



Our Lady's Catholic School

Special Educational Needs Annual Report

2023-2024

Introduction

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#).

In the context of a caring Christian atmosphere, at Our Lady's we deliver a curriculum which not only meets the requirements of the National Curriculum but enhances it by presenting it from a Christian perspective.

As a Christian community, we acknowledge that we are all unique and made in the image of Christ. We therefore have a responsibility to support all children to fulfil their infinite potential.

Quality teaching is vital. However, for some children there are occasions during their school life when additional support may be needed to help them to achieve their targets.

1. The School's SEND provision

The type of SEND provision that Our Lady's school caters for is on an individual needs basis and includes, but is not limited to:

- Literacy interventions, such as Lexia, Language Link, Nessy, Code X, BLast-Off and Toe-by-Toe
- Numeracy interventions, such as Precision Teaching and Numicon
- Occupational therapy, gross and fine motor interventions
- Access arrangements are made for assessments where pupils may need to work away from the larger group
- Where a student needs more specialist support, external agencies and other professionals may become involved.
- Weekly activities such as Horse Riding, Play Therapy, Cooking and Lamda (Drama)

2. The School's SEND Policy

The school's policy can be found on our school website. It reflects the principles of the new SEN Code of Practice are based on:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

Identifying and Assessing pupils with SEND

Teachers with concerns about a child in their class will discuss their concerns with SENDco, if necessary, fill in a Record of Concern. A period of monitoring will follow. The teacher will ensure that the curriculum is sufficiently adapted for the pupil.

Adequate progress is determined through consultation with staff working directly with the child, parents and, where appropriate, the child themselves. The school also uses a range of assessments to gather evidence to determine the child's progress. These include:

- Foundation Stage Profile
- Observation and monitoring
- Language Link screening in Reception class
- Year 1 Phonics Assessment
- Reading and spelling age assessments for children from Year 2 to Year 6 whose progress is giving cause for concern
- End of key stage SATs and GL assessments
- No More Marking
- STAR reading test

SEN Systems at Our Lady's

- Each child on the SEN register has a **Learning Plan** and **Pupil Passport** which are created using **Provision Map** software. This shows areas of strength and challenges, their targets, interventions and progress.
- This **Graduated Approach** of 'Assess, Plan, Do, Review' requires teaching staff to carefully record their observations of how effective interventions are and targets are updated regularly and where appropriate.
- The Learning Plans are shared and discussed with parents and class teacher, SENDco and support staff work closely together to maximise progress for each child.
- We also work alongside professionals from the Speech and Language team, OT and teams from the Specialist Teaching Service. They often work with us to assess the children's needs, write targets (which are fed into Learning Plans) and to monitor and evaluate progress.
- Each class has an **Action Pack** which holds information including Intervention Timetables, Pupil Passports and Learning Plans for any child on the SEN register.

Provision to meet the needs of all children

Every opportunity is taken to acknowledge success and progress and reinforce self-esteem. We operate a positive behaviour policy, and children's achievements are recognised in class and through celebration assemblies where they receive certificates of achievement. Children may also receive affirmation by sharing their work with senior members of staff.

Annual Reviews

In addition to Provision Map reviews, a pupil with an Education Health Care Plan (EHCP), will also have a formal Annual Review. This meeting is attended by the parent, SENCo, class teacher, pupil, support staff, external agencies and, when necessary, by the Educational Psychologist and a representative from the Local Authority. A Year 6 Annual Review will

normally be attended by the SENDCo of the pupil's allocated secondary school. Subsequently, the Head teacher's report of this meeting is sent to County Hall along with copies of all reports and recommendations.

3. The School's approach to teaching and learning

Several support interventions are used in school. Children may receive support from an adult e.g. class or a TA. This may be with an individual child or as part of a small group, either in or out of class. Some pupils receive a combination of these, as appropriate.

The timetable and planning the content for the interventions are agreed in consultation with the SENCo, Class Teacher and support staff. Weekly TA training sessions are provided to keep support staff up to date with any strategies or new interventions they may need to use.

In order to minimise the time SEN children spend out of class, TAs are timetabled to work within classrooms where possible and only work out of class where a specific intervention is required. Every effort is made to make withdrawal from class a positive experience and we also strive to ensure that it does not jeopardise the child's access to a broad and balanced curriculum.

Quality First Teaching is an important foundation and is monitored by the SENCO and other members of SLT. In addition to school-based support, the school also has some access support through external agencies. We may use some of these specialists to seek advice and guidance on issues relating to curriculum provision, behavioural issues, language issues and early years provision. In addition to this, we may ask them for assistance with the identification and assessment of children's individual needs.

Where necessary, we buy in the services of an Educational Psychologist, Occupational Therapist or Speech and Language therapist to assess, advise and provide specific training. Some children receive Speech and Language support or OT support as they have it as a guaranteed part of an Educational Health Care plan. Other children receive some help from these services because they have a Speech and Language difficulty and have been referred to the service.

4. The School's facilities

- The school's building is DDA compliant.
- The school is all on one level – everywhere can be accessed using a wheelchair.
- We have a disabled toilet.
- We have 4 quieter rooms where interventions such as Play Therapy can take place.
- A disabled parking bay is provided in the car park.
- Yellow lines are painted on the edge of raised areas around the school grounds.
- Where necessary, Personal Emergency Evacuation Plans (PEEPs) are put in place for children with a physical disability to identify exit routes in the event of fire.
- We have recently built a changing room so that we can safely change children who still need nappies.

5. Training for Staff to help them support children with SEND

Our SENDco, Clare Cid-Fuentes, who was appointed in September 2015, has successfully completed the National Award for SEN Co-ordination, Post Graduate Certificate in Special Educational Needs and Post Graduate Advanced study in Social Emotional and Mental Health difficulties in children and young people.

Our SENCO provides regular training for TAs and teachers.

We have met with Specialist Teaching Service for consultations and training on different areas of need e.g. ASD

SENCO attends termly meetings with local SENCOS and St Thomas' Academy Trust SENCOS.

6. The School's arrangements for consultation

If a parent has a concern about their child, they should contact the child's class teacher in the first instance. Specific concerns which relate to the student's special need or disability should be raised with the SENCo.

Assessment data is included as part of the child's review and forms part of the annual report to parents issued in the summer term.

Parents' Evenings are held twice a year (autumn and spring terms).

Parents/carers of pupils with an EHC Plan will meet with the SENCo and other external agencies during the pupil's annual review and will meet with our SENCO more informally on a termly basis, where possible.

7. The School's partnerships

The school's governing body involve other bodies (including health, social care, BCC support services) to meet the needs of pupils with SEND and their families by using the following outside agencies:

These include:

- The NHS Speech and Language Therapy Service
- The NHS OT Team
- The SEND Link Advisors
- The Bucks Specialist Teaching Service
- Pupil Referral Unit
- The Education Welfare Officer
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS) Outreach Services
- School Counselor

8. The School's arrangements for pupils with SEND transferring between education providers

Reception

Prior to starting in our Early Years Department (Reception class), the class teacher visits the child's pre-school/nursery. This builds up a picture of the child and a better understanding of their learning style.

Where appropriate, the SENCo will liaise with the SENCo of the feeder nursery school.

All Reception pupils are invited to an afternoon visit to meet their new peers and have a better understanding of the school and its routines.

Entering Our Lady's School mid-year

The pupil is invited to visit the class that they will be joining for a morning or afternoon session.

Pupils are nominated a “Buddy” who supports them through the transitional phase.

Year 6 to 7

Heads of Year 7 from the local secondary schools visit to meet with the class teacher and pupils.

Where appropriate, the SENCo from Our Lady’s School will liaise with the SENCo from the pupil’s new school to share information.

Where appropriate, transition support may be given to a pupil who requires additional help in the move from primary to secondary school.

9. The school communicates the contact details for the support listed above to pupils with SEND and their families via:

- The school’s website
- 1:1 discussions and/or provision map reviews
- Annual Reviews

10. The School’s key SEN contacts:

Mrs Clare Cid-Fuentes: Deputy Headteacher/SENDCo

email: office@olschesham.co.uk

telephone: 01494 726390

Mr Mark Holdsworth: Headteacher

email: mholdsworth@olschesham.co.uk

telephone: 01494 726390

The school’s Complaints policy can be found here:

<https://www.stcat.co.uk/assets/Documents/Attachments/STCAT-Schools-Complaints-Policy-Feb-2022.pdf>

The School’s link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk