

Our Lady of Peace Catholic Primary and Nursery School

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



SEND INFORMATION REPORT

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

Review Dates:	Date Reviewed: October 2025	To be reviewed: October 2026
Signatures:	Headteacher: Mr N Stopps	Chair of Governors: Mrs D 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. Our school's approach to supporting pupils with SEND.

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 and parents, whenever possible.
- To follow the school accessibility plan.

Responsible persons

- Governing Body
- SEND Governor
- Headteacher
- Special Educational Needs and Disability Coordinator (SENDCO)
- Class teacher

The SENDCO for the school is Mrs R Sidhu. A member of the Governing body, takes a special interest in SEND, 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 on the school website (<http://www.oloprimary.co.uk/web/policies/193562>):

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 SENDCO decide if the child has a significant learning difficulty. A record of concern form can be completed by the class teacher to record their particular concerns. The views and experience of the parent will also be considered, 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 SEND support, parents are informed, and an Individual Provision Map (IPM)/ Learning Plan (LP) is drawn up. The IPM/ LP will detail interventions and support which will take place and track progress. The plan is reviewed at least termly with parents during SEND Parent Consultation meetings.

❖ Do

The class teacher remains responsible for working with the child on a daily basis. The teacher works with Learning Support Assistants (LSAs) and the SENDCO 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.

2. Catering for different kinds of SEND

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 high - quality first teaching. These include scaffolded tasks and adapted teaching approaches, classroom organisation and the provision of aids or equipment. 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 (EHC plans).

When supporting SEND we cater for the four areas of need as outlined in the SEND Code of Practice:

Cognition and Learning:

We endeavour to identify and support children with tendencies and specific learning difficulties. Cognition and learning needs generally account for difficulties in curriculum related areas such as:

- Reading, writing and spelling
- Numeracy skills
- Comprehension
- Processing difficulties such as sequencing, inferencing, coherence and elaboration
- Working memory
- Short term verbal memory
- Other type of executive function difficulties.

Communication and Interaction

Through our trained SALT LSA we can provide early identification and identification for those children presenting with speech and language difficulties. The school commissions a private speech and language therapist to assess children and write reports and targets.

Communication and interaction needs and difficulties could include:

- difficulties with producing or responding to expressive or receptive language
- difficulties uttering speech sounds
- difficulties understanding spoken and other communications from others
- difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play.

Social, emotional and mental health:

The school has a trained member of staff who has completed the ELSA program and runs ELSA interventions (Emotional Literacy Support Assistant).

Children with social, emotional and mental health difficulties may find it hard to:

- make and maintain appropriate and healthy relationships
- regulate their emotions.

Sometimes these difficulties will present as: withdrawn behaviour, challenging, over-active or disruptive behaviour, being controlling.

Sensory and/ or physical needs

If we have concerns in this area, parents will be asked to refer their child to the correct health care professional/ GP for a further referral. Children who have been diagnosed with a hearing and/ visual impairment will receive support from specialist teachers from the Sensory Consortium (Advisory teachers for Vision, Hearing and multi-sensory impairments).

In other cases where appropriate the school will refer the child through the Children and Young People's Integrated Therapies (CYPIT) website. They will then assess the child in due course and provide advice and strategies. Teachers will use the CYPITs website to access advice sheets and support in the meantime to support the child.

Types of physical and sensory needs may include: a physical or medical disability, a hearing or visual impairment and sensory sensitivity.

Key staff and expertise:

Name of staff member	Area of expertise	Level of qualification (e.g: BA (Hons) MA
Ravinder Sidhu	SENDCO	BSc QTS PG CERT NASENCo MA

3. Securing and deploying expertise:

The school support children through small group teaching where needed and, in specific situations depending on the child's need, 1:1 adult support. The SENDCO works closely with support staff to ensure staff are up to date with current practice. The SENDCO attends regular SENDCO Networking Meetings to ensure their knowledge of practice and procedures is kept up to date.

4. Equipment and facilities:

- Disabled toilet facilities
- There is a disabled parking space at the front of the school entrance

5. 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.

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 (EHC plan). 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.

6. Consulting with pupils and parents and progress towards targets:

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 SENDCO. 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 (IPM)/ Learning plan (LP) which is reviewed termly with both child and parents.

Pupils are involved in reviewing and discussing new targets for the IPMs/LPs.

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/SENDCO'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.

Involving key stakeholders:

We ensure all members of staff, teachers and LSAs are involved in the decision-making process and target setting for these pupils. This will ensure the best outcomes.

In addition, outside services the school use include are:

- 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
- Children and young people's integrated therapies (CYPITS)

7. Transition support:

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.

The school offers more bespoke Rainbow transition to support children in a small group to prepare for these changes.

In some cases, social, emotional and behaviour difficulties outreach services (SEBDOS) services maybe enlisted to support children with more specific needs during their transition period.

Children may be prepared for transition in the following ways:

- Take part in transition groups to explore issues around transition.
- An additional visit/ visits to their 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.

8. Teaching approach and adaptations to the curriculum and learning environment:

Universal offer

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.

Adaptative teaching and scaffolding are included as part of Quality First teaching, across all subjects.

Access to a supportive environment:

- 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.
- Dual coding- visuals to support key vocabulary and other key skills.
- Specialist equipment, including IT, to access the curriculum where appropriate.
- Use of coloured overlays for reading.
- Targeted 1:1 support in the classroom from LSA or class teacher (CT)
- Small group support from LSA/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 / Learning plans.

Strategies to support and develop literacy

- Small group support in class with guided teaching.
- Working 1:1 or in a small group with LSA or CT for planned programme such as phonics or reading comprehension and writing skills.
- Frequent reading practice.
- Chunking of reading and breaking down the text.
- Visuals.
- Sentence starters.

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 LSA 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 LSA or CT for planned programme/ boosting.
- Task planners.
- Vocabulary mats with visuals.

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 LSA.
- Visual support for language – dual coding.
- Pre-learning of vocabulary.
- Assessments and reports by a trained Speech and Language therapist.

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 website.
- Anger management programme delivered by trained ELSA staff.
- Individual support from SEBDOS.
- Implementation of programmes of support as advised by SEBDOS /CAMHS.

9. Inclusivity in activities:

We encourage all children to take part in all activities both within and outside of school, as well as attending all events and trips. We ensure that parents/carers are fully informed about the trips and activities open to every child and, when required, extra support will be provided to ensure full participation by all children.

Parents will be asked to meet school staff to plan appropriate support where necessary.

10. Supporting emotional and social development:

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.

11. 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 SENDCO attends 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.

12. Evaluating effectiveness:

We regularly evaluate the effectiveness of our practice through learning walks, book scrutiny, monitoring of planning and in-depth discussions with all stakeholders. The Inclusion Manager meets regularly with the senior leadership team to ensure collaboration between them and the SENDCO takes place.

13. Handling complaints:

If parents should have any concerns about the SEND provision at Our Lady of Peace, please refer to the School's Complaints Policy which can be found on the school's website.

14. Local Offer:

This is published on the Slough Family Services website. See link below:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=gdlmbHh0kHc>

15. Helpful Contacts:

Mr N Stopps - Headteacher
email: post@olopprimary.co.uk Tel:01628 661886

Mrs D Main - Chair of Interim Executive Board
email: debbie.main@northamptondiocese.org
Tel:01628 661886

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