Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow'.

SEND ANNUAL REPORT

Approved by the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

Review Dates:	**Date Reviewed:** Ratified at FGB 19/05/2022	**To be reviewed:** May 2023
Signatures:	**Headteacher:** Mrs Jan Holden	**Chair of Governors**: Mrs Debbie Main

Statutory Policy

The school has a commitment to safeguarding and promoting the welfare of children.

Our Lady of Peace Catholic Primary and Nursery School Local Offer

1. Special Educational Needs Policy

Special Educational Need and Disability (SEND) is defined as those children who:

- Have significant defined difficulties over and above those generally experienced by the majority of his or her peer group.

- Have a disability which prevents or hinders them from making use of the educational facilities generally provided.

Our Lady of Peace Catholic Primary and Nursery School is committed to creating a fully inclusive environment that meets the special educational needs of all children, enabling them to fulfil their potential across the whole curriculum.

In order to achieve this, the school endeavours:

- To ensure the early identification, assessment and registration of children with SEND.
- To develop strong links with the Local Authority, parents, outside agencies, other professionals and schools.
- To provide SEND training opportunities for all staff.
- To monitor the progress of SEND children regularly through review meetings and tracking procedures.
- To plan teaching and learning in all areas of the curriculum with all pupils in mind.
- To seek and take into account the views of the child whenever possible.
- To follow the school accessibility plan.

Responsible persons

- Governing Body
- SEND Governor
- Headteacher
- Deputy Head
- Inclusion/Welfare Manager
- Special Educational Needs Coordinators (SENCO)
- Class teacher

The named Inclusion Manager for the school is Helen Hadaway. The SEND co-ordinators for the school are Mrs F Ahmad, for Early Years, Foundation Stage, Nursery and Key Stage 1 and Mrs C Wood, for Key Stage 2. A member of the

Governing body takes a special interest in SEND, Mrs Lisa Nash, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Special Educational Needs (SEND) Code of Practice 2001, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEND.

The revised Code of Practice focuses on meeting these needs in the classroom. All staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment.

Our SEND Policy, Behaviour Policy, Admission Arrangements & Accessibility Plan can be viewed at:

http://www.olopprimary.co.uk/web/policiessend_information/193562

2. Teaching and Learning

Our Lady of Peace Catholic Primary and Nursery School aims to meet the needs of all pupils through the highest quality of teaching and reducing barriers to achievement. Staff work to ensure children's needs are met through normal teaching and learning strategies. These include differentiated tasks and modified teaching approaches, classroom organisation and the provision of aids or equipment. Ancillary support staff may also be allocated to certain groups or individuals at times. The school has a rigorous process of assessment, ambitious target setting and tracking. Most children's needs will be met without the need for an Education, Health and Care Plan (EHCP).

3. Identifying and Assessing Special Educational Needs

Despite high quality teaching, there may be some children who do not make progress as expected. Some of these children may have a special educational need which requires further support which is in addition to or different from that which is normally provided within a child's peer group. The SEN Code of Practice 2014, refers to this as SEN Support.

The school provides four types of action referred to as a graduated approach. When a concern is raised by either the class teacher or the parent, the school will:

- Assess

The class teacher and SENCO decide if the child has a significant learning difficulty. The views and experience of the parent will also be taken into account, along with the views of the child where appropriate. If relevant, advice may be taken from external services. Assessment is reviewed frequently.

- Plan

If it is decided that the child requires SEN support, parents are informed, and an Individual Provision Map (IPM) is drawn up. The IPM will detail interventions and support which will take place and track progress. The plan is reviewed at least termly with parents during SEN Parent Consultation meeting.

- Do

The class teacher remains responsible for working with the child on a daily basis. The teacher works with teaching assistants and the SENCO to assess the impact of the interventions. Further specialist services may also be involved in supporting the child depending on the needs of the child.

- Review

Regular reviews take place to monitor the progress of the child. From the review further targets and interventions may be decided.

The school also has particular regard for Looked After Children.

In a small number of cases, it will be necessary to carry out a formal assessment of education, health and care by the Local Authority, which may lead to an Education Health and Care Plan (EHCP). The school or a parent can bring a child's needs to the attention of the local authority and request a formal assessment to be considered.

4. Involving Parents and Children in Planning and Reviewing Progress

Parents are informed when there is a concern about their child's progress. This may be through an informal meeting or at a termly parents' consultation evening with the class teacher and /or SENCO. If a decision is made to move a child to SEN Support, parents will be consulted for their views on targets and strategies; ways in which they can support their child will also be discussed. Wherever possible, the views of the child are also considered. Our Lady of Peace Catholic Primary and Nursery School manages SEN support through an Individual Provision Map which is reviewed termly with both child and parents.

If a child has an EHC plan, this must be reviewed annually. All parties involved with the child are invited, including the parents or carers. The views of the parents/carers are sought and the child's views are also recorded and considered. The child will also visit the meeting, if appropriate.

Teachers/SENCO's are available by appointment at any time before or after school. In some cases they may be available during school hours. Research shows that parental involvement has a significant impact on SEND progress.

If a child makes little or no progress over a sustained period and continues to work at levels significantly below their peers, despite being supported, the school would request the involvement of specialists.

In addition, outside services the school use include:

- Educational Psychology Service
- Autism Outreach Service
- SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service).
- Speech and Language Therapy Service
- Occupational Therapy
- Sensory Consortium
- Child and Adolescent Mental Health Service
- School Nursing Service

5. Additional Support

The 2014 Code of Practice sets out four main areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Our Lady of Peace Catholic Primary and Nursery School is an inclusive school and may offer the following range of provision to support children with SEND depending on staffing and other available resources. Our pupils with SEND are given the same opportunities as all other children in our school. We always ensure that they are not discriminated for their disability or their special education need and make reasonable adjustments for their inclusion.

Interventions

Access to a supportive environment:

- Specialist equipment, including IT, to access the curriculum where appropriate.
- Use of exercise books with cream paper
- Use of coloured overlays for reading
- Pre-teaching curriculum vocabulary
- Prompt and reminder cards for organisational purposes.

- Visual picture strips or instructions to support behaviour or understanding of a task.
- Use of visual timetables.

Provision to facilitate or support access to the curriculum

- Targeted 1:1 support in the classroom from Teaching Assistant (TA) or class teacher (CT)
- Small group support from TA/CT
- Breaking down of activities into small chunks.
- Repetition of instructions and key information.
- Use of specialist equipment such as seating, writing slopes or IT equipment.
- Visual support
- Use of Individual Classroom Strategies Plan
- Use of Individual Provision Map

Strategies to support and develop literacy

- Small group support in class with guided teaching
- Working 1:1 or in a small group with TA or CT for planned programme such as phonics or reading comprehension and writing skills.
- Frequent reading practice.

Social Skills programmes/ support strategies to enhance self-esteem/ reduce anxiety

- Social skills / self-esteem programmes for individual child or groups delivered by staff trained in ELSA
- Use of social stories to discuss events
- Break time structured activities group to alleviate unstructured time
  - Individual focused TA playground support for some named children

Strategies to support and develop numeracy

- Small group support in class with guided teaching
- Working 1:1 or in a small group with teaching assistant or class teacher for planned programme/ boosting

Strategies/ programmes to support Speech and Language

- Intervention programmes from a Speech and Language Therapist delivered by the school's Speech and Language Coordinator and class teaching assistant
- Visual support for language
- Pre- learning of vocabulary

Strategies/ programmes to support Occupational Therapy /Physiotherapy Needs/ Motor needs

- Intervention programmes from an occupational therapist or physiotherapist delivered.
- Provision of equipment advised by Occupational therapist
- Activities from Slough Occupational Therapy Toolkit
- Handwriting and motor support including activities from occupational therapists

Strategies to Support Behaviour

- Use of school's behaviour policy, available on web site.
- Use of Home School Communication books with parents, praise, rewards and sanctions
- Anger management programme delivered by trained ELSA staff
- Individual support from SEBDOS
- Implementation of programmes of support as advised by SEBDOS /CAMHS

6. Extra Activities

Our Lady of Peace Catholic Primary and Nursery School is committed to meeting the needs of all pupils, both in and out of the classroom. Pupils have access to all activities and trips offered by the school. Where necessary additional adult support will be available to assist pupils at after school activities and on visits and trips. Parents will be asked to meet school staff to plan appropriate support where necessary.

7. Meeting the Social and Emotional Needs of children with SEND

The social and emotional needs of a child may be identified by the class teacher or brought to the attention of the school by family members or carers, or by an outside agency. The school would support the child through an individual nurturing approach, including support from trained ELSA support staff, in conjunction with parents/carers or other agencies. The school also runs social skills groups to develop children's social skills, with targeted adult support. Where appropriate the school may involve other services, such as SEBDOS or Social Care. The school takes a rigorous approach against bullying, which is laid out in the school's anti–bullying policy available on the school website. The school also provides information on e- safety.

8. Keeping Up to Date with Knowledge and Skills

The school is committed to Continuing Professional Development (CPD) for all staff. The school audits its need for training against its pupils' current and future needs and from this develops a programme for training. Training may be secured from expertise within the school, or outside services may be asked to provide training. Staff attend training delivered outside school as required. The SENCOs' attend regular meetings provided by the Local Authority to keep up to date with provision for SEND in Slough.

When supporting children with medical needs the school uses the school nursing service to provide training and care programmes.

9. Transitions

Our Lady of Peace Catholic Primary and Nursery School liaises closely with other schools our children may come from. The school also liaises with the secondary schools our pupils move on to. Liaison involves the passing of information, attendance at SEND meetings, including annual reviews for children with EHC plans by staff from the receiving school.

Children may be prepared for transition in the following ways:

- Take part in transition groups to explore issues around transition.
- Visits to new school to familiarise themselves with the environment of children.
- Meeting key staff in advance
- The provision of maps, photographs and booklets to familiarise children with new school and staff before they arrive.

Special arrangements in relation to COVID-19.

Following the closure of schools from the 23rd March 2020 Government guidelines stated:

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

In order to ensure that our pupils with EHC plans are supported, we have carried out risk-assessments and shared these with families, with regards to whether or not their child needs to attend school. Families have also been consulted on their views regarding this.
As a school, we are undertaking check-ins to ensure that pupil's outcomes and needs, are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils in their classes and is open-ended in nature to allow pupils to engage with and further their own learning.

Please see below a copy of ministerial announcement on 30th April concerning the temporary (1st-31st May) invocation of powers under the Coronovirus Act 2020

'*Firstly, we have issued a notice under the Coronavirus Act 2020 confirming that local authorities and health commissioning bodies (e.g. Clinical Commissioning Groups) must now use their* ***reasonable endeavours*** *to secure the provision set out within a child or young person's EHC plan. This means that local authorities and health bodies must consider, for each child and young person with an EHC plan, what they need to provide during the period of the notice. This may result in a child or young person's provision being different from that which is set out in their EHC plan, but local authorities and health services will still seek to support the needs of the child or young person in the new circumstances we find ourselves in. For example, they may offer support virtually rather than face to face. This legal change will be in force from 1st to 31st May 2020 and may be extended.*

'Secondly, where a reason relating to the incidence or transmission of coronavirus applies, the usual timescales in regulations for various EHC processes will be replaced by requirements on local authorities, health care professionals and others to act as soon as reasonably practicable (or in line with any other timing requirement in the regulations being amended). These changes will be in force from 1st May to 25th September 2020 and we will be keeping this under review.'

Parents of SEND pupils may require our support at this time and have received regular communication from the SENCO's and other professional support such as the Educational Psychologist and the Social, Emotional, Behavioural Difficulties Outreach Services - SEBDOS.

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our secondary colleagues to ensure that the information needed is shared. As the Summer Term progresses we will begin to send out transition style material, that will endeavour to support all our pupils at this transitional time.

Resources that support our pupils' emotional and social development during this unprecedented time will be uploaded on to the school website in the SEND section. These will continue to be updated as time passes.

External agencies will only become involved if necessary, following the usual graduated response process detailed above.

Helpful Contacts:

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Local Authority Support Services
www.serviceguide.slough.gov.uk Tel: 01753 787668