanks



Positive Behaviour



Ear Defenders



Timers



Explicit Instruction

We use a range of strategies across our lessons (ordinarily available guidance) to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Seeking advice from outside agencies as needed.



Parent Consultations

At Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Mrs Kendall is available to contact via email (head@ololl.lancs.sch.uk), and and phone calls.

We are planning this year to host some coffee mornings where parents can meet up and support each other in a safe environment. During

	these sessions we will gather parent feedback on SEN provision at Our Lady of Lourdes, direct to support groups and offer opportunities to meet up with outside agencies. For children who have an Education, Health and Care Plan, Individual Learning Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.
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 Child Consultations	Children's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Children are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-Assess and how they are doing.</td><td>Attend meetings and help decide the best support for them.</td><td>Feedback and review progress/interventions.</td></tr></table>				Self-Assess and how they are doing.	Attend meetings and help decide the best support for them.	Feedback and review progress/interventions.
							
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 Evaluating Provision	Review progress in Pupil Progress Meetings. Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Monitoring by the SENDCO. Regularly using a tracking tool to update targets and measure progress. Holding termly reviews for children who are on Education Health and Care Plans, Individual Learning Plans and those requiring specialist support. Holding annual reviews for children with Education Health Care Plans. Termly Meet with School Improvement from the MCMAT to share practise and discuss the next steps.
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Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

We create transition photo booklets to allow your child to familiarise themselves with the classroom and staff over the summer holiday.

End of Year transition

When children move up a year, we provide transition information which can include photos of the teacher, TA and the classroom environment if this will support the child. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that children joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Staff Training

At Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

We are constantly moderating needs within the school through weekly meetings, outside agency discussions, discussions with our school improvement support from MCMAT and termly pupil progress meetings. Where an area of need is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. Some of our staff have completed training in the following areas.

Phonics Catch Up	Nurture Support	Speech & Language	Fine & Gross Motor Skills

	When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: • Lancashire Specialist Teacher School Support, • Lancashire Educational Psychology Service, • School Health Advisory Service, • Speech and Language Therapy, • Visual and Hearing impairment team • Behaviour Support and • Play Therapy We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.
 Clubs & Trips	All our extracurricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as residential. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, buddies etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 Complaints Procedure	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Head Teacher. If you are not happy with the response, then you may contact the governors through the school office. Edward HART - Chair of Governors Jose BATES & Colette SENAR - SEND Governors
	The Lancashire Local Offer can be found at: https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/