



Our Lady of Lourdes Catholic Primary School

Special Educational Needs & Disabilities (SEND) Policy and Information Report

Signed Electronically by (Chair of Governors): <i>J Curran</i>	Name: Joan Curran	Date: 27.01.2026
Signed Electronically by (Headteacher): <i>M Wilson</i>	Name: Meg Wilson	Date: 27.01.2026
Ratified: by Full Governing Body on 27 th January 2026		Next Review: First FGB after 1 st Jan 2027

1. Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SEND Policy & Information Report	DATE:	10.1.2026
EIA CARRIED OUT BY:	Theresa Gee (SENco)	EIA APPROVED BY:	Joan Curran

2. Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Sex (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

3. Any adverse impacts are explored in a Full Impact Assessment

Special Educational Needs and Disabilities (SEND) Policy

Name of SENDCo	Theresa Gee
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Status	Experienced SENCo since 2007 Currently studying for NPQ SEN award Member of the Senior Leadership Team

Purpose of this policy: To set out how Our Lady of Lourdes Primary School will support and make provision for pupils who have Special Educational Needs and/or Disabilities (SEND).

Legislation and Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy (2024))
- Accessibility Plan (2023)
- Teachers Standards (2012)
- Behaviour and Relationships Policy and Emotional Regulation Framework (2024)
- NASEN Help Sheet Updating Schools SEN Policy (2014)

In addition, school has also sought advice and consulted at local authority forums for Special Educational Needs.

Definition of Special Educational Needs and Disabilities (SEND):

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age and/or
- A disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEND Intent at Our Lady of Lourdes

At Our Lady of Lourdes Catholic Primary school, we seek to create a unique and enabling environment whereby children and staff are encouraged to journey beyond their expectations – academically, socially and spiritually – within a culture based upon Gospel Values.

We aim to address special needs provision through a whole school approach. Our ethos is one of collaboration and inclusion between senior leadership, teachers, support staff, parents, agencies and, most importantly, the child. We strive to address special needs, irrelevant of any diagnosis or potential diagnosis, and are focused on creating life-long learners.

We value all children's achievements, whilst allowing for individual differences. We value, respect and nurture their strengths, address their needs and encourage joy for learning for all, so that they can be the best that they can be, in a caring and supportive environment.

At Our Lady of Lourdes, we strive to ensure that all children have a broad and balanced curriculum, which is personalised to enable children to:

- understand the relevance and purpose of learning
- experience levels of understanding and rates of progress which bring success and raise self esteem
- provide a secure and safe environment, where children can flourish and grow
- have equitable access to resources, provision and intervention

We believe, by following the '5 a day principle to high quality teaching' (explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible groups and use of technology), we will have the biggest impact on outcomes for our SEND learners.

Staff in school who work with pupils with SEND and their Parents:

We believe that all teachers and Teaching Assistants in our school are professionals employed to work with learners with SEND. However, the following people have particular responsibilities for SEND:

- The Head Teacher and SENDCO (Special Educational Needs and Disabilities Coordinator) work together to determine the strategic development of the policy, ensure that the school's provision for children with additional needs is met and that children's progress is evaluated on a regular basis. The Headteacher has overall responsibility for the provision and progress of learners with SEND. The SENDco has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans, advising all stakeholders, including parents and being the point of contact for external agencies.
- The SENDCO meets with the SEND Governor on a regular basis, to discuss programmes of support and individual needs. They evaluate provision and the SEND Governor reports this to the governing body. They work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Class teachers plan a broad and balanced curriculum that meets the needs of all the learners in their care, adapting it, where appropriate, to meet the specific SEND needs. They monitor and evaluate all children's progress and set future targets for them. Teachers

are responsible for the progress of the SEND children in their class. They report to the SENDco any child that may be causing concern, so that they can use support specific and specialist advice to support. Teachers are responsible for reviewing and updating children's Pupil Passports and Support Plans on a regular basis.

- Teaching assistants work in class with SEND pupils. They might also carry out planned programmes of work (called 'Interventions,') according to children's support plans and/or their academic progress.
- Lunchtime supervisors are aware of children who may require more support, and they use specific strategies at lunch time, when necessary.

Identifying when a pupil has Special Educational Needs/Disabilities (SEND)

It is important that a pupil's needs are identified as early as possible. We will always let parents know as soon as we feel that their child may have a SEND. The ways in which we identify pupils who have a SEND are:

Before a child starts at school in EYFS

Through our links with South Glos' 0-25 Service, SEND cluster, Inclusion Support Service, Early Years Support, previous school and preschool settings, we are able to identify and plan for children who may require more support well before they join our school.

For those who need more support, but may not have an EHC plan, we hold transition meetings with settings and parents. We may apply for enhanced transition funding for those children that need the most support, but again have no EHC plan, to support the children's first months at school.

Those with an EHC plan, on transition, will also have a supported transfer from pre school settings into school.

In school

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with needs as early as possible. Information is gathered through:

- Teacher observation
- Teacher assessment
- Language assessments e.g Talk Boost and progression tools from Communication Trust
- National Curriculum assessment
- Internal records, such as records on CPOMs
- Screening and specific assessment tools used, such as Boxall Profile, Dyslexia screener
- Information passed on from previous schools
- Parent voice
- Pupil voice

The class teacher will register concerns with the SENDCO, using an identification of need document, which gathers together information about the pupil.

A child may be placed on the SEND register under one of the following categories. The purpose of identification is to work out what action the school needs to take. This will be always in line with the presenting needs of the child:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

If a child has a diagnosis, such as Autism Spectrum Difference (ASD) or Attention Deficit Hyperactivity Disorder (ADHD,) they MAY be placed on the SEND register if the needs that present in school mean that they have significant difficulties in accessing learning, compared to their peers. **We will always consider needs and address these, rather than wait for diagnosis.**

Children who enter mid-year:

- The SENDCO liaises with staff from previous school
- Staff may visit the child in previous school
- All paper work is transferred on admission of a pupil with Special Educational Needs and/or Disabilities, either physically or electronically, using CPOMs

The provision we make for children with SEND

All children have access to a broad, balanced and enriching curriculum, which is planned to take account of any needs they may have. We support pupils by using adaptive teaching, through the '5 a day' principle. Examples of this are:

- Explicit teaching around areas of need, including academic and social skills
- Specially prepared/modified learning materials
- Use of scaffolding, including visual prompts
- Different groupings of peers
- The use of appropriate ICT equipment and software
- Specialist equipment/resources

Sometimes, this might involve support from adults other than the class teacher (e.g. a Teaching Assistant, a Play Therapist or an Emotional Literacy Support Assistant,) including using specialist intervention programmes.

Sometimes we might seek the support and involvement from outside agencies, including Educational Psychologist, Speech and Language Therapist, Inclusion Support team, Behaviour Support and Occupational Therapist

Special Needs and Disabilities Register

When we identify that a pupil has Special Educational Needs and/or Disabilities, and this has been discussed with parents, we place the pupil on the SEND Register and they are coded as 'School Support.' A child will be on the Special Needs and Disabilities register if:

- They have an Education, Health and Care Plan.
- They have a diagnosis of autism and/or ADHD **and** require additional targeted support for this in school.
- They require additional targeted support to access the curriculum, as they have a significantly greater difficulty in learning than the majority of children of the same age. The

advice of outside agencies and specialists (e.g. Educational Psychologist, Speech and Language Therapist etc) could play a significant part in a decision.

There may be occasions where SEND needs are addressed through quality first teaching and the child might no longer need additional support. A child may be removed from the register as a result of reviewing a support plan (see below) and with input from child, parent, class teacher and SENDco.

Pupil Passports and Support Plan

All children on the Special Needs and Disabilities Register will have a Passport and a Support plan. This is a document, created in collaboration with the child, their family and school, to capture a picture of what is important and desired outcomes for targeted support. It will be created with the Class Teachers, as part of the transition process to a new school year group, and then revisited at least 3 times a year. The targets on the support plan are based on collaboration between all the parties involved, i.e. the child, parent, SENCO, Teacher and Teaching Assistant. Assessments also inform the target setting.

This process is often known by 'assess, plan, do review' or 'the graduated approach.'

Education Health and Care Plan (EHC Plan)

The majority of children and young people with SEND will have their needs met within mainstream school. Some children and young people may require an Education Health Care needs assessment, in order for the local authority to decide whether it is necessary to make provision in accordance with an Education, Health and Care Plan (EHCP). Around 5% of pupils nationally meet the criteria for this kind of support. The purpose of an EHCP is to safeguard educational provision to match the needs of the child or young person, in order to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Supporting Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Further details of this can be found in the the school's policy for supporting pupils with medical conditions.

The Local Offer

As part of the SEND Code of Practice, South Glos publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have Special Education Needs and/or Disabilities. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations, by directly involving disabled children and those with SEND and their parents and service providers in its development and review.

The Local Offer covers:

- Support available to all children and young people with SEN or disabilities from universal services, such as schools and GPs.
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely, as part of universal services.
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

You can find it here:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

School Information Report

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs and/or Disabilities. Further information about the School Information Report is located on our school website in the 'information' section.

<https://www.ourladyoflourdesprimaryschool.org.uk/page/sen-information/143807>

Record Keeping

We record all the steps taken to meet pupil's needs. The SENDCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with Special Educational Need and/or Disability may include:

- Information from previous school
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had
- Pupil Passports and Support Plans
- The child's own views of his/her needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports

Assessment

We assess all the children, including those on the SEND Register, three times per year. Some children may also be assessed more often, using specific assessments targeted at their areas of needs. This information is then used to inform the support plan targets and/or intervention targets. The data is also entered onto the school database which is used to track children, data analysis and inform future SEND provision. Pupil progress meetings also take place between the Senior Leadership Team, the Inclusion Team and the class teacher three times each year. Individual pupils are discussed, any concerns highlighted and actions are taken to support progress and close any gaps.

Children who have more complex needs, including those with an EHC plan, are reviewed with a separate meeting with all parties involved.

Information Management

It is important that information about a pupil's needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school, as the pupil moves on. We ensure that all staff in school are made aware of individual pupils' needs and what provision is made. This is often through the use of a pupil passport/support plan and/or provision maps. We ensure that all information is passed on to new class teachers, through our own internal transfer system, and that all classes have a SEND folder that captures information about any children with Special Educational Needs and/or Disabilities and the strategies the school uses, to ensure their needs are met.

Parent Voice

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. At Our Lady of Lourdes, we aim to involve parents with:

- Review meetings
- Developing the child's pupil passports and support plans
- Sharing information through the SEND section on the website.
- Parents evenings
- Organised training courses for parents
- Signposting to other support outside of school
- Coffee Mornings with invited speakers
- Developing an 'open door' ethos towards parents which welcomes and values their views
- Advice on SEND parenting strategies
- Sharing information about their child
- Sharing information with other people on their own experiences and knowledge of aspects of SEND
- Linking with relevant voluntary organisations and other external agencies
- Where relevant, using the EHAP process (Early Help Assessment Plan) to support the needs of the child/family, including where the Special Educational Needs have a significant impact on home life
- Parental input about the accessibility of language of the SEND Information Report

Pupil Voice

It is important to listen to and act upon what children say about their needs and what sort of help they would like. At Our Lady of Lourdes, we aim to:

- Involve pupils in their target setting
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports, produced by both the school and other agencies
- Encourage pupils to become involved in the wider life of the school

Working with Support Services

We have a range of Support Services in that we can call upon to give us advice, support and training on SEND. At Our Lady of Lourdes, we work with:

- South Gloucestershire 0-25 Service
- SEND cluster 4.5 of schools, which includes opportunities for staff training and targeted specialist support for children on the SEND register but without an EHCP
- Mentoring services
- Inclusion Support (Traded Service)
- C&D Speech and Language Therapy
- NHS Core and specialist speech and language therapy
- Play Therapist
- Education Mental Health Practitioner
- Education Psychology Service (Traded Service)
- Occupational Therapy
- Paediatrician
- CAMHs (Child and Adolescent Mental Health Service)
- Compass Early Help Team

SEND and You (SENDIAS) - Support for SEND parents

This service covers all aspects of special educational needs, from providing parents with information to address parental concerns, to helping them with complex legal processes like statutory assessments, Education Health and Care Plans (EHCP), mediation, appeals, exclusions and complaints. They also support with:

- Understanding legal processes, such as Education, Health and Care (EHC) need assessments
- Practical tasks, such as dealing with paperwork, getting a child or young person referred for extra help (SEND support), asking for an EHC needs assessment, checking a draft EHC plan or contributing to reviews.
- Developing a good working relationship with staff at school or with other professionals.
- Considering options, clarifying priorities and making decisions.
- Feeling listened to and prepared for meetings or reviews
- Understanding how to deal with exclusions, disagreements with professionals or how to move forward when things have gone wrong.
- Signposting to additional sources of information, advice or support, groups and services.

<https://www.sendandyou.org.uk>

Admission to School

We will never refuse to admit a child to school simply because s/he has Special Educational Needs and/or Disabilities. We will always try our best to make sure, where possible and practical, that we have put in place arrangements to support a pupil's needs.

Admissions arrangements can be found on our school website:

<https://www.ourladyoflourdesprimaryschool.org.uk/page/admissions/143260>

Our School Accessibility Plan

Under our duty of care, we draw up a plan that describes how we intend to improve access to learning in our school for pupils who have disabilities. This plan is reviewed and updated every three years. Our Accessibility Plan describes how we intend to do this and is available for inspection on our school website.

How we develop staff knowledge and skills

The SENCO gathers information regularly to help identify what training is necessary for all staff in school. All school staff are able to undertake whatever training they need, to help them develop their knowledge and skills in the area of special educational needs. This training is provided in the following ways:

- In-house training
- Mentoring / coaching
- Job shadowing
- Modelled teaching
- Visits to/links with other schools
- Training arranged through the Local Authority and SEND cluster
- Attendance at externally provided training events
- Participation in accredited training opportunities.

The SENDco attends LA cluster meetings, in order to keep up to date with local and national SEND updates.

How provision for Special Educational Needs and/or Disabilities is funded in the mainstream school

Schools receive money for each pupil, based on actual pupil numbers. This is called the **Age Weighted Pupil Unit (AWPU)** and it is part of schools' delegated funding. The local authority set the AWPU for our school. Some of this money is for general SEND provision. This might, for example, include the cost of providing the Special Educational Needs and Disabilities Coordinator (SENDCo) and some other resources.

Sometimes when a child is awarded an EHCP, the school are provided with additional money, to top up the delegated funding, to meet the needs of the child listed in the EHCP.

How we evaluate our SEND policy

The school's Governing Body has a duty to evaluate the provision our school makes for pupils with SEND. The link Governor for SEND will meet and review SEND strategy and provision at least three times a year.

Within the school, ongoing evaluation of SEND is done through the following:

- Parents' views are sought through questionnaires and parent meetings
- The progress of pupils with SEND is measured, e.g. year by year data analysis
- External support services may be used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively in individual discussions with teachers, the SENCO and governors.
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its staff to meet the full range of SEND within the school

How we deal with complaints

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher, in the first instance, or to the SENDCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure.

Monitoring of the SEND Policy

This policy will be reviewed by the SENDco every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

Definition of common terms related to SEND

Annual Review of EHC Plan by LA that must occur at least annually

Code of Practice guidance for LAs & schools on how to identify, assess and provide for children with SEND. April 2020 is the most recently updated version.

Educational Psychologist (EP) - person employed by the LA, but paid for by school, to assess and advise on a child's learning difficulties.

Education Health Care Plan (EHCP) -The purpose of an EHC plan is to make special educational provision and/or disabilities to meet the needs of the child or young person, to secure the best possible outcomes for them

Local Authority (LA) - the body responsible for schools, and for assessing and providing for SEN.

Learning Difficulty - difficulty in learning than other children of the same age, or disability, which hinders use of general educational facilities. In a mainstream school, this is often described as a moderate or a specific learning difficulty.

Mainstream School - school that caters for all pupils, including those with SEND.

Preferred school - school chosen by parents where the LA must consider placing your child.

School Special Educational Needs and Disabilities (SEND) - a child has SEND if s/he has learning difficulties and/or disabilities that require special educational provision.

Special Educational Provision - additional or different education for children with SEND.

SENDCO (Special Needs and Disabilities Co-ordinator)- a member of staff at school who has responsibility for coordinating special educational provision.

Special School – a school that caters for children with EHCPs