



## Our Lady of Lourdes Catholic Primary School



Local Offer		
Issue Date	Review Date	Coordinator/person responsible
May 2019	May 2020	Mrs J Briggs

*Loving like Mary  
Serving like Mary  
Learning like Mary  
Believing like Mary*

Southend schools are committed to adopt a similar approach to meeting the needs of all pupils including those with Special Educational Needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The four broad areas of learning, defined in the Code of Practice (DFE, 2015) are as follows:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The range of support developed will be tailored to individual need, following a thorough assessment by school staff or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Our School Offer provides details of the resources, interventions etc. that we provide at Our Lady of Lourdes to support children with SEND. We have drawn up this offer in consultation with our Pupils, Parents, Staff, Governors and our local SENCo advisor. Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at Our Lady of Lourdes then please do not hesitate to contact Mrs Briggs (SENCo) and/or Mr Russo (Inclusion Manager) through the school office.

Some children/young people need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialist outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

**Admissions:** Pupils with SEN are allocated places in two separate and distinct ways.

Those pupils with Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEN team at Southend-on-Sea Borough Council. Those pupils who have SEND but do not have a statement or EHCP are admitted via the normal school admission criteria.

Additionally schools have to provide details of the school specific offer this should reflect Southend Borough Council's Local Offer which can be found at [www.southendinfopoint.org](http://www.southendinfopoint.org)

NEEDS		SUPPORT	CRITERIA
Communication and Interaction	Autistic Spectrum Conditions (ASC)	<ul style="list-style-type: none"> <li>· Quality First Teaching</li> <li>· Differentiated Curriculum</li> <li>· Access specialist teaching advice from The St Christopher School</li> <li>· Social stories</li> <li>· Social autopsies</li> <li>· Individual Visual timetables</li> <li>· Calm and safe environment for calming down</li> <li>· Key LSA/mentor</li> <li>· Educational Psychology Service</li> </ul>	<ul style="list-style-type: none"> <li>· Pupil being diagnosed/identified as having a social communication difficulty and is on the SEND register.</li> <li>· Difficulty with interacting in social situations</li> <li>· May not understand or use language</li> <li>· Unable to show any understanding of the feeling of others</li> <li>· Obsessions</li> </ul>
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>· Quality First Teaching</li> <li>· Differentiated Curriculum</li> <li>· Access to Speech and Language specialist</li> <li>· Individualised S&amp;L programmes</li> <li>· Makaton</li> <li>· Picture exchange communication system</li> <li>· Talking Partners programme</li> </ul>	<ul style="list-style-type: none"> <li>· Pupil being diagnosed/identified as having a speech, language and communication need by a speech therapist</li> <li>· Difficulty understanding spoken language</li> <li>· May not speak, or struggles to say phrases/sentences.</li> <li>· May have difficulties talking and listening to others</li> </ul>

NEEDS		SUPPORT	CRITERIA
Cognition and Learning	Mild and moderate Learning Needs	<ul style="list-style-type: none"> <li>· Quality First Teaching</li> <li>· Differentiated Curriculum</li> <li>· Screening programme to identify those who need targeted support</li> <li>· Interventions – small group and individual</li> <li>· Educational Psychology Service</li> <li>· Numicon trained staff</li> <li>· Memory Magic Intervention designed for improving working memory.</li> </ul>	<ul style="list-style-type: none"> <li>· May have lower than expected levels in one or more areas of the curriculum</li> <li>· Likely to be making slow progress despite additional and/or different support</li> <li>· A report from the Educational Psychologist, working for the Local Authority, stating that a child has mild or moderate learning difficulties.</li> </ul>
	Specific Learning Needs	<ul style="list-style-type: none"> <li>· Quality First Teaching</li> <li>· Differentiated Curriculum</li> <li>· Screening programme and further assessment to devise a bespoke programme of study</li> <li>· Access to specialist teachers in education</li> <li>· Education Psychology Service</li> <li>· Specialised programmes that develop co-ordination; gross and fine motor skills with links via The Lighthouse Centre</li> </ul>	<ul style="list-style-type: none"> <li>· Pupil being diagnosed as having specific learning needs e.g. dyslexia, dyscalculia, dyspraxia, ADHD</li> <li>· A report from the Educational Psychologist, working for the Local Authority, stating that a child has mild or moderate learning difficulties.</li> <li>· A report from a specialist teacher stating that a pupil has specific learning difficulties/dyslexia</li> </ul>

NEEDS		SUPPORT	CRITERIA
Social, emotional and mental health difficulties	Social Needs	<ul style="list-style-type: none"> <li>· Quality First Teaching</li> <li>· Differentiated Curriculum</li> <li>· Social Skills groups</li> <li>· Pastoral Care Team</li> <li>· Buddy system on playground and circle of friends</li> <li>· Access to Educational Psychologist and outside agencies dependent on need</li> </ul>	<ul style="list-style-type: none"> <li>· May find social situations difficult in or out of the classroom</li> <li>· Social factors may affect school performance</li> <li>· Medical diagnosis of Attention Deficit Hyperactivity Disorder (ADHD), ADD, Oppositional Defiance Disorder (ODD)</li> </ul>
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> <li>· Quality First Teaching</li> <li>· Differentiated Curriculum</li> <li>· Primary School Locality Nurture Bases</li> <li>· Access to counsellors from the Brentwood Children's Catholic Society (BCCS)</li> <li>· Mentors</li> <li>· Emotional literacy group</li> <li>· Educational Psychology Service</li> <li>· Circle Time</li> <li>· Access to EWMHS (Educational Wellbeing Mental Health Services) through an EHFA dependent on meeting their criteria, or through the GP</li> <li>· Access to the Educational Psychologist</li> <li>· Play therapy</li> <li>· Art therapy</li> <li>· Volcano in my tummy Intervention designed to tackle the positive handling of emotions</li> </ul>	<ul style="list-style-type: none"> <li>· May be very quiet or displaying disruptive behaviour due to underlying social emotional issues</li> <li>· A pupil may not be able to access the curriculum due to their behaviour, it may also affect the teaching and learning within the classroom.</li> <li>· Unable to take responsibility for own behaviour</li> <li>· Eating disorders</li> <li>· Physical symptoms that are medically unexplained</li> </ul>

NEEDS		SUPPORT	CRITERIA
Sensory and/or Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> <li>· Quality First Teaching</li> <li>· Differentiated Curriculum</li> <li>· Access to hearing impairment Specialist</li> <li>· Educational Psychology Service</li> <li>· Use of specialist equipment</li> </ul>	<ul style="list-style-type: none"> <li>· Pupil being diagnosed/identified as having a hearing impairment</li> </ul>
	Visual Impairment	<ul style="list-style-type: none"> <li>· Quality First Teaching</li> <li>· Differentiated Curriculum</li> <li>· Visual Impairment specialist via Kingsdown Special School</li> <li>· Use of specialist equipment and resources</li> <li>· Access to Educational Psychologist and other external agencies</li> </ul>	<ul style="list-style-type: none"> <li>· Pupil being diagnosed/identified as having a visual impairment</li> </ul>
	Multisensory impairment	<ul style="list-style-type: none"> <li>· Risk assessment and additional support provision as identified in the Health and Education Care Plan</li> </ul>	<ul style="list-style-type: none"> <li>· Identified through a multi-disciplinary assessment, it is likely that any pupil with this level of need will have a Health and Education Care Plan.</li> </ul>

NEEDS	SUPPORT	CRITERIA
Medical Needs	<ul style="list-style-type: none"><li>· Quality First Teaching</li><li>· Differentiated Curriculum</li><li>· Specialist support</li><li>· Access to specialist nurses</li><li>· Access to school nurse</li><li>· Care plan</li><li>· Medical room</li><li>· Secure storage for medication</li><li>· Educational, Health &amp; Care Plans</li></ul>	<ul style="list-style-type: none"><li>· Pupil being diagnosed with specific medical need and with care plan in place</li></ul>