

Our Lady of Perpetual Succour Catholic Primary School

SEND Information Report **September 2017**

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Our Lady of Perpetual Succour Catholic Primary School <i>"We learn to love everyone as Jesus loves us"</i>
School website :	www.olpsprimary.co.uk
Halton Local Offer website:	http://localoffer.haltonchildrenstrust.co.uk/
Type of school:	Mainstream Catholic Voluntary Aided Primary School ages 4 -11
Description of school:	<p>The school is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils with special educational needs and/or disabilities is slightly below the national average; however, the percentage of children on educational health care plans (EHCP) is much lower than the national average.</p> <p>We welcome open dialogue with parents/carers. If you have any concerns, please discuss with the class teacher in the first instance then SENCO (Mrs Heston) or Head Teacher. Your concerns will be investigated and you will be involved at all stages.</p> <p>If you have concerns about your child's language, motor skills or emotional health, school can refer to a health professional but you can also visit your GP</p>

	and ask for a referral to the relevant health department. Please obtain an up to date hearing and eyesight test so that any problems in those areas can be addressed as quickly as possible.	
Does our school have a resource base?	No	
Number on roll:	207	
% of children at the school with SEND:	11.1%	
Date of last Ofsted:	March 2017	
Awards that the school holds:	Arts mark, Healthy Schools, Active Kids Silver, Eco School Bronze.	
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	<p>The school is on one floor: school office, Head teacher's office, staff room, 2 meeting rooms, school hall, 7 classrooms, 1 ICT suite, 4x boy's toilets, 4x girl's toilets, 2 staff toilets, library, media room, resource/ intervention room, school kitchen off the main hall.</p> <p>The entrance to the school has disabled access and there are 2 disabled use toilets off the reception area.</p> <p>See Accessibility Plan</p>	
Expertise and training of school based staff about SEN. (CPD details)	<p>Additional expertise and training includes:</p> <ul style="list-style-type: none"> ➤ SEND training ➤ Speech Impairment ➤ Speech and language ➤ CAF Training ➤ Team Teach ➤ Specific evidence based Literacy interventions training ➤ Specific evidence based Mathematics interventions training ➤ Precision teaching training ➤ Asthma and allergy training ➤ First aid training ➤ Defibrillator training ➤ Diabetes training 	
Documentation	Are the	SEND policy http://www.olpsprimary.

available:	following documents available on the school's website?		co.uk/website/policies/133662
		Safeguarding Policy	http://www.olpsprimary.co.uk/website/policies/133662
		Behaviour Policy	http://www.olpsprimary.co.uk/website/policies/133662
		Equality & Diversity	http://www.olpsprimary.co.uk/website/policies/133662
		Pupil Premium Information	http://www.olpsprimary.co.uk/website/pupil_premium/150688
		Complaints procedure	http://www.olpsprimary.co.uk/website/policies/133662

Range of Provision and inclusion information:

How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.	<p>When pupils have identified SEND before they start at Our Lady's, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting.</p> <p>If you tell us, you think your child has SEND we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child following our SEND policy.</p> <p>If your child does not appear to making the same progress as other children of their age, we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.</p> <p>We are child and family centred so you will be involved in all decision-making about your child's support.</p> <p>When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.</p> <p>We will continue to write School Support Plans (SSP) with pupils, parents / carers.</p> <p>We use homework to repeat and practise activities that are new and present an achievable challenge.</p>
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example, health, social care, local authority support services and voluntary	<p>We work regularly and closely with professionals from a range of outside agencies as needed to assess and plan for children at different times including:</p> <ul style="list-style-type: none"> ➤ Educational Psychologist – EP ➤ Specialist teachers within Halton ➤ Speech and Language Therapy Service

sector organisations.	<ul style="list-style-type: none"> ➤ Occupational Therapist – OT- and Physiotherapist ➤ School Nurse ➤ Diabetic Nurse ➤ Health Visitor ➤ Woodview Child Development Centre ➤ Child and Adolescent Mental Health Service -(CAMHS)- Primary and Specialist ➤ Family Support Workers ➤ Social Workers
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<p>All children have access to lap tops, PC's, Ipads and cameras when required. The laptops and tablets can be transported to any room in the school. Specialist computer software is available for specific needs. Children also have access to specialist equipment if needed, for example:</p> <ul style="list-style-type: none"> ➤ Writing slopes ➤ Specialist pens, pens, pencil grips, rulers etc. ➤ Sit and move cushions ➤ Special seating arrangements ➤ Adapted resources depending on need.
What strategies /programmes/ resources are available to support speech & language and communication including social skills?	<ul style="list-style-type: none"> ➤ All children's speech and language skills are assessed when they enter the school's Early Year's Foundation Stage. ➤ If your child is identified as benefitting from additional support, you will be consulted and small group intervention will be proposed. ➤ If no progress is seen, school, in consultation with parents/carers may suggest a referral to obtain further professional advice. ➤ School staff work very closely with outside agencies and ensure that any recommended individual programme for a child is carried out in school.
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> ➤ Small group phonic support. ➤ Small group support in class for guided reading / writing. ➤ Individual daily reading with the teaching assistant / teacher. ➤ Reading schemes for 'struggling' readers. ➤ Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills. ➤ Precision teaching.
Strategies to support the development of	<ul style="list-style-type: none"> ➤ Small group support in class through guided teaching via TA and or Teacher support. ➤ Withdrawal in a small group for specific maths intervention

numeracy.	<p>'First Class at Number'</p> <ul style="list-style-type: none"> ➤ Withdrawal by teaching assistant for 1:1 support following misconceptions during lessons
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ul style="list-style-type: none"> ➤ Personalised and differentiated curriculum. ➤ Small group support in class from classroom assistant or teacher. ➤ 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources. ➤ Specialist equipment. ➤ The use personalised plans. ➤ Quality resources to enhance the curriculum access. ➤ Strategies put into place as provided by professionals. ➤ Support from specialised teachers in local school.
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<p>In addition to the termly parents' evenings, if your child is receiving additional support over and above that which is provided for all pupils through good teaching (Quality First Teaching QFT), you will be invited into school at least once a term to discuss the additional support given and review its effectiveness towards your child's outcomes.</p> <p>The additional support will be recorded on SSP (School Support Education Plan). You and your child will be involved in the setting of outcomes, how we intend to support your child to meet those outcomes and planning of additional support. At the end of the period you will be invited to review your child's progress and be involved in the next round of planning.</p> <p>Progress towards outcomes may be assessed by:</p> <ul style="list-style-type: none"> ➤ Observations ➤ Target setting ➤ Review of books ➤ Discussions with your child ➤ Reviews by professionals/outside agencies ➤ Discussions with parents/carers <p>Some of these meetings could involve outside agencies and you are most welcome to bring people with you. Information Advice and Support Service (formally Parent Partnership) can offer advice as well as attend meetings with you.</p> <p>Other ways you may be kept informed as to how your child is doing are:</p>

	<ul style="list-style-type: none"> ➤ Home school diaries ➤ Phones calls from the class teacher/SENCO ➤ Notes from staff in reading journals or planners ➤ Certificates, stickers and other rewards ➤ Informal discussions with class teacher/SENCO ➤ Sharing of reports from professionals <p>Additional requests from parents to discuss their child's progress with key members of staff</p>
Strategies/support to develop independent learning.	<p>Our Lady's puts a great emphasis on encouraging the children to become independent learners to help prepare them for the future. Children are encouraged to 'give it a go' under the premise that we all make mistakes and that's okay. Some examples of strategies used to support children include:</p> <ul style="list-style-type: none"> ➤ Acknowledging the challenge and rewarding the effort ➤ Self-assessment ➤ Peer assessment ➤ Visual aids/prompts ➤ Individual success criteria ➤ Personal development targets.
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> ➤ Named mid-day supervisor ➤ Playtime buddy system ➤ Staff employed responsible for personal care for named pupils. ➤ Individual educational plan which specify break and lunchtime provision.
Extended school provision available; before and after school, holidays etc.	<p>Breakfast club and after school club is provided by First Steps Nursery, located on the school site.</p> <p>The school also runs a range after school clubs throughout the year.</p>
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	<p>Our Lady's has an experienced team of 8 Teaching Assistants (TA) and 1 Higher Level Teaching Assistant (HLTA).</p> <p>We effectively use this resource to help support and enable children to access trips and residential visits. All staff are fully trained in the needs of the children and they put in place individual programmes to ensure your child can benefit and enjoy any outside classroom activities. If additional equipment is required, the school will make the best endeavours to obtain it.</p> <p>We aim to fully include all children. If required, risk assessments are carried out for children and only if the activity would put the child or others at risk would alternative arrangements be sought</p> <p>In exceptional circumstances a parent may be asked to attend the trip if it is necessary to ensure the child is safe. (E.g. medical cases).</p>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-	<p>Our Lady's has a strong ethos of nurturing and pastoral care where all parties are treated as part of its family.</p> <p>Parents/carers are encouraged to contact school should they have any concerns regarding their child and to share as much information</p>

<p>esteem including mentoring.</p>	<p>as possible to help us plan support.</p> <p>Strategies to promote wellbeing and self-esteem include:</p> <ul style="list-style-type: none"> ➤ Circle time in class ➤ PHSE programme ➤ Silver SEAL groups ➤ Robust safeguarding procedures with all staff having had recent training ➤ Regular monitoring of the Behaviour Policy and how it contributes to children's increased self esteem ➤ School Council ➤ Planned support from teaching assistant ➤ Referrals and advice from EP and CAMHS and Family Workers and Social Workers. (if/when needed) ➤ Meet and greet at the start of the day for individual children ➤ Regular parental contact in person or through a home school diary ➤ Close links with the school nurse
<p>What strategies can be put in place to support behaviour management?</p>	<p>Use of the school's behaviour policy Personal behaviour plans in place if needed Daily behaviour record if needed Time-out support Reward system Support and intervention from outreach behaviour specialist Strategies in place for unstructured times of the day e.g. alternative location for break time – indoor – outdoor provision, manned by staff members.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>We recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible Our Lady's adopts the following procedures:</p> <p>Transfer in:</p> <ul style="list-style-type: none"> ➤ Contact with the child's previous school and parents/carers to ensure all relevant information and reports have been received ➤ Implementation of a School Support Plan if required in consultation with child, parents/carers and other parties involved and preparation of resources ➤ All general school information to be given to parents/carers before your child comes to school ➤ A programme of extra visits arranged for the child before they

	<p>start</p> <ul style="list-style-type: none"> ➤ Initial additional support in unstructured times and for as long as necessary e.g. play time buddies ➤ Risk assessments carried out if needed ➤ Training of staff if needed <p>Transfer out:</p> <ul style="list-style-type: none"> ➤ Meetings held, to share information, with new school, parents/carers and other professionals as necessary ➤ All necessary paperwork passed on to new school including a pupil profile summarising child's strengths and areas of need plus successful strategies used ➤ Member of Our Lady's staff to go with the child on a planned programme of extra visits if considered useful for the child ➤ Close links with feeder high schools including SEND meetings to discuss needs ➤ School to ensure that parents/carers are aware of and can access transfer days/meetings that are available to all parents and children.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> ➤ Intervention from physiotherapy / occupational therapy team ➤ Assessment and individual programmes ➤ Specialist resources ➤ Delivery of planned intervention programme by specified member of school staff. ➤ Close liaison with medical staff where required ➤ Staff training for managing particular medical needs
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>At Our Lady's we believe that a good home-school partnership is one of the keys to successful learning.</p> <p>We will help you support your child's learning by:</p> <ul style="list-style-type: none"> ➤ Being available to discuss your child when you need to and getting back to you in good time ➤ Ensuring you are involved in the planning and review of your child's School Support Plan ➤ Explaining where possible, the content of professional's reports ➤ Giving advice regarding referrals to outside agencies that may be able to help you and your child ➤ Setting appropriately challenging homework and discussing strategies for supporting learning at home ➤ Providing home school diaries where appropriate

	➤ Sharing curriculum topics and if appropriate providing additional homework based on the intervention support being carried out in school		
How additional funding for SEN is used within the school with individual pupils.	<p>In common with all maintained schools in Halton, Our Lady's is allocated funding for all pupils including those with SEND and we meet pupil's needs through this (including additional support and equipment).</p> <p>This budget is allocated on an individual child's needs basis following the assessment, plan, do and review of progress cycle and advice provided by outside agencies.</p> <p>The local authority may contribute to the cost of meeting a child's needs if it is agreed to be more than provided in the school budget.</p> <p>In some cases, the child's needs will be such that an application to the authority will be made for an Education and Health Care Plan which will involve statutory assessment.</p> <p>Parents and children will be involved at all stages together with any professionals involved.</p>		
Examples of how pupil premium is used within the school.	<p>Specific interventions</p> <p>Additional staffing</p> <p>School trips to enhance their learning and the curriculum</p> <p>Identified specific resources.</p>		
SENCO name/contact	Mrs A Heston Our Lady of Perpetual Succour Catholic Primary School 0151 424 6130		
Headteacher name/contact	Mrs P McGuffie Email: Head.olpsprimary@halton.gov.uk 0151 424 6130		
Completed by:	A Heston	Date:	September 2017

Version Control

Area of Document Updated:	Updated By:	Date:

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.