Our Lady of Lourdes Catholic Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT 2025-2026

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 Catholic Primary School is situated in the village of Rottingdean, approximately three miles east of Brighton. The school serves the Catholic parishes of Rottingdean and Woodingdean, as well as Peacehaven, and works closely with the six other Catholic schools within the Diocese. Our catchment area extends from Brighton into East Sussex and, as a result, while we fall under the jurisdiction of Brighton & Hove Local Authority, we also work in partnership with East Sussex County Council to support pupils who reside within its area.

Opened in 1969, the school is housed in a two-storey building and benefits from two playgrounds and seven classes, spanning Reception to Year 6. We are an active member of the Deans Cluster Partnership, collaborating closely with neighbouring schools to provide a rich network of support, expertise and professional development across primary, secondary, faith and special school settings.

Over recent years, the school has undergone significant refurbishment, both internally and externally. Improvements have included enlarged classrooms, enhanced outdoor play facilities and the continued development of our wildlife area, creating an engaging and stimulating environment for learning.

We remain committed to further enhancing our school environment. Our dedicated ‘Nest’ provision, established to support pupils’ learning, wellbeing and emotional development, is now entering its third successful year of operation. In addition, our Reception classroom is the most recent to have been remodelled and revitalised, completing a programme of improvements across the school and ensuring that our youngest learners benefit from a modern, welcoming and inspiring learning space.

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

(All the services listed below can be accessed by parents; see the Local Authority website, or ask school for details.)

- Speech and Language Therapy
- Educational Psychology – BHISS & East Sussex
- Occupational Therapy
- Behaviour Support Services — Brighton and Hove Inclusion Support Service (BHISS) — SEMH Sensory Needs
- EALTS (English as an Additional Language and Traveller Service)
- Literacy Support Service LSS
- Autistic Spectrum Condition Support Service (ASCSS) - BHISS ASC- ASC Seaside View Children's Assessment Centre & Scott Unit Children's Assessment Centre
- School Nurse
- CAMHS — BHISS — Family and Child Wellbeing
- Virtual School for Looked After Children
- Family TAF (Team Around the Family)
- Healthy Schools
- AMAZE Parent Support Group - SENDIAS
- Play Therapy; 1:1 and Family Support
- Early Help Team
- Restorative Justice
- Front Door for Families (FDfF)
- Primary Mental Health Worker — BHISS; 1:1 bespoke sessions
- Visual Impairment Support
- Hearing Impairment Support
- SEND team at East Sussex
- Social and Communication Provision, accessed via the EP service

Legal definition of SEND

Under the Children and Families Act 2014, a child has special educational needs if they have a learning difficulty or disability that requires special educational provision to support their learning. This may mean they find learning significantly more difficult than most children of the same age or require additional support to access education.

Children with SEND may need provision that is additional to, or different from, that normally available to their peers in order to help them achieve their full potential.

At Our Lady of Lourdes Catholic Primary School, we are committed to being a fully inclusive school where every child is valued and supported. Applications are welcomed from all families and are considered fairly, regardless of any special educational need or disability. We work closely with parents, carers and external professionals to ensure that pupils with SEND receive appropriate support and are able to participate fully in all aspects of school life. Every effort is made to meet individual needs with care, understanding and inclusivity.

What kinds of Special Educational Needs are there?

At Our Lady of Lourdes Catholic Primary School, we provide support for children across the four broad areas of need identified in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs.

Communication and Interaction

We work closely with Brighton & Hove Speech and Language Therapy (SALT) services to assess pupils' needs and develop appropriate support programmes. Speech and Language Therapists collaborate with our SENDCO, class teachers, teaching assistants and parents to ensure that targeted interventions are effectively planned and delivered.

Children with a diagnosis of Autism are supported through the BHISS Autism Spectrum Condition (ASC) Team, both in school and at home. Pupils who require support with wider communication skills, including social interaction, emotional literacy and relationship-building, may access nurture groups and targeted interventions within our dedicated Nest provision.

Cognition and Learning

The needs of all pupils are initially met through Quality First Teaching within the classroom. Where additional support is required, we follow a graduated approach to

SEND support, which is closely monitored by the Senior Leadership Team and Governors.

Teaching Assistants provide in-class support wherever possible and may also work with pupils individually or in small groups, either within or outside the classroom, depending on need. Some children may have specific learning difficulties such as:

- Dyslexia – difficulties with reading and spelling
- Dyscalculia – difficulties with mathematical understanding
- Dyspraxia – difficulties with coordination and motor skills

Following professional assessment and advice, additional programmes of support may be implemented. Where appropriate, children may also be provided with assistive technology, including laptops, to enhance access to learning and promote independence.

Social, Emotional and Mental Health (SEMH)

Some children require additional support to develop their social, emotional and mental wellbeing. We offer a range of interventions tailored to individual needs, including:

- Play Therapy
- Bespoke mentoring with a trusted adult
- The Nest provision
- Support from the Early Help Team
- BHISS consultation and advice
- Creative nurture groups
- Outdoor learning opportunities

We recognise the importance of working in partnership with families and can help parents access additional support through organisations such as Safety Net, our Play Therapist and Family Coaches via Front Door for Families (FdFF).

Sensory and/or Physical Needs

We work closely with a range of external agencies to support pupils with sensory and physical needs. Where necessary, adaptations are made to both the curriculum and the learning environment to ensure that all children can access educational opportunities fully. These adjustments may include personalised timetables, sensory breaks, specific uniform arrangements and support with personal care.

The school has a wide range of sensory resources available to support pupils, including:

- Wobble boards and wobble cushions
- Resistance bands

- Yoga balls and mats
- Fidget resources
- Visual timers
- Access to the sensory area within The Nest

For pupils who find traditional seating arrangements challenging, alternative furniture such as standing desks, raised workstations and higher stools is available to support sensory regulation. Blackout tents and designated quiet spaces are also available in classrooms and around the school to provide calm environments when needed.

Where appropriate, the school receives regular support and advice from Hearing and Visual Impairment Teams. Pupils requiring additional medical support related to sensory needs, such as skin conditions or other health concerns, can access assistance through arrangements made with the school office.

Accessibility

Our Accessibility plan can be found on our school website

- Accessible toilet
- Accessible changing facilities
- Ramp
- Chair lift
- Soft starts and soft finishes

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

At Our Lady of Lourdes Catholic Primary School, we carefully monitor every child's learning, progress and wellbeing to ensure that any additional needs are identified and supported as early as possible.

Children's progress is regularly assessed through classroom observations, work scrutiny, teacher assessments and ongoing discussions between teachers and teaching assistants. These assessments provide valuable information about a child's academic achievement, social development and emotional wellbeing.

Each half term, Pupil Progress Meetings are held involving the class teacher, Headteacher and SENDCO. During these meetings, assessment data, classroom observations and individual pupil needs are reviewed. Where concerns are identified, further support may be considered and, where appropriate, a child may be placed on the Special Educational Needs and Disabilities (SEND) Register. Parents are always informed and involved in these discussions.

Additional support may take the form of:

- Adaptations within the classroom;
- Small-group interventions;

- Individual support programmes; or
- Specialist assessment and advice.

Any member of staff can raise concerns about a child with the SENDCO at any time. We may also use statutory assessments and recognised screening tools to help identify specific areas of need.

Information is shared during key transition points to ensure continuity of support. This may include liaison with services such as:

- Pre-school Special Educational Needs Service (PRESENS);
- Speech and Language Therapy (SALT);
- Secondary schools through Vulnerability Index (VI) documentation;
- Other relevant professionals and agencies; and
- Information recorded through our safeguarding and wellbeing systems.

We value the knowledge and insight of parents and carers and encourage families to share any concerns they may have about their child. We will always listen carefully, work in partnership with you and agree an appropriate action plan to investigate concerns and provide additional support where necessary.

How will staff support my child/young person?

At the heart of our approach is Quality First Teaching, which provides an inclusive and high-quality learning experience for all pupils. Teachers are supported by the school's Ordinarily Available Provision (OAP) to ensure that teaching is adapted to meet a wide range of individual needs.

The class teacher has overall responsibility for your child's education and works closely with the SENDCO, teaching assistants (TAs) and, where appropriate, Individual Needs Assistants (INAs) to plan and deliver support. Together, they ensure that pupils receive the help they need to make progress academically, socially and emotionally.

Our teaching assistants are highly trained and deliver a range of evidence-based interventions and specialist SEND programmes under the guidance of the SENDCO. Support may be provided individually, in small groups or within the classroom, depending on the child's needs.

We believe that strong partnerships with parents are essential. The class teacher and SENDCO will work closely with families to discuss support arrangements, review progress and consider recommendations from any external professionals involved. Parents will be kept fully informed about:

- The support their child is receiving;
- The frequency of interventions;
- Progress being made; and
- Any changes to provision.

The SENDCO and teachers maintain regular communication with parents whenever required, ensuring that support remains effective and responsive to each child's needs. The school's SEND Governor meets regularly with the SENDCO to monitor SEND provision and outcomes. In addition, the SENDCO provides governors with a comprehensive annual report on SEND provision across the school.

Some children may have an Individual Education Plan (IEP). An IEP is a personalised document that outlines a child's specific areas of need, the support and strategies that will be used to help them, and the targets they are working towards. These targets are reviewed regularly to monitor progress and ensure that support remains effective and responsive to the child's changing needs. Parents and carers are involved in the review process and are encouraged to contribute to the development of their child's targets and support strategies. Children who require this additional level of planning and monitoring will have an IEP in place.

Where appropriate, external professionals may be involved in assessing and supporting pupils. These specialists work closely with school staff and parents to ensure a coordinated approach. For children with more complex needs, an Individual Needs Assistant (INA) may be provided as part of the support specified within an Education, Health and Care Plan (EHCP).

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

At Our Lady of Lourdes Catholic Primary School, we use adaptive teaching and carefully planned support to ensure that all children can access the curriculum and achieve their full potential.

Teachers adapt lessons to meet the differing needs, abilities and learning styles of pupils. This may involve providing appropriate levels of challenge, breaking learning into smaller steps, using visual aids and practical resources, or offering additional scaffolding to help children work independently and successfully.

Where required, children may receive targeted interventions or specialist programmes designed to address their individual needs and support progress. Some pupils may also require specific equipment or resources, such as assistive technology, sensory aids or hearing support equipment, to enable them to access learning effectively.

Classrooms are equipped with a range of visual resources and supportive learning tools to help pupils develop confidence, independence and understanding. Staff continually monitor pupils' progress and adjust support as necessary to ensure that children are both supported and appropriately challenged.

We work closely with parents and carers throughout this process. If you have concerns about your child's progress or provision, you are encouraged to speak with the class teacher in the first instance. Further meetings with the SENDCO can also be arranged where appropriate, in addition to regular parents' evenings.

When necessary, and with parental consent, the school may seek advice and support from external agencies and specialist professionals. Parents are kept fully informed and involved in decisions regarding assessment, intervention and ongoing support.

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

The school receives funding to support pupils with Special Educational Needs and Disabilities (SEND) as part of its overall budget. This funding is used to provide additional support, resources, interventions and staff training to meet the needs of pupils with SEND.

Provision and resources are reviewed regularly by the Headteacher and SENDCO and are allocated according to identified needs within the school. The Governing Body oversees this process to ensure that resources are used effectively and that pupils receive appropriate support.

Where a child has significant or complex needs and has an Education, Health and Care Plan (EHCP), the school may apply to the Local Authority for additional funding. Any additional funding received is used specifically to support the provision outlined within the EHCP.

The school also receives Pupil Premium funding to support eligible pupils, helping to ensure that they make good progress and have access to the opportunities they need to succeed. The impact of this funding is carefully monitored and reported annually on the school website.

It is important to note that a diagnosis or inclusion on the SEND Register does not automatically result in additional funding or individual adult support. Provision is determined by a child's level of need and the support required to help them access the curriculum, make progress and participate fully in school life.

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

All teachers and teaching assistants receive regular SEND training through INSET days, staff meetings and specialist professional development opportunities. This ensures that staff are equipped to meet the diverse needs of pupils across the school.

Recent training has included:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Behaviour support
- Developmental Language Disorder (DLD)
- Makaton
- Medical training, including the use of auto-injector pens

Teaching Assistants receive additional training to deliver a range of evidence-based literacy and numeracy interventions, both one-to-one and in small groups, to complement Quality First Teaching in the classroom.

To support pupils effectively, the school provides a wide range of resources and adaptive equipment, including:

- Sloping boards
- Coloured overlays
- Wobble cushions
- Specialist handwriting pens and pencil grips
- Visual communication resources through Widgit
- Laptops and other assistive technology

Each classroom is equipped with a sensory support pack, and some pupils may receive bespoke sensory resources tailored to their individual needs. These provisions help to ensure that children can access learning comfortably, develop independence and achieve their full potential.

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

Decisions about SEND provision are made collaboratively, taking into account a child's individual needs, progress and wellbeing. The SENDCO works closely with the Headteacher, class teachers and, where appropriate, external professionals to determine the most suitable support for each child.

Parents and carers are central to this process. When additional support is being considered, the SENDCO will discuss proposed provision with families, listen to their views and explain the support that will be put in place.

Because every child is unique, support is carefully tailored to individual needs and reviewed regularly. Through ongoing discussions between school staff, parents and external agencies, we monitor progress and adjust provision when necessary. Clear targets are set using the SMART approach (Specific, Measurable, Achievable, Relevant and Time-Bound) to ensure that support remains focused and effective.

We recognise that children's needs can change over time and therefore maintain a flexible approach, adapting provision whenever required. Parents are encouraged to share any changes in circumstances or concerns so that support can be reviewed promptly.

The views of children are also an important part of the decision-making process. Wherever appropriate, pupils are encouraged to contribute through pupil conferencing, individual discussions and group activities. This helps us understand what works well for them and ensures that their voice is reflected in the support they receive. The effectiveness of SEND provision and pupil voice is reviewed annually to help us continually improve our practice and outcomes for children.

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

At Our Lady of Lourdes Catholic Primary School, we are proud of our inclusive ethos and believe that every child should have equal access to the full range of opportunities available within school life. We have high expectations for all pupils and are committed to ensuring that children with SEND are fully included in learning, enrichment activities and the wider life of the school.

Children with SEND learn alongside their peers and are encouraged to participate fully in all aspects of school life. Our teaching approach focuses on careful planning and adaptive teaching to ensure that learning is accessible, engaging and appropriately challenging for every child. We strive to provide exciting and meaningful learning experiences that enable all pupils to achieve success and develop confidence.

Where additional support is needed to facilitate inclusion, appropriate arrangements will be made. This may include support at the start of the school day, during playtimes and lunchtimes, on educational visits or during extracurricular activities. Our Nest provision provides an additional space where children can access support for their learning, wellbeing and emotional needs throughout the school day.

Arrangements for consulting parents/carers and young people

We believe that successful support for children with SEND is built on strong partnerships between home and school.

Parents and carers are actively involved in planning, reviewing and evaluating their child's provision. They are welcome to contact the SENDCO directly by phone or email and can arrange appointments with members of staff through the school office whenever concerns or questions arise.

We also value the views of our pupils and seek their opinions in ways that are appropriate to their age and individual needs. This may include conversations with the SENDCO, discussions with trusted adults, pupil conferencing or informal opportunities to share their thoughts about school and the support they receive.

How are parents involved in the setting?

At Our Lady of Lourdes Catholic Primary School, we aim to develop a close, positive and supportive partnership with all parents and carers. Regular communication ensures that families are well informed about school life and their child's progress.

We communicate with parents through:

- Weekly and half-termly newsletters;
- PING communications;

- The school website;
- Parents' evenings and review meetings; and
- Meet the Teacher sessions at the start of each academic year.

We also provide workshops and information sessions, including reading, phonics and mathematics workshops, to help parents support learning at home.

There are many opportunities for parents, carers and grandparents to become involved in school life, including:

- Volunteering in school;
- Supporting educational visits and sporting events;
- Joining the Parents', Teachers' and Friends' Association (PTFA);
- Becoming a member of the Parent Council; and
- Standing for election as a Parent Governor when vacancies arise.

We actively seek parents' views through surveys and questionnaires and value the feedback we receive. Families are also warmly invited to attend our weekly celebration assemblies, where we recognise pupils' achievements and come together as a school community in prayer and celebration.

We encourage all parents and carers to share their skills, talents and experiences with the school community and to play an active role in supporting our pupils.

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

The wellbeing of every child is central to our mission as a Catholic school. We provide a nurturing and supportive environment that promotes pupils' emotional, social, spiritual and physical development alongside their academic progress.

Our wellbeing support includes:

- A holistic approach to education that values spiritual, social and emotional development;
- A pupil-led School Council, enabling children to share their views and contribute to school life;
- Skilled teaching assistants delivering targeted interventions and pastoral support;
- A dedicated Safeguarding Team and robust safeguarding procedures;
- A clear behaviour policy underpinned by restorative approaches;
- Regular staff training to ensure best practice in supporting children's wellbeing;
- Social and emotional intervention groups;
- Pastoral support during less structured times of the day; and
- Personal care plans where required.

Members of the Senior Leadership Team also provide mentoring and pastoral support for individual pupils and groups of children when appropriate.

We work closely with a range of external agencies and professionals to support children's wellbeing and development, including:

- The Primary Mental Health Team;
- Brighton & Hove Inclusion Support Service (BHISS);
- Speech and Language Therapy Services;
- Occupational Therapy Services;
- Physiotherapy Services; and
- Seaside View Child Development Centre.

The school has robust procedures for supporting pupils with medical needs. Most staff are trained in First Aid, and all receive regular training in the use of auto-injector pens where appropriate. We work closely with families and healthcare professionals to ensure that children with medical needs are safe, supported and able to participate fully in school life.

How will the school support transitions between key stages?

We recognise that successful transitions are important for all children and can be particularly significant for pupils with SEND. We therefore work carefully to ensure that transitions are well planned, supportive and tailored to individual needs.

As a small, single-site primary school, transitions between year groups and between Key Stage 1 and Key Stage 2 are supported through close communication between staff. The SENDCO remains involved throughout a child's journey through the school, helping to ensure continuity of support and a thorough understanding of each child's needs.

When pupils move to secondary school, transition arrangements begin well in advance. All Year 6 pupils are given opportunities to visit their new secondary school. For some children with SEND, additional visits may be arranged to help build confidence and familiarity. These visits may be supported by the SENDCO or a teaching assistant where appropriate.

Secondary school SEND staff are often invited to visit pupils in our school to gather information and develop positive relationships before transfer. Comprehensive records are shared with the receiving school, and the SENDCO works closely with secondary colleagues to ensure that information about a child's strengths, needs and successful support strategies is passed on effectively.

During the Spring Term of Year 6, the SENDCO and class teacher complete the Vulnerability Index, which is shared with the Local Authority and receiving secondary schools. This document supports the transition process by identifying any additional needs and helping secondary schools plan appropriate support from the outset.

How complaints are dealt with

At Our Lady of Lourdes Catholic Primary School, we value open and positive communication with parents and carers and encourage any concerns to be raised as early as possible. In most cases, concerns can be resolved informally through discussion with the class teacher, SENDCO or another appropriate member of staff.

Should a concern remain unresolved, complaints relating to staff, school procedures or practice will be managed in accordance with the school's Complaints Policy and Whistleblowing Policy, both of which are available on the school website. Complaints will be taken seriously, treated confidentially and investigated thoroughly by an appropriate member of the Senior Leadership Team or Governing Body.

Where a complaint relates to safeguarding concerns or the conduct of an adult working with children, it may be referred directly to the Local Authority Designated Officer (LADO) in line with statutory safeguarding procedures.

We are committed to working in partnership with families to ensure that concerns are addressed fairly, promptly and effectively, always keeping the best interests of the child at the centre of our decision-making.

Approved by: Full Governing Body

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