



OUR LADY'S CATHOLIC PRIMARY SCHOOL

SEND INFORMATION REPORT 2023-24

<i>Parent/carers questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure		
<p>What kinds of SEND do pupils in the school have?</p>	<p>Our Lady's School is a mainstream primary academy trust school, within Plymouth CAST. There are 204 pupils on roll in single year-group classes. Pupils at the school (including pre-school) are aged 2-11.</p> <p>We make provision for children with a wide range of needs, including: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs. A high proportion of our children have Speech, Language and Communication needs.</p>	<p>The kinds of special educational needs for which provision is made at school</p>

	<p>At Our Lady's we aim to provide a Christian, caring, secure family environment where each child is valued as a unique individual who is able to benefit from and contribute to the life of the school. We value the trust placed in us by parents of the children in our care and we strive to ensure that all our children prosper and thrive. The environment we create is one where the children feel confident, secure, valued and able to express their views and opinions whilst understanding the importance of listening to others.</p> <p>Our School SENDCo, Mrs Eve Daunton, works with a range of outside agencies including Educational Psychologists, Occupational therapists, Speech and Language therapists and advisory teachers from Devon Education Services. Mrs Daunton is also the school's Early Help lead practitioner.</p>	
<p>How do you know if a pupil needs extra help?</p>	<p>At Our Lady's, teachers monitor children on a daily basis and make regular assessments. Termly assessments are recorded on our school tracking system 'Insight'. Phonics assessments are conducted by our Phonics Lead teacher half termly.</p> <p>The Senior Leadership Team (SLT) including the Executive Headteacher, Head of school and SENDCo monitor the progress of all children termly.</p> <p>Teachers may notice that a child is not making progress or has a significantly greater difficulty in learning than the majority of their peers.</p>	<p>Information about the school's policies for identification and assessment of pupils with special educational needs</p>

	<p>Concerns may be raised by staff about difficulties with social interactions or communication. Parents may tell us of concerns or difficulties.</p> <p>If a teacher has a concern, they will speak to parents and strategies will be put in place to support the child. These strategies may include visual supports, resources such as a pencil grip or wobble cushion, simplified language, reminders and regular check-ins.</p> <p>If concerns remain, discussions happen between the SENDCO, class teacher and parents and a SEN support plan is written and children are placed on the SEN register. These plans are reviewed termly and children remain on the SEN register until additional support is no longer needed.</p> <p>We use Speech and Language Link screening tools on entry to school in Reception for all children, as well as if concerns are raised at any point during a child's time at school.</p> <p>We also use Nessy Quest to screen children for signs of Dyslexia where there are concerns around their progress in reading and spelling, despite intervention.</p>	
Day to day support		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>Our Lady's ensures that high quality teaching is our first priority, with adapted work to meet the needs of our children. We use a Graduated Response Tool for SEN, and our Academy based</p>	<p>The school's approach to teaching pupils with SEND</p>

	<p>Principles of Teaching to ensure there is high quality universal provision, which is regularly monitored by the Senior Leadership Team (SLT).</p> <p>Teachers plan and deliver lessons which are matched and adapted to suit the children's ability. Additional adults support groups within the classroom, particularly in Maths and English.</p> <p>Additional support is given in many ways:</p> <ul style="list-style-type: none"> • Different resources or equipment • Specific learning programmes • Intervention (1:1 or small group work on specific targets for a set period of time) such as reading, phonics, speech and language and social skills, fine motor and gross motor skills. • Thrive action plans and support sessions • Teaching Assistant support at playtimes and lunchtimes. 	
<p>How will the curriculum be matched to my child's needs?</p>	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • Adapting our curriculum to ensure all pupils are able to access it, for example, by flexible grouping, 1:1 work, teaching style, content of the lesson, use of visuals, modelling and scaffolding approaches 	<p>How adaptations are made to the curriculum and learning environment</p>

<p>Is there any additional support available to help children with SEND?</p>	<ul style="list-style-type: none"> • Setting up our classroom environments to be 'dyslexia and autism friendly' • Adaptive teaching strategies and literacy support boxes available in each classroom, as set out in our dyslexia policy • Adapting our resources and staffing • Using recommended aids, such as laptops and iPads, coloured overlays and coloured paper/books, visual timetables, widget symbols, larger font, wobble cushions, writing slopes, fiddle toys, pencil grips etc. • Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, supporting instructions with visuals, chunking, providing alternative ways to record learning etc. • Thrive principles underpin the 'emotional climate' of our classrooms. Relationships are key to supporting children and staff are aware that 'behaviour is communication of need'. <p>The school uses a graduated approach and follows an identification pathway to ensure that the right provision is in place to meet the needs of a child.</p> <p>Discussions are held between the class teacher/SENDCo and parents and decisions made about additional support are based upon the 'assess, plan, do, review' cycle of the graduated response for SEND support. A child is identified as having Special Educational Needs or Disabilities (SEND) if they have needs which are:</p> <ul style="list-style-type: none"> • Significantly greater difficulty in learning than the majority 	
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	<p>of others of the same age, or • A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice 2014)</p>	
<p>How will the school know how well my child is doing?</p>	<p>All children who are identified with SEND have a SEN support plan and will be placed on the SEN register. These plans detail the current outcomes they are working towards, class-based provision and any interventions they are receiving to achieve these. The plans are shared with parents each term and outcomes are reviewed to share progress. SEN support plans also record attainment in wider areas of the curriculum and personal development twice yearly. Progress towards targets is also monitored termly by the SENDCo who reviews intervention outcomes and SEN support plans and provision.</p> <p>Other assessment tools we use to track progress are:</p> <ul style="list-style-type: none"> • Phonics assessments • Speech and language link assessments • Half termly Power maths assessments • NFER reading assessments • No more marking • Book monitoring • Maths small steps assessments • Accelerated reader tests • Nesy online for reading and spelling 	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>

	<p>The school also has termly assessment weeks, where data is collected and class teachers and senior leaders use this information track and monitor progress.</p>	
<p>How will I know my child is making progress? How do you check on this?</p>	<p>Your child's class teacher will discuss any concerns or successes with you throughout the year.</p> <p>Communication between home and school can be made easily using 'Class dojo' messaging. Your child may have a separate Communication Book.</p> <p>You will also have the opportunity to discuss your child's progress at termly Parent Consultation evenings. However, you are welcome to make an appointment to see your child's class teacher at any time beyond these evenings.</p> <p>All support is reviewed termly and monitored by the SENDCo to ensure that the provision is effectively meeting your child's needs. Provision is also discussed between class teachers and the Senior Leadership team at termly progress meetings. When a child has made sufficient progress and they no longer require any additional support, they will be removed from the SEN register in consultation with parents.</p> <p>However, where, despite relevant and purposeful action to meet a child's educational needs and/or disabilities, the child has not made expected progress the school and/or parents may consider</p>	<p>How the effectiveness of provision is evaluated</p>

	<p>requesting a statutory (EHC) assessment from the Local Authority.</p> <p>The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed annually with parents and all adults involved in the child's education.</p> <p>Your child's Annual Report will detail progress and attainment.</p>	
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Our Lady's is an inclusive school. We want all our pupils to benefit from the education we offer. This is the same with trips. When activities outside the classroom, such as trips, clubs and sports days are arranged, a full risk assessment is carried out to ensure all children's needs are safely met, including appropriate supervision one-to-one where necessary.</p> <p>We offer in-house breakfast and after school club as well as multi-sports clubs run by our PE coaches. We also have guitar and piano lessons. These are frequently accessed by children with SEND. All children are invited to contribute to school activities and are able to take on leadership responsibilities such as school council, school chaplaincy and sports leaders.</p> <p>We have additional adult support where required to support pupils during unstructured times of the day and offer alternative options such as colouring club and quiet spaces to eat at lunchtime.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>

<p>How will you support my child's overall well-being?</p>	<p>We have adopted the Thrive approach at Our Lady's, which we use to assess, develop and review children's emotional well-being. All classes are assessed termly and action plans are set for groups of children to work on areas of difficulty. We have 5 trained Thrive practitioners.</p> <p>Sometimes a child has greater difficulty socially and emotionally, so we offer them a tailor-made Thrive programme to help meet their needs. This may include small group work with a Teaching Assistant or one-to-one sessions.</p> <p>We also offer group interventions using 'Zones of Regulation' and 'SEAL' resources to develop children's 'social and emotional aspects of learning'. We also provide Nurture sessions, 'soft starts' and adapted timetables to support children who find morning transitions difficult.</p> <p>We have a Place 2 Be school counsellor who works two days a week who offers drop in sessions at lunchtime as well as providing targeted 1:1 counselling.</p> <p>We have 2 rooms for our Thrive and Social Emotional skills work.</p> <p>Our Lady's uses a relational approach to behaviour and develop relational plans and co-regulation plans for children who are at risk of exclusion. We work with the local authority Inclusion team and other outside agencies such as the Social Emotional Mental Health</p>	<p>Support for improving emotional and social development</p>
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team, to provide packages of support and ensure that children have a positive time in school and avoid exclusions.

The senior leadership team meet with families where there are concerns over attendance. This provides an opportunity to discuss barriers to attendance and develop an action plan including any support required to improve attendance. Further information can be found in the Attendance Policy.

Pupils are asked to contribute their views towards their SEN support plans. Children with SEN are included in pupil dialogue groups for monitoring by school leaders and governors.

Children who have medical or intimate care needs will have a plan in place for administering medication and providing personal care.

We work collaboratively with parents and multi-agencies by providing an Early Help Assessment and plan which supports the whole family. Through this process we can apply for additional funding to provide therapeutic services for children and their families, such as play therapy and Nurture in Nature.

Teachers are responsible for the day to day care of pupils in their class. If the wellbeing of a pupil is of concern, an initial discussion will take place between the family and teacher, unless there is a safeguarding concern. In which case, it would be raised with the

	<p>Designated safeguarding lead who will act following the school's Child Protection and Safeguarding Policy.</p> <p>All staff are aware that children with SEND are much more likely to be abused or neglected due to their additional needs which make them more vulnerable to abuse.</p> <p>The school has anti-bullying assemblies, e-safety education and NSPCC assemblies which inform children how to keep themselves safe at school and home and how to seek help. E-safety information is also regularly shared with parents through newsletters.</p>	
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Involving families

How will you help me to support my child's learning? When will we be able to discuss my child's progress?

All parents are invited to parents evening twice yearly to discuss their child's progress with their class teacher as well as being given the opportunity to discuss their child's annual report in July with the class teacher and SENDCo. These meetings are also a chance to discuss targets and provision on SEN support plans including and any strategies and resources that parents can use to support their child at home.

If a child has an EHCP then parents will be invited to an Annual Review meeting which might also involve different agencies. If the family has an Early Help Plan in place, then the SENDCo will meet every 6-12 weeks with the family to review the Plan. A parent or staff member could request a meeting at any time throughout the year to raise any concerns or discuss pupil progress at a mutually convenient time.

Our school website contains information for each class which explains the learning they will be covering each term.

We offer open evenings for parents on how to support their children with phonics, preparing for Year 6 SATS and subject specific such RSE.

Parents/carers have regular contact using ClassDojo to discuss things that have happened in school.

Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education

	Some children with SEN may have a personalised communication book or behaviour scaling chart which is shared with parents daily.	
How will my child be able to share their views?	Teachers and children have regular conversations about their learning throughout the year. Children are supported to share their views in their SEN support plans. Children are also invited to share their views when referrals are made or as part of the EHCP and Early Help process and Annual Reviews and TAF meetings.	Arrangements for consulting with children with SEND and involving them in their education
How will you support my child when he/she joins your school or moves class or transfers to a new school?	Prior to a child starting school with us, the class teacher and/or SENDCo will be in contact with previous settings and any relevant information shared. When children change classes, the children spend an afternoon in their new class with their new class teacher. Transition books are sent home for certain children which share photographs and information which can be discussed at home. If a child moves to a new setting, then the class teacher and/or SENDCo will speak to the new setting and complete any paperwork as necessary. During the Year 5 Annual EHCP Review, the focus is on transition to secondary school and ensuring that the most appropriate setting is documented. The SENDCo can support parents at viewing any new settings and liaising with outside agencies where appropriate. Any SEND information is shared with new settings either through posting documents or our electronic system of CPOMS which is an online system where documents and meeting notes are saved.	Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Staff skills and wider support

What skills do the staff have to meet my child's needs?

We have five licensed Thrive Practitioners whose training is updated annually.

The SENDCo attends relevant training each term and has achieved the National Award for SEN Co-ordination.

The SENDCo attends termly SEND Devon Network meetings and Multi- Academy Trust meetings.

Last year, staff continued training on the Relational Learning Project. All staff access ongoing safeguarding training.

Teaching assistants have attended training specific to their roles such as Autism in the Early years, Forest School and First aid. We look carefully at the skills staff have and what training is needed to support them in their roles. The Senior Leadership team plan carefully about the children's needs across the school and allocate staff accordingly.

Other training is provided through:

Staff and TA meetings

Professional dialogues with such as consultations with Educational Psychologists.

Early Career Teacher training

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

<p>What specialist services are available at or accessed by the school?</p>	<p>Online training through Devon Education Services with a SEN focus.</p> <p>We prepare new children with SEND and their families, to start at school through transition meetings with pre-schools, parents and outside agencies.</p> <p>We share documentation between home, pre-schools and school. We attend TAF meetings and arrange for additional transition visits. We may offer a phased entry to school in agreement with outside agencies where appropriate.</p> <p>We have staff who are trained in the following areas:</p> <ul style="list-style-type: none"> • Thrive • Boxall • Attachment Based Mentoring • Fun Fit • High Five • FIG Bereavement • Relational Practice • Lego Therapy • Forest School <p>We have a qualified Mental Health Practitioner. (Place2B)</p> <p>We make referrals and liaise with the following professional organisations to support pupils:</p>	
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	<ul style="list-style-type: none"> • Educational Psychologist • Communication and Interaction Team • Social Emotional Mental Health Team • ICT SEND team • Speech and Language Therapists • Occupational Therapists • Visual and Hearing impairment advisory teachers • Children and Adult's Mental Health Service (CAMHS) • Family Support Workers • School nurse • Bladder & Bowel • Children Centre • Physiotherapists • Early Years Consultants • Early Years Complex Needs Team • Nursery Plus • FIG (Bereavement Support) • Devon SpLD (Dyslexia) Service • Young carers • YSMART • DACS • NDADA 	
<p>What happens if my child needs specialist equipment?</p>	<p>If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>

<p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>We use the school's delegated budget and/or grants to purchase additional equipment such as iPads for communication tools.</p> <p>Our Lady's is a single-level building. There are steps from the hall to some classrooms, but all classrooms can be accessed without steps.</p> <p>The main entrance is fully accessible. There is a disabled toilet. The outdoors is accessible down a ramp. There are no steps to any area of the outside area.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs. We regularly complete sensory audits our classroom environments.</p> <p>For further information, please refer to the School's Accessibility Plan on the school's website.</p>	
<p>How will my child manage tests and exams?</p>	<p>The Class teacher, SENDCo and the Head of School can have discussions with children and parents regarding access requirements for tests and exams.</p> <p>Some arrangements that can be put into place are:</p> <ul style="list-style-type: none"> • Additional time • Scribes • Movement breaks • Smaller group/ individual settings • Adapted papers eg for visually impaired children 	<p>Information regarding access arrangements</p>

Accessing advice and support

What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's progress, you should speak to your child's class teacher initially and an appointment can be request in person, via class dojo or by contacting the school office: 01271 345164. They know your child best and talk to you about their leaning and progress and can put initial additional strategies in place.

If you continue to be concerned your child is not making progress, you may ask for a meeting with the SENDCo so a plan of action can be put in place. Weekly drop-in slots are available for parents.

Please contact:

SENDCo: Mrs Eve Daunton senco@olcs.uk or

SEND Administrator: Mrs Claire Silverlock csilverlock@olcs.uk

Alternatively, contact the school office.

Contact details for the Special Educational Needs Coordinator

Arrangements for handling complaints from parents of children with SEND

What do I do if I'm not happy or if I want to complain?

If you are ever concerned about provision for your child, please talk to us. Talk to your child's class teacher in the first instance, then the SENDCo or Head of School.

If you feel your concerns are ongoing, Our Lady's School has a Complaints Policy, found on our website, which should be the starting point for any formal concern.

Contact details of support services for parents of pupils with SEND

The school's contribution to the local offer and where the LA's local offer is published

<p>Where can I get information, advice and support?</p> <p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The SEND governor is Simon Cohen who can be contacted by email scohen@olcs.uk or via the school office on 01271 345164.</p> <p>The SENDCo may be able to signpost you to further information. There are a number of places to get further information about SEN.</p> <p>Devon Information Advice and Support service provides independent advice and information to parents and carers of children and young people with SEND. https://devonias.org.uk/</p> <p>The Devon Local Offer details what you can expect to be available for children and young people with SEND in Devon across education, health and social care services. https://www.devon.gov.uk/education-and-families/send-local-offer/</p>	
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