



SEND Information Report 2024-25

Supporting children identified

with a special education need and/or disability (SEND)

At Our Lady of Lourdes Catholic Primary School, we are committed to enabling every pupil to access a broad, balanced and enriching curriculum. We use a graduated approach to identify and meet the needs of children placed on our school SEND register and the child is at the centre of planning every learning journey. We work closely with families to ensure a collaborative approach to supporting additional needs.

We are proud of the support that we are able to offer for children and their families and we work with a range of other agencies to help us do this. The class teachers should be the first point of call for SEND questions and support but two key people oversee the provision and progress of SEND pupils.

Please contact us via the school office, by phone on 01454 867160, in person or by email admin@lol.org.uk



Mrs Theresa Gee

Inclusion Manager and SENDCo

She has the equivalent of 2 days allocated to SENCo. She covers these hours on Monday and Wednesday



Mrs Wendy Gay

Assistant SENDCo (pastoral) and Family Link

Mrs Gay works two days : Wednesday and Thursday.

South Glos' SEND Local Offer	https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer
Support for SEND processes	https://www.sendandyou.org.uk/
Support for SEND parents	https://www.sglospc.org.uk/

What kind of SEND does Our Lady of Lourdes provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum difference, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, moderate learning difficulties, executive functioning, working memory
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), depression, anxiety
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How does the school identify if a child has special educational need/disability (SEND)

If **you** are concerned that your child has a SEND then we would meet to discuss with you what you have noticed and what you are concerned about.

If **we** are concerned that your child has a SEN/D then we would arrange to meet with you and share what we have noticed and what we are concerned about. We have a clear identification process, that will inform this, using a variety of evidence. We do NOT require a diagnosis for a child. However, such diagnoses for Autism, ADHD etc, may be used as evidence to see if a child needs to be placed on the SEND register.

The school keeps detailed records of children's academic progress and social and emotional presentation in school and we use this to identify if we think children are at risk of falling behind - this could be an indicator of a SEND. Our teaching staff are knowledgeable in identifying the features of high prevalence SEND and would seek advice from the SENDco/Assistant SENDco if they were concerned.

If we (the school and the family) feel it would be beneficial, then we may seek the advice of a specialist, such as an Educational Psychologist or Speech and Language Therapist.

How do we involve parents?

We will have an early discussion with the pupil and their parents when identifying whether pupils need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents are important partners when a child has been placed on the SEND register. Through the pupil passport and support plan process, the viewpoints of both parents and pupils are sought and a plan of action is devised, in partnership with the classteacher. These viewpoints and the support plan are revisited at least three times a year. Also parents are encouraged to talk to the classteacher and the SENDco, if additional needs or concerns arise.

We also signpost parents to support and training opportunities, both within school and externally.

How will my child be supported?

Every child on the school SEND register has a Passport and Support Plan. These capture all the important information about your child, such as what they think they are good at, what is important to them and what they think they need help with) and provide targets for the year. We assess what areas of learning your child may need help with, we plan what we will do to meet this need and this is then reviewed 3 times per year with the child and their family. We set 3 target areas to work on at a time and all targets are SMART (Specific, Measurable, Achievable, Realistic and Timely).

We believe that a whole class quality teaching approach is the best to secure strong progress. However, in order to meet these targets, your child **may** need additional support in the classroom, a different curriculum, certain resources, a different approach or a specific intervention. When we review the targets, we check to see that what we are doing is helping your child to make progress.

All our teachers are skilled in adapting lessons to ensure that they meet the needs of all children. They receive regular training to help them know how to do this and implement advice from a range of other professionals, such as Educational Psychologists.

How do you know if my child is making progress?

Class teachers check on children's understanding throughout lessons and plan future learning according to those assessments. They also reflect on more formal assessments for English and Maths that happen three times a year. We also may undertake more specific, specialised assessment using appropriate materials, according to your child's needs.

Pupil Progress meetings are also held 3 times per year, by the class teacher and school leaders, and involve a reflection on the progress of every child in a class, in relation to national expectations, age-related expectations and personalised targets.

Support plans are reviewed 3 times per year and targets adapted depending on the progress made by a child.

The progress of children working in small group interventions is also reviewed every 6-12 weeks to ensure that it is meeting the needs of the child and helping them to make progress.

If a child has an Education, Health and Care Plan (EHCP) then, in addition to the 3 learning plan reviews, there will also be an annual review to monitor progress which is then reported back to the Local Authority.

The SENDCo (Mrs Gee) is responsible for monitoring the impact of provision for children with a SEND, ensuring that they make progress and that needs are met.

What equipment or resources do you use to ensure that learning and the environment is accessible for all?

In the first instance, your child will be taught using adaptive teaching. Adaptations will be made, such as larger fonts, using different teaching styles or groupings. They may be given longer processing times, pre-teaching of key vocabulary or have instructions read aloud, etc. Teachers plan creatively to incorporate a range of supportive resources in the classroom. For example, the use of check lists, word banks, practical maths equipment such as Numicon, use of iPads and other technology, coloured overlays, visual timetables to name a few.

Some children benefit from working at individual workstations, whilst others have sensory or movement breaks incorporated into their school day. We have a quieter structured lunchtime session for children who need this.

The school site is wheelchair accessible and there is a disabled toilet with a shower. We work closely with other agencies and professionals who advise us on specific physical requirements to meet individual needs.

If additional equipment is needed or advised by external professionals then we will do our utmost to obtain it, be it loaned or purchased by the school.

How do you support children making transitions when they begin, leave and move through the school?

All children beginning in our reception class meet the class teacher and teaching assistant before starting school. The class teacher and SENDco liaises closely with the feeder pre-schools to gather information about the needs of their new class. The SENDco and class teacher attend transition meetings for those children identified with or at risk of having a SEND and may work with the pre school setting to ensure enhanced support is in place.

Between year groups, children are supported with extra visits to their new classroom and teacher. A booklet is made with photographs and key information that they can continue to refer to at home.

The SEND child's Passport, is an important way of communicating need and specific information about how best to support that child. New passports are created every July with the outgoing class teacher in preparation for being passed to the new class teacher ahead of September.

Children leaving our school to move onto their secondary education have the opportunity to make extra visits to their new school. The SENDco works closely with the SENDcos at the secondary schools to pass on all relevant information, to ensure a smooth transition and continued support for the child.

What support is available for my child's social and emotional development?

Social and emotional wellbeing is essential in order for children to learn successfully and have a positive sense of self. Our school behaviour and relationships policy is underpinned by the values of being 'safe, ready and respectful.' This is greatly supported by our links with the church, our personal, health and social curriculum and the use of the 'zones of regulation' approach to encourage children to talk about their emotions and manage their own behaviour effectively.

- Pupils with SEND are encouraged to be part of the school council, chaplaincy, house captains and play leaders
- Pupils with SEND are also encouraged to attend after school clubs to develop team building and social skills
- We have a zero-tolerance approach to bullying.

Mrs Gay is a trained Emotional Literacy Support Assistant and is also trained in a variety of therapeutic approaches. We use a variety of screening tools whenever a social/emotional need is identified, to establish which children would benefit from targeted sessions. Mrs Gay or other professionals in school may run these or we might use outside providers, such as play therapists and sports mentors.

Mrs Gay is also a parent link leader. She and Mrs Gee are contactable, through the school office, to support parents with a variety of issues such as parenting advice, seeking supportive agencies and school refusal.

What other agencies do you work with?

Mrs Gee and Mrs Gay can refer children to any of the following services, following their own observations and discussions with teachers and parents:

- Educational Psychology
- Speech and Language Therapy (we employ our own therapist through C&D Speech Therapy and we also use the NHS team)
 - Inclusion Support specialist SEND team
 - School Nurse
 - Play Therapist
 - Education Mental Health Practitioner
- CAMHS (Child and Adolescent Mental Health)
 - Community Paediatrician
- Access and Response Team (for support at home)
 - Occupational Therapy

We also work closely with our school Education Welfare Officer (Suki Gozra), GPs, the Early Years team and the 0-25 team.

What expertise have the staff and what training have staff received?

The SENDco has had 14 years of experience in the role, working in several other mainstream schools locally to Our Lady of Lourdes. Throughout this time, she has received training to undertake her role, including autism leadership and strategic planning.

The assistant SENDco has held this post, and other inclusion posts, here at Our Lady of Lourdes for many years. She is trained in several accredited social, emotional mental health programmes and also as a Family Link Leader.

Staff receive termly in-house professional development in SEND and access other external training opportunities. In school we have staff who have received training in:

- Dyslexia-friendly classrooms
- Autism Spectrum Disorder, including TEACCH (structured teaching approach) and Pathological Demand Avoidance
- Speech and Language programmes
 - Family Support
 - Emotional Literacy
 - ADHD
- Approaches to supporting children to express their emotions appropriately
- Awareness of children that may have experienced trauma or adverse childhood experiences
 - Reading, phonics and maths interventions
- Communication programmes, such as the signing using 'Makaton'

How will my child be included in activities outside of the curriculum, including school trips?

All children are included in all parts of the school curriculum, including school residentials and day trips and extra-curricular activities, and we work collaboratively with parents to ensure that we can put the necessary support in place for this to happen. Risk and accessibility assessments are carried out prior to any off-site activity, to ensure everyone's health and safety will not be compromised.

How does additional funding work?

Schools receive funding for all children, including those with SEND, and their needs are met from this. The Local Authority may contribute extra money to support the child if the school can provide evidence of additional spending. This is part of the Educational Health Care Plan (EHCP) process. This will only apply to about 2% -3% of the school population.

How do we evaluate the effectiveness of our SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcomes three times a year, as listed in the pupil passports and support plans
- Reviewing the impact of interventions termly
- Observations and assessments with the SENDCO, in conjunction with the teachers
- Holding annual reviews for pupils with EHC plans

What shall I do if I am not happy with a decision or what is happening?

We value the collaborative relationship that we have with families here at Our Lady of Lourdes Catholic Primary School and strive to address concerns quickly. In the first instance, the class teacher is the person best placed to discuss these concerns with you. If you feel that this has not alleviated your concerns then please arrange to meet with Mrs Gee (Inclusion Manager and SENDCO).

The complaints procedure is on the school website, should you need to view it.