

Our Lady's RC Primary School



SEN Information Report

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Date: 7.9.2023

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Date: 7.9.2023

"Learning Our Core Values & Mission

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

*Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross***

The Core Values that provide the foundation for that Mission are:

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17 **Kind**

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5-16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11 **Respect**

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3-18 **Nurturing**

Nurture

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

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Aims

Our SEN Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHCP) plans, SEN co-ordinators (SENCOs) and the SEN information report.

What is SEN?

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching in the classroom.

Areas of Special Educational Need

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and will not automatically lead to a pupil being registered as having SEN. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The SENDCO at Our Lady's is Miss Cunningham. She can be reached via enquiries@admin.aspullourladys.wigan.sch.uk

Identification of children with a Special Educational Need (SEN)

Our Lady's is committed to early identification of Special Educational Needs (SEN). Our school adopts a graduated response to meeting SEN and Disability (SEND) in line with the SEN Code of Practice 0-25, 2014.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the Special Educational Needs Coordinator (SENCO) and the class teachers. Strategies, evidence based interventions and additional support is put in place to support these children. The assess, plan, do review model is used to implement and carry out interventions.

Once the support is put into place and pupils are not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCO. Following this, the class teacher and parents/carers, work with the SENCO in order to decide if, or how, additional provision is implemented. This could be introducing outside agencies such as Speech and Language or Occupational Therapy. Ongoing discussions with parents and school will continue to evaluate the impact of provision put into place.

The process of addressing the unique requirements of these children encompasses several critical aspects, ensuring that their individual needs are met effectively. The following procedures are integral to the successful management of SEND pupils within our educational system.

Flexible Inclusion:

Children may be added to or removed from the Special Educational Needs and Disabilities (SEND) list based on ongoing assessments by teachers, the Special Educational Needs Coordinator (SENDCo), and collaborative input from parents. This ensures that the list accurately reflects a child's current needs and progress.

Individualised Support:

SEND children benefit from personalised support plans that include Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) targets. These targets break down larger goals into smaller, achievable steps tailored to each child's unique needs and abilities.

Regular Assessment and Review:

The progress of SEND children is closely monitored through regular assessments and reviews. These reviews occur three times a year and involve active participation from parents. This collaborative approach helps track a child's development and adapt support strategies as needed.

Goal-Oriented Learning:

SMART targets enable children to work toward achievable objectives, fostering a sense of accomplishment and confidence. These goals are designed to ensure that children can make steady progress in their learning, no matter their starting point.

Transparency and Partnership:

Parents play a crucial role in the SEND process. Regular reviews and open communication between teachers, SENDCo, and parents ensure that everyone is working together to provide the best possible support for SEND children, promoting their overall well-being and educational success.

These five components of the SEND support system form a cohesive framework designed to address the unique needs of children with disabilities and special educational requirements. By regularly evaluating and adapting our strategies, we aim to provide the most effective and inclusive educational experience possible for each SEND pupil. Collaboration between educators, parents, and support personnel is paramount in fostering an environment where these children can thrive.

At Our Lady's, we consistently and meticulously review the quality of teaching for all pupils, particularly those who are at risk of underachievement. This involves evaluating and, if necessary, enhancing teachers' understanding of strategies to identify and support vulnerable pupils and enhance their abilities in educating pupils with frequently encountered special needs.

When a pupil is referred for support, the teacher and SENDCo consider a comprehensive range of information, including the pupil's progress within the school, national benchmarks, and expectations of progress. This information also encompasses precise and high-quality formative assessments, employing effective assessment tools and early assessment materials.

For pupils with higher levels of need, Our Lady's has established procedures for accessing more specialised assessments, such as those conducted by an Educational Psychologist. Early consultations with parents and pupils are integrated to identify the pupil's strengths and areas of difficulty, determine agreed-upon objectives, and establish the next steps for the pupil.

A pupil is enrolled on the SEND list when, following initial assessments and targeted interventions, their progress remains below expectations. Parents are formally notified when their child is placed on the SEN list.

Special educational provision encompasses any additional or distinct measures implemented to address a child's SEND needs beyond what is provided for all children. For pupils on SEN Support, the school is committed to making every effort

("best endeavours") to ensure that special educational provision meets their requirements. This approach aligns with the SEND Code of Practice.

Upon identifying a pupil's SEND, the school takes action to eliminate barriers to learning and establishes effective special educational provision, with a focus on desired outcomes rather than merely the number of hours of provision. This support follows a structured, graduated response cycle: ASSESS - PLAN - DO – REVIEW.

The level of provision is determined based on the desired outcomes for each pupil and the specific type of support required to achieve those objectives. If a pupil continues to make insufficient progress despite evidence-based support and interventions matched to their needs, the school may consider involving specialists either within the school or from external agencies, following the completion of an Early Help Assessment.

While most pupils' needs can be met within the school, there may be occasions when the required special educational provision exceeds our in-house resources. In such cases, the school may request an Education and Health Care assessment from the Local Authority. In this context, the school will provide the Local Authority with evidence related to:

1. The pupil's personalised targets.
2. Records of regular reviews and their outcomes.
3. The pupil's health, including relevant medical history.
4. National Curriculum levels.
5. Attainments in Literacy and Mathematics.
6. Educational and other assessments, such as those from advisory specialists or educational psychologists.
7. Input from parents and the pupil.
8. Involvement of other professionals.
9. Any engagement with Social Services or Education Welfare.

It is important to note that a statutory assessment may not always result in the creation of an Education and Health Care Plan, as it may reveal alternative ways for the school to meet the pupil's needs without requiring special educational provision determined by the Local Authority.

Every pupil receiving SEN support will be documented within the school's provision mapping system. The pupil's support plan will undergo periodic reviews, contingent upon the nature of the intervention and the effectiveness of the support provided. These reviews will align with predetermined dates from the outset of the intervention.

The SENDCo will assume the responsibility of orchestrating the assessment of interventions and the agreed-upon outcomes for pupils.

Additional mechanisms employed within the Learning Support department for assessment and planning include the “Support Plan” which is subject to termly evaluations conducted by key staff members in collaboration with pupils and, where feasible, parents. This process aims to identify and address significant barriers to learning. These support plans will be accessible for reference during any pupil progress meetings or reviews throughout the academic year.

For pupils currently under an Education and Health Care (EHC) plan:

The Local Authority (LA) initiates an annual review, often referred to as a Person-Centred Annual Review, by sending a request to the Headteacher.

During the Annual Review Meeting, participants will:

- Assess the progress the pupil has made over the course of 12 months.
- Evaluate whether any modifications are required to the EHC plan.
- Review the current provisions.
- Set new targets for the upcoming year.
- Determine the appropriateness of the existing EHC plan.
- Explore options to reduce or discontinue specific provisions within the EHC plan.

A pupil can be removed from the SEND register at any point in their school journey when they have achieved the desired outcomes, are making expected progress, and no longer require supplementary support to attain these objectives or meet expected progress indicators.

Where a child has identified needs, they should be recorded as SEN Support (K code) unless they are in receipt of an EHC Plan. Where they have an EHC Plan they are recorded as such (E code). There is a clear expectation that they require and receive additional support on a regular basis.

Partnership

Partnership with parents

The school actively seeks to work with parents and values the contributions they make. The parents of any pupils with SEN or concerns regarding their child’s progress, are welcome to make an appointment to discuss their concerns with the appropriate member of staff.

We aim to support parental partnership by:

- Ensuring positive attitudes towards parents and taking seriously any concerns they have.
- Promoting the service of embrace to support families of children with SEN ([About Us – Embrace \(embracewiganandleigh.org.uk\)](http://About Us – Embrace (embracewiganandleigh.org.uk)))
- Effective communication and recording of concerns.

- Where it is decided to provide a child with SEN support, notifying parents of the concerns and next steps
- Acknowledgement of the parents' role as a partner in the education of their child
- Recording parental views as part of the review procedure
- Asking parents to hear reading, help with spelling and supervise homework
- Giving the parents a copy of their child's intervention grid with advice on how to help further at home if appropriate and welcoming parents views on targets and aspirations for their child.
- Wigan authority offer support to parents of children who have SEND but do not have an EHCP. This support is known as the local offer and can be found at <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Partnership with other bodies

- ◆ The school's SEND policy and Information Report allows access to the full range of specialists whenever needed. These support services pass on their expertise to staff, parents and pupils whenever necessary.
- ◆ Links with the Learning Support Services, Educational Psychology department, Health and Social Services and voluntary organisations are maintained within the school.
- ◆ [SEND Local Offer \(wigan.gov.uk\)](https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx)

Pupil's Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- ◆ Listening to and valuing their views.
- ◆ Involving pupils in annual review meetings to discuss progress and future provision if appropriate.
- ◆ Involving pupils in target setting and formation of their Intervention grid for children at wave 3 stage of interventions (pupil friendly format).
- ◆ Recording pupil's views as part of the annual review procedure.
- ◆ Effective communication.

Monitoring and Evaluating Provision

As part of their evaluation of school effectiveness the SENCO, Headteacher and the Governors will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early as possible identification of pupils with SEND.
- School and parents work in partnership
- Interventions and provision are regularly reviewed and evaluated
- School works in close co-operation with other agencies.
- Education and Health Care Plans are reviewed annually.

- Intervention grids are monitored by the SENCO and feedback is given.
- Review of school improvement plan
- Annual tests/assessments
- Achievements in standardised assessments KS1 SATS, KS2 optional SATS for all pupils and identified SEN pupils in particular.

Transition

- ◆ Personal visits to the secondary school are arranged if appropriate to aid smooth transition to Key Stage 3.
- ◆ The SENCO from the secondary school is also invited to the reviews in Y6 and Y5.
- ◆ Transition from pre-school to Reception and from Y2 to Y3 is closely planned and carried out.

Differentiated school support

We recognise that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting tasks which are open ended and can have a variety of responses
- Grouping children by ability in the class, and setting different tasks to each ability group
- Setting different tasks which allow children to succeed
- Providing resources of different complexity, according to the ability of the child
- Using classroom assistants to support the work of individual children or groups of children.

Professional development of staff

Our Lady's is committed to equipping staff with the relevant resources and training they require in order to deliver a high quality curriculum to all children. Advice and support is taken on board from outside agencies (SALT, TESS, Sensory Support Team, Occupational Therapy etc) in terms of implementing resources and directing to appropriate training. Recent training has included Attachment training, Understanding Autism, understanding dyslexia and working with children with disabilities. As well as external training, staff members share good practice in their fields of expertise such as Soundwrite, Maths Hub and Nurturing Schools.

Provision for pupils with Special Educational Needs

- Pupil's strengths interests and preferred learning styles are identified and used as motivators to develop skills and knowledge.
- All staff have received some training or have access to information on approaches to consider when working with learners who may have for example dyslexia, ADHD or ASD. Pupils with such difficulties are in particular taught and

encouraged to present work in a variety of ways such as mind maps, flow charts and labelled diagrams.

- The school is committed to developing the expertise of all staff in SEN to enable them to meet the needs of all pupils. Inset is provided for the whole staff via SENCO, the Link teacher, Behaviour Support Team.
- The SENCO seeks advice for teachers and teaching assistants when previous strategies have not been successful. The SENCO also meets regularly with the teaching assistants to discuss teaching strategies targets and progress of particular pupils.

Accessibility of the school environment due to a physical disability

Disability is defined by the Equality Act (2010) as:

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’

The SEN and Disability Act 2014 extended the Equality Act 2010 to cover education. Since September 2002, the Governing Body of Our Lady’s R.C. Primary School has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

More information regarding accessing the school environment can be found in our Accessibility and Disability policy.

Accessing the curriculum

Children with SEND are entitled to have access to all areas of the curriculum irrespective of their ability, race, gender or culture, in line with the school’s aims. To ensure all children can access the curriculum, teachers will implement the following:

- Work set will be appropriate to the individual needs of the child with SEND.
- Concrete resources are used to support the teaching methods of abstract concepts.
- Pupils’ strengths interests and preferred learning styles are identified and used as motivators to develop skills and knowledge.
- Staff identify children who they think may have a specific learning disability. Staff make provision for children experiencing such difficulties. Additional classroom support is allocated equitably across the school and pupils identified for targeted support via the Code of Practice or individual pupil tracking system.

Support for SEMH

Children can need support at different stages of their education to co regulate their social, emotional and mental health. To aid children with this, each class has an emotion co regulation display to promote the discussion of feelings in order to find a solution. As well as this, each class teacher completes the Boxall Profile for each child three times a year. Once completed, these results support decisions in access to Nurture provision within the school day.

The Rainbow Room is a room where everyone is welcome. Children can access this room to aid their well-being needs. Children, parents and teachers can request access to the room to spend time with our Nurture Lead. Whilst in the Rainbow Room, children can explore any feelings they may be having as well as working through programmes of study to support with anxiety, self-worth, self-confidence and anger management.

Arrangements for considering complaints or complements.

If parents wish to make a complaint about the educational provision for a SEND pupil, they are invited to discuss their concerns with the SENCO. Further to this, parents are invited to follow the school's Complaints and Compliments policy. Additional information can also be found on the Local Offer information service at <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Abbreviations

EHCP	Educational Health Care Plan
EP	Educational Psychologist
OT	Occupational Therapy
SALT	Speech and Language Therapy
SEN	Special Educational Need
SENCO	Special Educational Need Coordinator
TESS	Targeted Education Support Service