

# **Our Lady of Lourdes Catholic Primary School**

## **SEN Information Report 2017**

### **Introduction**

All Governing Bodies of maintained schools and nurseries have a legal duty to publish information on their website about the implementation of the Governing Body's policy for pupils with Special Educational Needs.

### **Who we are**

Our Lady of Lourdes is a Catholic Primary School in the village of Rottingdean, three miles East of Brighton. It serves the two Catholic parishes of Rottingdean with Woodingdean and Peacehaven, and works closely with the seven other Catholic schools in the Diocese. The catchment area stretches from Brighton into East Sussex.

Opened in 1969, it is a two storey building with two playgrounds and seven classes from Reception to Year 6. The school is part of the Deans Cluster partnership working closely with the seven other schools in the group, providing a mix of secondary, primary, faith and special school experience.

### **What specialist services and expertise are available at or accessed by the school?**

Speech and Language

Educational Psychology

Occupational Therapy

Behaviour Support Services – Brighton and Hove Inclusion Support Service (BHISS) - SEMH

Sensory Needs

EMAS

Language Support Service

Autistic Spectrum Condition Support Service (ASCSS) - BHISS - ASD

Seaside View

PRESENS

School Nurse

CAMHS – BHISS – Family and Child Wellbeing

Virtual School for Looked After Children

Family TAF (Team Around the Family)

Safety Net

Healthy Schools

AMAZE Parent Support Group

Dialogue Therapy

Yellow Kite

Early Help Team

Literacy Support Service (LSS)

## **Legal definition of SEN**

What does “Special Educational Needs (SEN)” mean? Children with Special Educational Needs have learning difficulties or impairments that make it harder for them to learn than for most children of the same age. They might need additional or different help from that given to other children of the same age.

## **What kinds of Special Educational Needs are there?**

### ***Communication and interaction, cognition and learning, social, mental and emotional health and sensory and/or physical impairments***

***Communication and interaction:*** We have close links with Brighton and Hove Speech and Language Therapists (SALT) who carry out pupil assessments and work closely with our SENCO/INCO, class teachers and teaching assistants to plan and implement Speech and Language Programmes.

***Cognition and learning:*** All children’s needs are initially addressed by class Quality First teaching, which is closely monitored by the Senior Leadership Team and the Governors. Teaching Assistants will always provide in-class support and then work with a group either in or outside the classroom, dependent on need. Children may have specific learning difficulties such as dyslexia (specific learning difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination).

***Social, mental and emotional health:*** For some children, difficulties in their social and emotional development can mean that they require additional or different provision. The school uses Dialogue Therapy (counselling), Yellow Kite (attachment difficulties) and the Early Help Team.

**Sensory and/or physical:** We work closely with outside agencies to provide support for children in our school who have sensory or physical problems. Where necessary we make adaptations to the curriculum and environment in order to make lessons and learning opportunities accessible.

### **Accessibility:**

- Accessible toilet
- Accessible changing facilities
- Ramp
- Hearing loop
- Chair lift

## **How do you know if my child/young person needs extra help?**

We continuously monitor and assess children’s learning and development through: teacher assessments that take place at the end of each term, Teacher and TA discussion and general work scrutiny. These assessments give information about academic, social and developmental needs. At half-termly Pupil Progress Meetings, individual children and their needs are discussed with staff and the Inclusion Co-ordinator (INCO) based on assessment

data and general observations. Some children are then identified as needing additional support.

These children may then be placed on the Special Educational Needs (SEN) register. Parents will be informed.

Support may be in the form of additional in-class support, or withdrawal intervention. All staff can raise a concern with the SENCO/INCO about a child at any time. Statutory assessments as well as specific screening programmes can be used to help identify an additional need. Transition information is shared between school and other professionals, e.g. Pre-school Special Educational Needs Service (PRESENS), the Speech and Language Service (SALT).

### **How will staff support my child/young person?**

The SENCO/INCO co-ordinates provision for SEN pupils, working closely with class teachers and leading the Inclusion Team of teaching assistants (TAs).

Teaching Assistants support children's social and emotional development. TAs work either individually or with a group. These TAs have been trained to a high standard to deliver specialist SEN programmes. The SEN programmes will be developed by our SENCO/INCO. This will take into account your views and advice from outside agencies. You will be kept fully informed so that you understand what the programme contains and frequency of delivery. Specialist TAs also run group/1:1 programmes devised by school or agencies e.g. SALT. Teachers and the SENCO/INCO regularly liaise with parents. Our SEN Governor regularly visits school and liaises with the SENCO/INCO. The SENCO/INCO presents a detailed end of year SEN report to school governors. SEN pupils are entered onto the School Provision Map. Some children may have an Individual Education Plan (IEP). Outside agencies are involved for some pupils who will also meet and discuss their needs with parents.

### **How will the curriculum be matched to my child/young person's needs?**

Differentiation takes into account the children's differing needs and abilities. This could be: providing additional TA support, providing learning tasks that present different levels of challenge or particular specialist support equipment for children to use i.e. radio aids for pupils with Sensory Needs. A specific SEN programme that will meet the child's needs ensuring that progress is being made at the appropriate pace and level will be planned. An appointment to meet with your class teacher or SENCO/INCO, in addition to parent's evening can also be arranged. Home school books or a daily update from your class teacher will keep you informed on how we are working together to meet the needs of your child. There are visual resources in place in classrooms to support different learning styles. School will refer to outside agencies when necessary with your consent, for additional assessment, support, advice and programmes. You will be kept fully involved and informed throughout this process. Constant monitoring by staff leading interventions, and by teachers ensure that your child is learning and being challenged.

### **How are resources allocated and matched to my child's/young person's Special Educational Needs?**

As part of our general school budget, we receive funding to support children with Special Educational Needs. In a case where a child has very significant and/or complex needs and an Education and Health Care Plan has been issued we will make a case to the Local Authority

requesting additional funding. Such funding will then be used exclusively to provide the help and support your child needs. The school receives a Special Educational Needs and Disability (SEND) budget from the Local Authority.

We review this annually and the school frequently spends additional money on top of this to support our children. Needs are mapped out during meetings between the Head Teacher and the SENCO/INCO, and funding is allocated appropriately according to the level of need. Pupil Premium funding is used to support eligible pupils to ensure they make good progress. This is carefully monitored across the year. The school has a duty to publish the outcomes of this funding every year on the school website.

### **What training and experience have the staff supporting children with Special Educational Needs and/or Disabilities had or are having?**

All teaching staff & Teaching Assistants (TAs) have regular SEN continuing professional development via INSET days and staff meetings. Training has included pupil who have autistic spectrum difficulties, speech and language difficulties, hearing difficulties, behaviour difficulties, attachment difficulties and Epipen training. TAs have been trained to deliver specific 1:1 or small group literacy and numeracy programmes to support Quality First teaching in class, including specific SEND IT programmes.

Most staff have been trained to deliver Brain Gym exercise and are aware of the importance of keeping pupils' brains hydrated with constant access to water. Sloping boards, coloured overlays, special handwriting pens and pencil grips are available. All classes are able to use mind-mapping as an alternative form of recording work, as well as pictorial story-mapping as part of the Pye Corbett writing approach. The Clicker speech feedback IT programme is used throughout the school. A trampette is available for Occupational Therapy.

### **How are decisions made about what type and how much support my child/young person will receive?**

The SENCO/INCO/INCO in consultation with the Head Teacher and Governing Body will meet to allocate support. The SENCO/INCO will then meet with you to discuss our proposal, enlist your views and provide you with a breakdown of the support we are offering your child. As all children's needs are different we have to be flexible in the way we assess and meet their needs. We have regular meeting with senior leadership, class teachers and parents to review the needs of each child. We set SMART targets (Specific, Measureable, Achievable, Realistic and Time measured). We are flexible and will change support needed for you child according to his/her needs.

It is a three way process between parent, school and outside agencies and we all work together to make sure your child is being supported in the best way possible. It is important you tell us if you think circumstances have changed so that we can adapt appropriately.

### **How will Our Lady of Lourdes School enable my child to be included in activities with other children, including those without SEN?**

Our Lady of Lourdes School prides itself in providing an inclusive learning environment where all children, including those with SEN, are treated equally and have access to the full range of opportunities that we provide. Children have opportunities to work with other

children of all abilities within their classes through the year. Our approach is to tailor learning opportunities so that they are accessible to all children through effective planning and differentiation of lessons.

We aim to provide stimulating and exciting learning experiences so that all children can access learning at their individual level. The high expectations and aspirations that we have for all children in the school are extended to children with SEN. Children with SEN and disabilities are fully included in all activities throughout the day. If necessary, we provide additional support to enable this to happen, for example “meet and greet” in the morning, additional support at play times or lunch times and on all school trips.

### **Arrangements for consulting parents/carers and young people**

Parents/carers are actively engaged at all levels of a child’s support programme. Parents/carers are able to contact the SENCO/INCO directly via phone or email, and make appointments to see specific members of staff through the school office. Children’s views and opinions are sought through the most appropriate method. This could be as a chat with the SENCO/INCO, or casual conversation with their Teaching Assistant.

### **How are parents involved in the setting?**

Our Lady of Lourdes Catholic Primary School seeks to work in a close and mutually supportive partnership with both parents and children. We communicate with parents in a variety of ways, the weekly newsletter, parent text messages and our website. There are several ways you can become more involved; as a parent volunteer helper in the classroom, by joining the Parents’ Association ‘The Friends of Our Lady of Lourdes’, or by coming elected as a Parent Governor if a vacancy arises.

We can conduct our annual parent survey and questionnaire where we seek your views. Parent Governor views will be sought when we review our SEN policy and provision. We have special assemblies every Friday where you will be invited to share in the success and celebration of your child’s assemblies and pray with the school family. The school also holds a variety of workshops to support you in finding out more about how we teach key skills such as phonics and maths. All parents are encouraged to offer their gifts to school and help with reading, sports events, trips etc.

### **What support will there be for my child/young person’s overall well-being?**

As a faith-based school we have: an holistic education including spiritual, social and emotional development, a pupil led school council for pupils to express their views, an HLTA Learning Mentor delivering 1:1/small group interventions, Safety Net (and agency training Year 5/6 pupils with assertiveness/self-esteem training and playground buddy training), regular Working With Other (WWO) training, teaching resilience, empathy, co-operation and perseverance, a school nurse, a clear structured behaviour policy including Restorative Justice training, a Safeguarding Officer and clear safeguarding procedures, staff receiving regular undated training, social intervention groups, pastoral support at unstructured times (indoor wet play) and personal care support plans when necessary.

We also access physiotherapy, speech and language programmes and support from Brighton and Hove Inclusion Support Service (BHISS), Occupational Therapy and Seaside view (Brighton General Hospital), Regular Epipen training is delivered by the school nurse to

all staff. A number of staff are trained in First Aid and the school has a clear medicine policy. Modifications to the building have been made to support accessibility.

### **Arrangements for supporting the transition between educational phases**

As Our Lady of Lourdes is a relatively small school and on one site, the transition between Key Stage 1 and Key Stage 2 is seamless as the same SENCO/INCO is still involved with the children. When transferring to Key Stage 3, all children visit the secondary school, Cardinal Newman or another secondary school, for the day. Children with SEN can sometimes make more than one visit and could be accompanied by the SENCO/INCO or Teaching Assistant. Additionally, SEN staff from Cardinal Newman school or other secondary schools also visit the school. All records are transferred to the secondary school, and the SENCO/INCO liaises closely with them.

### **How complaints are dealt with**

Open discussion with parents/carers is actively encouraged so that concerns can be dealt with before they become a serious issue. Should complaints about staff members, systems or protocols be made, they will be fully investigated by an appropriate member of the Senior Leadership Team in accordance with the Complaints and Whistleblowing Policies.

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Special Educational Needs Governor: Sandra Hogan, contact via the school