

Our Lady Star of the Sea SEN Information Report

2022-2023

Mission Statement

“You are precious in my eyes.” - Isaiah 43

- Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in a partnership between home, school, parish and community.
- Our school aims to create a happy, ordered environment where all members feel secure, valued and they respect each other.
- Our school aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospels.

Headteacher:

Mrs LA Hotchkiss (Acting Headteacher) head@ourladystarofthesea.lancs.sch.uk (Sept/Jan)

Mrs N Gregan in post from January 2023

SENDCO:

Miss JL Brisco I.brisco@ourladystarofthesea.lancs.sch.uk (Sept/Dec)

Mrs L Hotchkiss Deputy Head teacher from January 2023 l.hotchkiss@ourladystarofthesea.lancs.sch.uk

School Contact: 01253 726015

SEND Governor: Mrs C Starkie (Sept/Dec) Mrs R Shepherd from January 2023

All Lancashire County Council Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

At Our Lady Star of the Sea we continuously strive to live our school mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process. Underpinning this is the recognition that each person is unique and should be valued and respected.

The kinds of special educational needs for which provision is made at Our Lady Star of the Sea

Children’s special educational needs are generally thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning,
- Social, Emotional and Mental Health Difficulties

- Sensory and/or Physical Needs.

At Our Lady's we endeavour to achieve maximum inclusion for all children, including those with special educational needs and disabilities, whilst ensuring their individual needs are met. Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum. All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill came into force in 2014. From this date, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Whole School Approach:

Our Lady Star of the Sea RC Primary School is a mainstream primary school which strives to provide high quality teaching and additional interventions across all age ranges and curriculum areas as appropriate to the needs of the children. Our school Mission Statement is **"You are precious in my eyes"** (Isaiah) and we believe that all children should be given the opportunity to achieve and succeed.

How does the school know when a pupil has learning difficulties or special educational needs?

- Some children start school with a diagnosis or with specialist support.
- Some children will be identified by school staff and referred for specialist support.
- Some children's needs will be identified through tracking systems, testing and day to day observation by the class teacher or SENCO. These children may have needs which can be met through differentiated teaching, small group work and/or catch up in school.

Underpinning ALL our provision in school is the **graduated approach** cycle of:

Assess Plan Do Review

Assess: Children's needs are identified by their class teacher in consultation with Teaching Assistants (TAs), SENDCO and parents.

Plan: An individual learning plan is made which addresses the child's most important needs. In addition, an individual provision map may outline additional regular and routine interventions which form part of your child's package of support.

Do: Support is provided by the class teacher and TA and if appropriate the advices and/or support of

additional professionals may be sought.

Review: The effectiveness of the intervention is assessed by the class teacher, TA, SENDCO, parent/carer and the child themselves wherever possible.

All teachers are responsible for every child in their care, including those with special educational needs.

Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs or disability (SEND)?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENDCO know how this support is progressing.
- Identifying pupil progress, setting targets and writing Individual Education Plans (IEP's), based on small manageable steps. Teachers will share and review these with parents each term and plan for the next term.
- Ensuring that your child is working towards their targets and following the actions set out by their IEP.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO: Miss JL Brisco is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for the children with special educational needs or disabilities (SEND)

Headteacher: Mrs LA Hotchkiss (Acting Headteacher) is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met. This is done by working with and giving responsibility to the SENDCO and class teachers.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governors: Mrs C Starkie is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

What are the different types of support available for children with SEND in our school?

Special Educational Needs are generally thought of in the following four broad areas of need and support. Our Lady Star of the Sea Catholic Primary School is a mainstream primary school which makes provision for children in all of these areas.

Area of Need:

- Communication and interaction: eg: ASD, Speech & Language Difficulties
- Cognition and Learning: eg: Moderate Learning Difficulties, Specific Learning Difficulties – dyspraxia, dyslexia etc
- Social, emotional and mental health: eg: ADHD, Attachment Disorder

- Sensory and/or physical needs: eg: Hearing impairment, hypermobility.

How will the school staff support your child?

The ethos of Our Lady Star of the Sea RC Primary School is one of inclusion and each child at our school is valued as an individual whatever their needs. Additional classroom support is provided for children who require it in a variety of ways, including:

- Teaching Assistants who work in every class to support children's learning in small groups or 1:1 sessions as required. We are fortunate to have a higher than average number of support staff at Our Lady's.
- In addition to in-class support, we may also withdraw children with SEND for short periods of time during sessions.
- School staff also offer social and emotional support to children throughout the day.

a) Class teacher input, via excellent targeted classroom teaching

For your child this would mean:

- That all teachers have the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which maybe suggested by the SENDCO or other professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/ learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Provided in the classroom or in another area within school.
- Provided by a teacher or teaching assistant (TA)

b) Specialist groups run by outside agencies e.g. speech and language therapy, SEN Code of Practice 2014: school Support (SS)

This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services
- Outside agencies such as Education Psychology Service (EPS).

What will happen?

- If your child is to be referred to a specialist professional eg. a speech and language therapist or an EP you will be asked to grant for permission for this to take place. This will help the school and yourself to understand your child's particular needs better so that they can be supported more effectively in

school.

- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support.

We will ensure that parents know that this type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention. Your child will also need specialist support in school from a professional from outside the school. This may be from:

- Local Authority central services.
- Outside agencies such as Speech and Language Therapy (SALT) service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), will decide whether they think your child's needs (as described in the paperwork provided) are complex enough to require specific extra support.

How can I let school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the SENDCO (Miss Brisco). You may also contact the school's SEND Governor (Mrs Starkie) for support.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have and to plan any additional support your child may need. At this time any referrals to outside professionals to support your child will be discussed.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Lancashire LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including:

- a. the children getting extra support already,
- b. the children needing extra support,
- c. the children who have been identified as not making much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes are made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

Who are the people providing services to children with SEND in this school?

School provision

- Teachers/other professionals – working with a group or 1:1 in class.
- Teaching Assistants (TA's) working either within the class or outside the class with small groups or 1:1.
- ICT – delivered by TA's with individuals or groups.
- Streamed phonics groups in KS1.

Local Authority/other service Provision delivered in school

- Speech and Language Therapy (SALT)
- Physiotherapy Services
- Occupational Therapy Services
- Specialist teacher input for children with specific needs.
- School Nurse
- Counselling services
- CAMHS (provided out of school)

How are the teachers in school helped to work with children with SEND and what training do the teachers have?

Class teachers are responsible for writing IEP's and planning for children with SEND. The SENDCO will provide support as necessary. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues. Individual teachers and TAs attend training courses run by outside agencies that are relevant to the needs of specific children in their class,

How will teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- TAs under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed by the Head teacher, SENDCO and Senior Leadership Team recognising areas of difficulty.
- In the Foundation Stage progress towards the Early Learning Goals is monitored continually by the class teacher. His/her progress is reviewed by the Headteacher, SENDCO and Senior Leadership Team.
- At the end of Foundation Stage, KS1 and KS2, all children are required to be formally assessed. Children in Year 1 undertake a formal phonics assessment. This is a government requirement for all schools and the results are published nationally.
- Where necessary, children will have an IEP based on teachers' targets or targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, and new targets will be set termly.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all involved with the child's education (this includes parents AND the child).
- Regular moderation, book scrutinies and lesson observations are carried out to ensure the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCO is available for you to make an appointment to discuss your child's progress or any concerns or worries that you may have.
- You will be informed and asked to provide consent if an outside professional is to be involved with your child.
- Targets and IEP's will be reviewed termly. You will receive a copy for your reference. There will be the opportunity to discuss the targets with the class teacher at Parents Evening or alternatively an appointment can be made with the class teacher and/or SENDCO.
- A home-school diary may be used to support communication with you when this has been agreed to be useful for you and your child.

How is the Our Lady Star of the Sea Catholic Primary School accessible to children with SEND?

- The school is compliant with DDA requirements
- The school is on one level with easy access to all outside doors through ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is a disabled toilet facility with a changing table.
- We try to ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

- Extra – curricular activities are where possible accessible for children with SEND.

What are the arrangements if my child needs to take medication during the school day?

- If prescribed medication is needed during school hours it should be handed into the school office and a form filled in. Many GPs will prescribe medicines that can be taken before and after school.
- The prescribed medicine is stored securely and named staff are trained in dispensing.
- If your child uses an inhaler please discuss the arrangements for this with your child's class teacher/SENDCO or the main school office. An asthma form should be completed.
- If your child has ongoing medical needs a healthcare plan will be written, with input from you, which the school will manage.

How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?

At Our Lady Star of the Sea we recognise that transitions can be difficult for a child with SEND, therefore we take steps to ensure that any transition is as smooth and stress free as possible.

If your child is joining us from another school/nursery:

The class teacher and/or the SENDCO will liaise with your child's previous school/nursery. Your child will be able to visit our school, meet their new teacher and stay for a taster session.

If your child is moving to another school:

We will contact the new school Head teacher/SENDCO and ensure they know about any special arrangements/support that need making for your child. We will make sure that all records about your child are passed on as soon as requested.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a planning meeting will take place. IEP's will be shared with the next teacher. Class teachers and TAs will spend time with their new class in the half term prior to their transition to a new year group.

Transition to High School:

- The classteacher/Head/SENDCO will discuss the specific needs of your child with the Head of Year 7 and the SENDCO of the child's secondary school.
- A transition review meeting for children with an EHC Plan will take place with the SENDCO from the High School.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead
- All children will have the opportunity to spend time in their new high school but additional visits may be organised if needed. High school staff will visit all children in school prior to their transition to their new high school.

How will we support your child's emotional and social development?

At Our Lady Star of the Sea we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways,

including behavioural difficulties, anxiousness and being uncommunicative.

All classes follow a structured RHE (Relationship and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer additional support to allow your child to develop in these areas. This may include:

- Small group work for learning to encourage and develop co-operation and social skills.
- Extra support at lunchtime and playtime through planned activities and groups.
- A named person for the child to go to, to discuss and share difficulties.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Teaching and Learning Policy
- Disability and Equalities Policy
- Local Offer

Legislative Acts taken into account when compiling this report include:

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Children and Families Bill 2014

Contact details

School Nurse - contact via school

Speech, Language and Communication Therapy - 01253 651101

Occupational Therapy - 01253 651101

Physiotherapy - 01253 651101

School SENDO (Julie Cadwallader) - SEND, 4th Floor, Joint Divisional Offices, East Cliff, Preston, PR1 3JT.
Telephone 01772 531597.

SEND Services Area Team - 01524 581200

Parent Partnership - 0300 123 6706

information.lineteam@lancashire.gov.uk

You can access the Local Authority's Local Offer by visiting:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer.aspx>

You can access our own Local Offer by visiting the school website at:

<https://www.ourladystarofthesea.lancs.sch.uk/> and following the link under 'SEN'. Alternatively you can request a paper copy from the school office.

To be reviewed September 2023