

SEN Information Report

What is the role of the SENCo department at Our Lady of Lourdes?

The SENCo department consists of:

- Special Educational Needs Coordinator (SENCo): Mrs Jo Briggs
- Inclusion Manager: Mr Giuseppe Russo

The SENCo department are responsible for:

- Overseeing the implementation and the day to day running of the SEN policy
- Monitoring the support for children with Special Educational Needs, Medical Needs and/or Disabilities (SEND), social and emotional difficulties, developing the school's SEND Policy to make sure all children receive a consistent, high quality provision to meet their needs in school.
- Ensuring that parents/carers are:
 - i) Kept informed about the support the child is getting
 - ii) Involved in supporting the child's learning
 - iii) Involved in reviewing their progress
- Working with all the other agencies who may be may be involved in supporting your child's learning e.g. Speech and Language Therapists, Educational Psychologists, Physiotherapists etc.
- Making sure that there are excellent records of children's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

How does the school respond to concerns raised about children's learning at Our Lady of Lourdes?

Sometimes teachers or parents have concerns about a child's progress, learning or development. If you have a concern you should:

- Share the concern with your child's teacher.
- Your child's teacher will then make any changes to support your child. The impact of these changes will be reviewed at an agreed date.
- If there are still concerns at this point, the teacher will speak to the SENCO or Inclusion Manager. Your own views will form part of this referral.

- The concern will be explored by the Special Educational Needs Coordinator (SENCo) alongside the Inclusion Manager and your child's class teacher. The child's own views will be collected and used to support the agreed outcomes.
- If needed, changes will be made to the support your child receives. Where appropriate, expertise from outside agencies will be arranged through a referral (EHFSA). You will be kept informed throughout the whole process.

How does the school know if pupils are making progress?

- At Our Lady of Lourdes the teachers assess the progress of all children. Some children with extra needs may require an individual timetable or an Individual Support Plan (ISP) with specific outcomes and targets so we can track their progress more closely.
- Targets are reviewed termly by the child's teacher and any other adults who support the child within the classroom setting. All of this is monitored by the SENCo department, who will provide additional support where required.

How are parents/carers informed about how well their child is progressing?

- We have four dedicated ISP review meetings taking place throughout the year allowing teachers to talk through children's progress with their parents/carers.
- Parents/Carers can also make an appointment at any time to speak to their class teacher. The SENCo/Inclusion Manager will attend if necessary.
- If a child receives high levels of support, which may include funding from the local authority, then regular review meetings are held to discuss the individual progress of that child. Parents are always invited to these meetings and any outside agencies involved are also invited to attend if necessary.

How does the school monitor the impact of extra support?

- The approach taken to designing and implementing provision is constantly reviewed and updated to ensure it is effective in supporting the pupils' learning and development.
- The progress of each child is also regularly tracked.
- Based on this information, interventions and other forms of support are adapted where necessary

How do pupils access the curriculum?

At Our Lady of Lourdes, we value a wide range of approaches to support pupils' learning. These include:

- Lessons that are carefully planned and adapted to suit all learners.
- Creating stimulating indoor and outdoor learning environments.
- A holistic approach to learning.
- A variety of visual and tactile resources will be used to support learning.
- Personalised provision for all pupils, including those with special educational needs and/or disabilities.

What expertise and training do the staff who support pupils with Special Educational Needs have?

- All staff are provided with regular and up to date training, specialising in areas related to the current needs of the children in the school.
- Training is provided by specialists both internally and externally.

How is support organised for pupils with identified Special Educational Needs?

At Our Lady of Lourdes, we support all children to achieve their highest potential. Specialist professionals from within the school along with those from external agencies ensure that we meet all children's needs and that they are supported fully. This may involve a child having:

- Interventions such as social groups, reading comprehension, writing, Social and emotional groups, fine motor skills and additional sessions for maths and literacy.
- An individual timetable tailored to their specific needs.
- Some 1 to 1 adult support.

How are decisions made about how much support individual pupils receive?

- Decisions concerning support are made collaboratively with parents, teachers, the inclusion team and when appropriate, external specialists.
- We collect information from parents and external agencies in order to decide how much support a pupil will receive.
- The pupil's own views are also taken into account.

What specialist support or services does the school access for pupils with Special Educational Needs?

The school has regular contact and support from many specialist support services.

The following can be accessed through an application via the Early Help Family Support Assessment (EHFSA):

- Speech and Language Therapy Services
- Physiotherapy/Occupational Therapy Services
- Educational Psychologist Services (EPS).
- School Nursing Service
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Therapeutic Interventions

How are classrooms and other areas of the school adapted to meet pupils' individual needs?

- At Our Lady of Lourdes, we make sure that all classrooms create an enriching, visually stimulating learning environment to enable all pupils to access the curriculum and resources they require.
- A small number of children may need a quieter area or more tailored visual aids to support them and these are put into place where needed.
- The children have access to a sensory/nurture room as required.

What arrangements are made to support pupils with Special Educational Needs taking part in after school activities outside the classroom, including educational visits and residential trips?

- At Our Lady of Lourdes, we encourage all children to take part in extracurricular activities. All pupils are encouraged to take part in a residential visit at the end of Key Stage Two, regardless of their needs. This is a step to encourage independence.
- Some children may need extra adult support during these activities and, as a fully inclusive school, we plan carefully to ensure suitable support is put in place.

How do we support children who have social and emotional difficulties or who require social care?

- At Our Lady of Lourdes pupils have access to pastoral support which includes time to talk through situations they find difficult and activities to support emotional and social development.
- The SENCo and Inclusion Manager can signpost parents to a number of services to support emotional and behavioural difficulties.

- Our Lady of Lourdes are committed to taking appropriate measures to prevent bullying by ensuring vigilance and staff awareness across the school, recording incidents on the appropriate blue forms and keeping records safe and secure in line with the GDPR guidance. Incidents are monitored and followed up accordingly.

How are the Governing Body involved in provision for children with SEN?

The named Governor responsible for SEN has the responsibility to monitor the effective implementation of the SEND policy.

What arrangements does the school make to support pupils moving between classes and phase groups?

- Handover sessions are held for all teachers to attend so that a child's previous teacher has a chance to pass on valuable information to their new teacher.
- Additional transition arrangements will be made where appropriate for certain children. This may include the creation of a transition book which uses images to prepare a child for what their new classroom and learning activities will be like. Each transition plan is prepared on an individualised basis.

What arrangements does the school make when a child joins the school?

- When a new child starts at Our Lady of Lourdes, we contact the child's previous educational setting and any available information is collected.
- Parents have the opportunity to visit the school and discuss the needs of the child and what ways we, as a school can ensure a successful transition takes place.

What arrangements does the school make to support pupils transferring to another school?

- When we are notified which school a child is transferring to, contact is made with the new school and all relevant information is passed on.
- A transition plan may be designed for the child if parents or staff are concerned that they might find the move challenging.
- This plan may include opportunities for a member of the Inclusion Team, along with any staff who work with the child, to visit the new school.

How do we at Our Lady of Lourdes prepare our pupils for their next stage of education (secondary) and for adult life?

- A transition plan is put in place for some children to ensure they are supported

during the next stage of their education. Our Lady of Lourdes work closely with children, school staff and parents to talk, share information and arrange additional visits with children, parents will be involved during this ongoing process.

- Where required, suitable activities are planned to support the learning of key life skills which children will need in later adult life. For example, independence is always promoted at Our Lady of Lourdes and is considered an incredibly important life skill.
- These activities may involve road safety, social awareness, self care and everyday skills.

If you have any further questions regarding our provision for children with special educational needs and/or disabilities, please do not hesitate to contact the Inclusion team.

You can either:

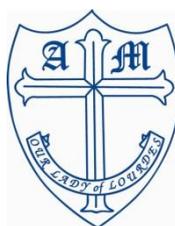
- Contact the school via phone on 01702 475689
- Email concerns or questions to office@ourladyoflourdes.southend.sch.uk
- Arrange a meeting.
- Speak to the SENCO or Inclusion Manager

If you feel that you need to make a complaint at any time, please contact a member of the Senior Leadership Team.

The Southend-on-Sea Borough Council Local Offer is available on the SHIP (Southend Help and Information Point) website:

<http://www.southendinfopoint.org/> - it tells parents how to access services in their area and what to expect from these services.

The SENCO will attend PEP meetings for Looked After Children (LAC) and will have input on how Pupil Premium is spent on these children.



Our Lady of Lourdes School Local Offer

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.

Included as part of these changes to the Code of Practice the main areas of SEND will be slightly altered and will encompass the following four broad areas:

- 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 statements or 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

NEEDS		SUPPORT	CRITERIA
<h1 style="margin: 0;">Communication and Interaction</h1>	<p>Autistic Spectrum Conditions (ASC)</p>	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated Curriculum • Access specialist teaching advice from The St Christopher School • Social stories • Social autopsies • Individual Visual timetables • Calm and safe environment for calming down • Key LSA/mentor • Educational Psychology Service 	<ul style="list-style-type: none"> • Pupil being diagnosed/identified as having a social communication difficulty and is on the SEND register. • Difficulty with interacting in social situations • May not understand or use language • Unable to show any understanding of the feeling of others • Obsessions
	<p>Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated Curriculum • Access to Speech and Language specialist • Individualised S&L programmes • Makaton • Picture exchange communication system • Talking Partners programme 	<ul style="list-style-type: none"> • Pupil being diagnosed/identified as having a speech, language and communication need by a speech therapist • Difficulty understanding spoken language • May not speak, or struggles to say phrases/sentences. • May have difficulties talking and listening to others

Cognition and Learning

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

NEEDS		SUPPORT	CRITERIA
Social, emotional and mental health difficulties	Social Needs	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated Curriculum • Social Skills groups • Pastoral Care Team • Buddy system on playground and circle of friends • Access to Educational Psychologist and outside agencies dependent on need 	<ul style="list-style-type: none"> • May find social situations difficult in or out of the classroom • Social factors may affect school performance • Medical diagnosis of Attention Deficit Hyperactivity Disorder (ADHD), ADD, Oppositional Defiance Disorder (ODD)
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated Curriculum • Primary School Locality Nurture Bases • Access to counsellors from the Brentwood Children's Catholic Society (BCCS) • Mentors • Emotional literacy group • Educational Psychology Service • Circle Time • Access to EWMHS (Educational Wellbeing Mental Health Services) through an EHFA dependent on meeting their criteria, or through the GP • Access to the Educational Psychologist • Play therapy • Volcano in my tummy Intervention designed to tackle the positive handling of emotions 	<ul style="list-style-type: none"> • May be very quiet or displaying disruptive behaviour due to underlying social emotional issues • 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. • Unable to take responsibility for own behaviour • Eating disorders • Physical symptoms that are medically unexplained

NEEDS		SUPPORT	CRITERIA
Sensory and/or Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated Curriculum • Access to hearing impairment Specialist • Educational Psychology Service • Use of specialist equipment 	<ul style="list-style-type: none"> • Pupil being diagnosed/identified as having a hearing impairment
	Visual Impairment	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated Curriculum • Visual Impairment specialist via Kingsdown Special School • Use of specialist equipment and resources • Access to Educational Psychologist and other external agencies 	<ul style="list-style-type: none"> • Pupil being diagnosed/identified as having a visual impairment
	Multisensory impairment	<ul style="list-style-type: none"> • Risk assessment and additional support provision as identified in the Health and Education Care Plan 	<ul style="list-style-type: none"> • 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.

NEEDS	SUPPORT	CRITERIA
<p style="font-size: 2em; margin: 0;">Medical Needs</p>	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated Curriculum • Specialist support • Access to specialist nurses • Access to school nurse • Care plan • Medical room • Secure storage for medication • Educational, Health & Care Plans 	<ul style="list-style-type: none"> • Pupil being diagnosed with specific medical need and with care plan in place