Our Lady's Catholic Primary School
SEN Information Report

Updated: September 2026

At Our Lady's School we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has needs special to him or her.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/carers to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

We are a mainstream primary school which provides for children with a wide range of special educational needs including those with:

- **Communication and Interaction needs** (this includes speech, language and communication difficulties including autistic spectrum conditions)
- **Cognition and Learning needs** (this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia)
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical Needs** (this includes children who have visual or hearing needs, or a physical disability that affects their learning)

Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?

Our Lady's is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. If parents have any questions or concerns regarding SEND, they should contact the SENCO via the school office on send@ourladyscowley.co.uk

- Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- Key Stage Coordinator/Early Years Foundation Stage Coordinator- deals with concerns which cannot be dealt with by the class teacher.
- SENDCo- Mrs Dogar/ Mrs S Woodhams
- Inclusion Leader – Mr C Spackman
- Headteacher - Miss T Davies
- SEN Governor – Mrs Phillips

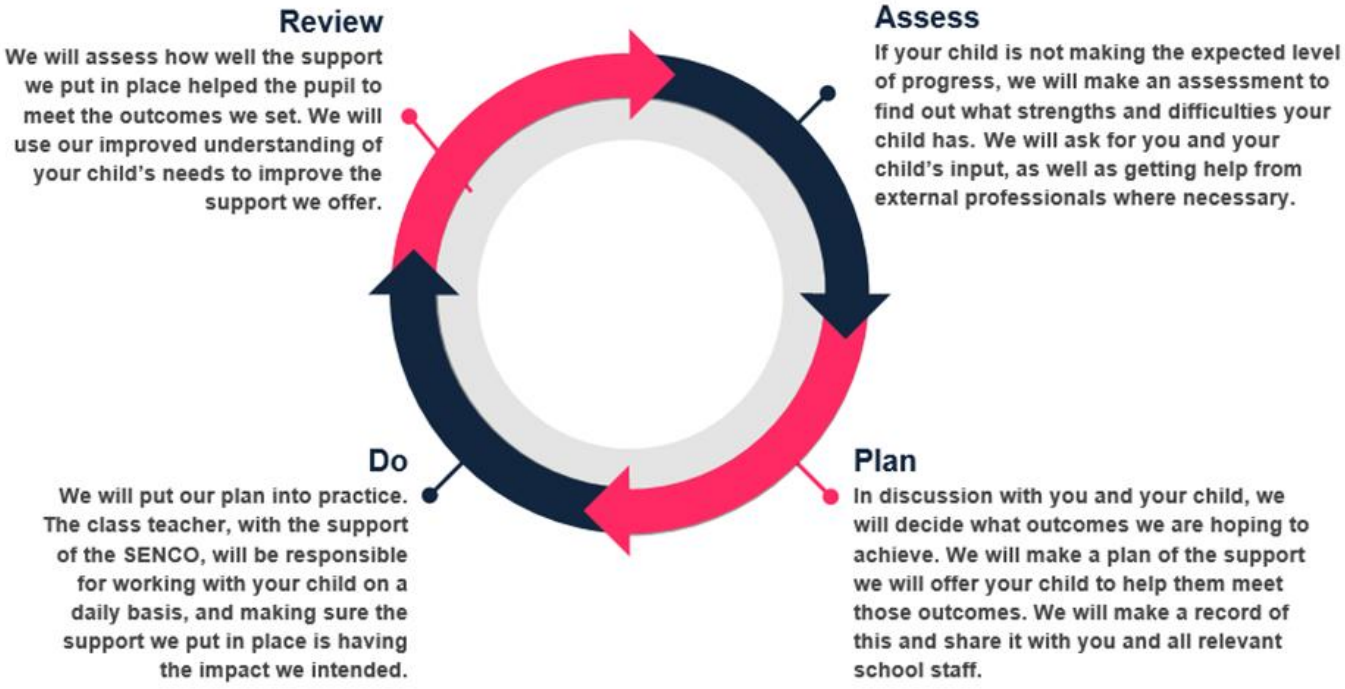
Assessment, Planning and Review/Partnerships for Progress

How do we identify children with SEND? How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress? Will I know if my child is not making progress and what will happen?

The school uses Oxfordshire County Council's guidance 'Ordinarily Available SEND Provision' and 'SEND Indicators Tool' (September 2024). The guidance sets out:

- How we identify if a child has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

At Our Lady's we operate a graduated response to children's needs. If children need SEND support we follow the assess, plan, do, review cycle as outlined below:



- Targets are set in reading, writing, maths and RE for each pupil, which are monitored termly.
- Class teachers attend a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place in order for the identified pupils to reach their expected outcomes.
- Ongoing teacher assessment strategies are used to determine progress and attainment.
- Regular review meetings are planned in advance and held with the class teacher and SENCO to track progress towards outcomes and evaluate interventions.
- Parents are invited to parents' evenings regularly to discuss progress, attainment and expected outcomes with the class teacher and SENCO if appropriate.

- Parents of children with SEN are invited to review meetings, where appropriate.
- Children with Education Health and Care Plans (EHCPs) have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review.
- The targets of children with EHC Plans are reviewed termly.
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for additional funding or an Education Health and Care Plan Assessment.
- School staff may informally discuss progress with parents/carers as needed.
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.

How do we spent our funding:

- Educational support staff
- Training to prioritise the needs of all pupils including those with special needs and disabilities. This year training was focused on children's mental health and Autistic friendly environments.
- Accessing support from outside agencies including input from an Educational Psychologist and OXSIT Consultancy.
- Training for support staff when working with children. How to promote independence, Zones of regulation and alternative forms of communication.
- A robust assessment programme to monitor and assess children's progress so that small steps can be measured and tracked.
- Resources to support children learning within the classroom.
- A new assessment framework to measure small steps progress.

Curriculum and Teaching Methods (including groupings / interventions)

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child? Is there any additional support available to help my child reach his/her expected outcomes?

- The National Curriculum is an entitlement for all children.
- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching.
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs. They have use of resources such the 'Pebbles' curriculum and Birmingham SEN toolkit which breaks skills down into smaller chunks.
- Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class.
- First hand experiences through visits are explored when topics are planned.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups but independence is encouraged.
- Children may be identified as benefiting from intervention programmes. Progress within these programmes is carefully monitored.

- Intervention programmes in the areas of literacy, numeracy, language, social, emotional, and motor skills are available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes complements the Quality First Teaching that all children receive.
- The effectiveness of the intervention programmes are monitored by assessing their impact. Intervention programmes are reviewed regularly.
- Advice from educational agencies such as Special Education Needs Support Service, Educational Psychologists, Communication and Interaction Service and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS may be sought.
- Specialist teaching is available in both key stages. This could include, little wandle, English and Maths, Rapid Maths and Sound Reading. Decisions about access to this specialist input are based on need.

Access to Learning and the Curriculum

Are there any special features or strategies to help children learn? How do I know my child's particular needs will be met?

- Children are involved in their own learning and are able to feed into the topic.
- Children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged.
- Daily phonics lesson, using 'Little Wandle' and keep up sessions across Reception and Key Stage 1. This will be carried into Key Stage 2 if appropriate, known as the KS2 Rapid catch up programme.
- Lessons are differentiated to meet the needs of all learners.
- Learning walls in classrooms support the learning of literacy and maths.
- ICT is used to support learning, including computer programmes such as Mathletics and reading plus.
- In some classes/identified pupils may be allocated specific interventions delivered by support staff and have access to guided group work.
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need.
- All classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable.
- Visual resources may be provided to support children's independence, e.g. communication boards, now/next boards, visual timetable and Zones of Regulation packs.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencil grips and or a radio hearing aid or BAHA.
- All pupils are included in activities within the school day, before and after school clubs, day and residential trips, following risk assessments, where needed, and in accordance with duties under the Equalities Act 2010. We communicate with parents and pupils when planning trips so that everyone is clear about what will happen.
- Children may be identified as benefiting from social skills or ELSA groups.

What training is provided for staff?

- We ensure the quality of teaching and learning for pupils with SEND are a core part of the school's performance management and professional development arrangements for all staff.
- Staff receive regular training on specific needs and conditions as they arise.
- In addition to training around medical conditions, all staff receive regular updates of SEND practice and regulation, appropriate methods for differentiation in the classroom and how to plan for inclusion of all pupils as part of our regular whole school staff meetings.

- Training during 2023-24, both external courses and in-house, included:
  - Communication and Interaction staff training.
  - Zones of Regulation
  - Mental and Emotional Health in Schools - anxiety
  - Peer observations and monitoring
  - First Aid
  - Safeguarding Generalist training
  - Effective strategies for Quality First Teaching in every classroom, including specific guidance on working with children with ASC (autistic spectrum condition) and strategies to support children with ADHD.
  - Educational Psychologist training - adapting classroom environments.

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils taking statutory tests (Year 2 and 6) access them in a smaller environment. Readers and scribes are provided as appropriate and to comply with test guidelines.
- School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- Booster and target groups are run throughout the school year, including Pupil Premium groups before or after school for reading and maths.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations? How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) programme called Ten:Ten. Teachers identify children who would benefit from individual / small group interventions to develop their social and emotional skills with support from a specialist TA.
- Groups to develop social skills and enhance self-esteem.
- Lunchtime and after-school clubs e.g. sports activities, Rosary Club, computing, games.
- Additional support for children who are struggling at playtime.
- Sports Leaders in place organising games for younger children on the playground.
- Home/School liaison with additional support available from our Home School Link Worker.
- Visual timetables/symbols and communication boards.
- Strong ethos of pastoral care through our Catholic faith.
- Anti-Bullying Policy and procedures – focus on vulnerable groups.
- E-safety and cyber bullying is addressed at an age-appropriate level. This is also addressed through our PSHE scheme.
- Transition preparation- ready for secondary education.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do I know my child will be able to access all lessons?

- The building and playground are accessible to wheelchair users. Low-height handles have been fitted to most doors.
- Disabled toilet and changing facilities.
- Awareness of sensory issues.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.
- Transition preparation.

Working with others

Who does the school work with? How does the school work with other agencies? How will I be informed?

Our Lady's works with a number of services including:

- Communication and Interaction Service
- Oxfordshire School Inclusion Team
- Behaviour & Inclusion Team
- Sensory Impairment Service
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Educational Psychology Service
- Child and Adolescent Mental Health Service
- Children's Services
- Special School Outreach
- The SENCO liaises with class teachers, senior leadership team and parents to prioritise referrals to these services.
- Referrals to services may also come about following pupil review meetings.
- Staff (usually the class teacher or SENCO) discuss referral to a service with parents/carers before a referral is made.
- Parents' views will be sought and they may be invited or can request to meet with the service.
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Joining the School and Transition

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Applications for pupils, including those with special educational needs and disabilities, to join the nursery and school are processed in line with Oxfordshire County Council's published School Admissions rules and policies which can be seen on their website.

We encourage all new children to visit the school before starting. If children join the school in year, we liaise with the former school concerning any special educational needs and disabilities. Similarly, if a pupil leaves our school in the year, we will liaise closely with the new school.

Early Years Transition

- Class teacher and TA make home visits to discuss children's needs.
- The class teacher / SENCo liaise with the pre-school setting.
- Parents are invited to a pre-admission meeting.
- Phased integration can be put into place if required (in consultation with parents, class teacher, SENDCo and Headteacher).

Moving on at Year 6

- Key staff and often some Year 7 students from the secondary school visit to speak to the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews.
- Use of social stories/transition books.
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/ SENCO meets with key staff from the new school.
- Information transferred in advance of move.

Moving Schools

If your child is moving to another school we will:

- contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story if we feel it will help.

If your child joins us from another school we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.

Moving Classes

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the Summer Term. Identified pupils have a number of additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Meet the Teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, curriculum topics and reading expectations.

What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked after children and previously looked after children is Mrs Dogar/ Mrs Woodhams. They can be contacted via the school office. They will work with our SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact and what the implications are for teaching and learning.

Children who are looked after or previously looked after will be supported much in the same way as any other child who has SEND. However, looked after pupils will also have a personal education plan (PEP).

We will make sure that the PEP and any SEN support plans or EHC Plans are consistent and complement one another.

How are the governing body involved in our SEND provision?

Governors on the Finance & Personnel Committee review the school's spending regularly, and at termly meetings of the full Governing Body, governors receive a detailed SEND Report from the SENCO each year; they have opportunity to discuss its contents at meetings of the full Governing Body in the Autumn, Spring and Summer Terms. The Link Governor for SEND works closely with the SENCO and supports them in the achievement of targets in the School's Development Plan to constantly review and evaluate SEND provision for pupils.

What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO, who will do their best to help resolve the issue. The next step would be to meet with the inclusion leader or Headteacher. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

What are the school's contribution to the Local Offer and where is Oxfordshire Local Offer published?

Details regarding Oxfordshire's Local offer contain a substantial amount of useful information for parents/carers. Contact details of many useful support services can be found here. Please follow this link to find out more: Oxfordshire County Council Local Offer

As a school we contribute to the County's Local Offer through attendance at training opportunities and through trialling of new guidance and systems.

What support is available for me and my family in addition to Oxfordshire's Local Offer?

If you have any questions about SEND, or are struggling to cope, please get in touch and let us know. We want to support you, your child and your family.

In addition to the Local Offer mentioned above SENDIASS Oxfordshire offer great advice and support to families and Oxfordshire Family Information Service is also a good source of information.

If I have a concern regarding SEND or I would like further information, who do I go to?

In the first instance it is always best to discuss any concerns with the child's class teacher. If those issues are not resolved then parents should contact school SENDCo.

Where can I find further information on SEND?

Our SEND Policy, Accessibility Policy, Equality Policy can be downloaded or read online via our school website www.ourladyscowley.co.uk. If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

Policies

Links:

- SEN policy
- Behaviour policy
- Equality policy