Our Lady & St Edward's Catholic Primary School

Lightfoot Lane, Fulwood, Preston, PR2 3LP
01772 862305
www.ourladystedwards.mecmat.org
bursar@ourladystedwards.mecmat.org

SEND Information Report

What the school provides

- Our Lady and St Edward's is a mainstream setting and can accommodate 210 children between the ages of 4 and 11. All the classrooms are on one level and wheelchair accessible via the front entrance.
- As required by law, all children with an Education Health and Care Plan naming the school will be admitted before the application of the admission/oversubscription criteria.
- Accessible parking at the front of school requiring adult supervision.
- Disabled Toilet and medical room with medical couch and shower.
- The SEND policy has been reviewed in light of the changes and can be found on the school website.

How we identify a child with SEND and how we assess their needs

- Most children in school will have their special educational needs met through good classroom practice. This is called Quality First Teaching.
- The class teacher may identify a need based on those experiencing difficulty and/or achieving significantly below their age related expectations
- A meeting would be arranged with parents to discuss initial concerns
- Various strategies and assessments are used throughout school, along with advice and support from the SENCo, to identify children who may have SEN and require early intervention.
- The pupil is then closely monitored, their attainment and progress is tracked, parents are consulted and the pupil is initially placed on a cause for concern list
- Extra support is put in place to provide small group or 1:1 support, progress is monitored in class and planning is adjusted and adapted accordingly. If the child continues to make less than expected progress then an Individual Education Plan (IEP) will be put in place in consultation with parents and SENCo
- Outside agencies may need to be consulted with parental consent

Who is the SENCO and how can we contact them?

- Mrs Joanna Lough is the SENCO and is contacted through school 01772 862305

How we involve parents and consult with them about their child's education

- Individual appointments are made with the head teacher prior to application for Reception and concerns can be discussed at this point
- There is an Induction Evening after places have been allocated for reception, for parents to see the school and the classroom and meet the class team

- There are three Parents' Evenings throughout the year where there is the opportunity to discuss progress
- Parents are welcome to make an appointment to discuss their child's progress at any point in the year where they can contribute their views in relation to concerns, aspirations or goals
- IEPs are reviewed termly along with parents to check if targets have been met
- Home/school liaison diary where appropriate
- Informal meetings with parents and other professionals are held on a regular basis for some pupils

How we involve and consult the children about their education.

- Children are encouraged to share thoughts and feelings during circle time
- Personal interests are taken into consideration when planning units of work
- School Council includes representatives from each class and children are encouraged to share their views in a suggestions box
- A learning mentor provides additional support where needed
- Personal targets are shared with the children
- Pupil voice is completed each year, taking account of the child's views

How we assess and review the progress that children make and how we involve them and their parents

- The school is required to measure progress using nationally agreed standards as well as progress in individual social, emotional or behavioural targets. We use PIVATS to assess and measure progress. This information is shared at review meetings.
- Through the graduated approach (assess, plan, do, review)

How we support our pupils with SEND as they move on to high school or move to another school

- We are one of the feeder schools for Our Lady's High School. There is an annual open evening for Y5 and Y6 pupils which parents are signposted to
- Visits from all high schools are made to discuss transition
- Early links are made with the high school following allocation of places
- The high school SENCO liaises with staff to ensure a smooth transition. The SENCO is invited to a final IEP/EHCP review
- Additional taster sessions are provided if necessary
- If a child transfers to another school, then all documentation is transferred
- The head teachers liaise in order to ensure continuing needs are met

Our approach to teaching children with SEND.

- All children are fully included in the life of the school
- An adapted curriculum to support needs
- TAs support children in class and are timetabled for 1:1 IEP support
- Specialist teachers support the school and make regular visits
- School liaises with other agencies such as speech and language, occupational therapy, physiotherapy as necessary

How we adapt the curriculum and the learning environment for children with SEND.

- Recommendations from professionals will be used
- Individual Education Plans set targets so the provision is individual to each child
- Work and activities are adapted to support need
- Individual projects are implemented based on needs

- Support plans are written by the class teacher in conjunction with the SENCo and specialist teacher and reviewed termly. The support plans specify what they need to learn and how they are best able to access their learning.
- Workstations can be provided in class or out of class for individual work
- Pupils requiring sensory input have access to a sensory circuit, sensory diet, visual support resources and movement breaks etc
- Risk assessments are carried out to ensure access and safety in the classroom
- Additional support at break and lunch times, determined on an individual basis, according to need
- The school holds an annual 'Friendship Week' which explores how we include all our friends in what we do
- The accessibility plan provides detail about how the school environment and curriculum supports pupils with SEND

How the staff are trained and kept up to date. If we need more expert help and advice, what do we do?

- The SENCO attends termly cluster meetings and training to keep abreast of changes
- The SENCo attends MECMAT cluster meetings and is part of the learning community
- The SENCO has achieved the SEN Award
- The SENCO trains other staff and governors in meetings when necessary
- Outside agencies are invited to train staff on a needs basis
- If more help is needed we contact specialist teachers

How we know whether our provision is effective

- Through assessments and tracking we identify progress
- Through our graduated approach (assess, plan, do, review)
- Ongoing observations in the classroom
- Reviewing IEP targets
- Reports from specialist teachers
- Teachers monitor Interventions termly to identify impact
- The SEND link governor attends in house learning walks

How children with SEND are enabled to take part in all the activities available at school

- All children are included in all activities using social stories. This prepares pupils for the changes which they may encounter
- Risk assessments are completed and submitted to the Lancashire EVOLVE platform for school visits
- Parents are notified in advance of school trips/visits so that they can prepare with the children

How we support children with emotional and behavioural difficulties.

- Close liaison with parents so that similar strategies are being used to support the child
- Involvement of outside agencies to suggest strategies and provide advice
- A behaviour plan is in place with targets

How we deal with bullying and make sure children with SEN can tell us if they are having a problem

- A Behaviour and anti-bullying policy can be viewed on the school website
- There is an annual anti-bullying week/ Friendship Week
- Reported incidents are dealt with immediately
- Childline assembly and workshops for Year 5 and 6
- PSHE lessons and circle time sessions

- Pupils are supported in understanding relationships through our HRSE programme

How we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children

- Budget is allocated to provide support from the LA
- Professionals such as, Speech and language, occupational therapy and physiotherapy teams are invited to review meetings
- Other agencies provide targets and schemes of work to support the child's needs

The arrangements we make for supporting children who have SEN and are in the care of the local authority

- As a school we understand the powerful role we can play in significantly improving the quality of life and the educational experiences of looked after children. We provide a safe and secure environment and give them every opportunity to achieve their potential and enjoy learning. We will work carefully with the social worker and other key professionals involved and have a designated teacher in place in school. We will ensure a Personal Education Plan (PEP) includes appropriate targets, personal information and is compatible with the young person's Care Plan and any other associated plans eg. EHCP.

What should I do if I have a concern or complaint about the provision for my child?

- Initial complaints should be made to the class teacher, then SENCO and if it cannot be resolved, the Head teacher.
- The formal complaints procedure can be found on the school's website

Where information can be found about the authority's Local Offer

- All information about the authority's local offer can be found on their website www.lancashire. gov.uk/send

If you require any further clarification regarding the SEN Information Report please contact the SENCO at the school.

Reviewed November 26