

# Our Lady of Compassion Catholic Primary School

“compassion and achievement for all”

## Special Educational Needs Offer Report 2023



Last updated.....

Signed.....

Print.....

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## **Our Lady of Compassion Primary School SEN Information Report September 2022.**

Welcome to our SEN Information Report, which is part of the Sefton Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information will be updated annually.

Our Lady of Compassion Primary School is a community maintained primary school. At Our Lady of Compassion Primary School, we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. All schools are supported to be as inclusive as is feasible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The broad 'areas of need' being Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

*Our Lady of Compassion Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. Our Lady of Compassion Primary School strives to support all children to enable them to achieve and reach their potential.*

### **What is the SEN Information Report?**

#### **The LA Local Offer**

- The Children and Families Bill will become enacted in 2014. From this date Local Education Authorities (LEAs) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEN Information Report'.
- 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.

Sefton's SEN local offer web link - <https://www.sefton.gov.uk/localoffer>

#### **The School Local Offer**

- This utilises the LEA SEN Information Report in order to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.  
Our Local Offer is available on our website under the section of 'Information' - 'SEN Local Offer'.

The SEN Information Report	Our setting:
<p><i>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?</i></p>	<p><b>The Class teacher</b></p> <p>Responsible for:</p> <ul style="list-style-type: none"> <li>•Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs Coordinator know of their concerns.</li> <li>•Writing individual Special Educational Needs Support Plans (SEN Plan). <ul style="list-style-type: none"> <li>•sharing and reviewing these with parents at least once every term and planning for the next term.</li> </ul> </li> </ul> <p><b>The SENCO- Mr M A Heyes</b></p> <p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Developing and reviewing the school's SEN policy</li> <li>•Coordinating all the support for children with special educational needs or disabilities (SEN)</li> <li>•Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is getting and areinvolved in reviewing how they are doing.</li> <li>•Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</li> <li>• Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.</li> <li>•Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.</li> </ul> <p>Contact details Telephone 01704 877281  Email - <a href="mailto:Heyesm@olocprimary.co.uk">Heyesm@olocprimary.co.uk</a></p> <p><b>The Head teacher – Mr T Houghton</b></p> <p>Responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEND.</li> <li>• The Head teacher will make sure that the Governing Body is kept up to date about issues relating to SEND.</li> </ul> <p style="padding-left: 40px;">School contact telephone number 01704887281  School email address <a href="mailto:admin@olocprimary.co.uk">admin@olocprimary.co.uk</a></p> <p><b>The SEND Governor – Mrs M Allen</b></p> <p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is given for any child who attends the school, who has SEND.</li> </ul>

	<p>School contact telephone number 01704887281  School email address <a href="mailto:admin@olocprimary.co.uk">admin@olocprimary.co.uk</a></p>
<p><i>What are the different types of support available for children with SEND in our school?</i></p>	<p>Class teacher input via excellent targeted classroom teaching (Quality First Teaching).</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> <li>• That the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• That all teaching is built on what your child already knows, can do and can understand.</li> <li>• 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 and using a range of teaching techniques to match different learning styles.</li> <li>• <b>Specific strategies</b> (which may be suggested by the SENCO) are in place to support your child to learn.</li> </ul> <p>The children will be support through adaptive teaching which scaffolds and supports the children but has the same learning expectations as their peers</p> <p><b>Specific group work</b>  Children may be grouped to best support their learning profile</p> <p><b>Interventions which may be:</b></p> <ul style="list-style-type: none"> <li>• Implemented when ever possible in the classroom alongside their peers or outside the classroom (if necessary).</li> <li>• Implemented by a teacher, Higher Level Teaching Assistant (HLTA) or a Teaching Assistant (TA).</li> </ul> <p>SEN Code of Practice 2014: School Support (SS)</p> <ul style="list-style-type: none"> <li>• This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school.</li> </ul> <p><b>This may be from:</b>  Local Education Authority central services such as the Sefton SEN and Inclusion Service (SENIS) or OSSME (Autism Initiatives)</p> <ul style="list-style-type: none"> <li>• Outside agencies such as the Education Psychology (ServiceSefton SEN and Inclusion Service - Educational Psychology Service)</li> <li>• Educational Psychology Advice, Support strategies and assessments</li> <li>• Specialist groups run by outside agencies e.g. Speech and Language Therapy, Physiotherapy and Occupational therapy services.</li> </ul>
<p><i>How can I let the school know I am concerned about my child's progress in school?</i></p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's class teacher initially.</li> </ul>

	<ul style="list-style-type: none"> <li>• If you continue to be concerned that your child is not making progress, As meeting to discuss concern will be made for parents, class teacher and the SENDCO Mr M A Heyes to develop a plan of support</li> <li>• The school SEN Governor can also be contacted for support – Mrs M Allen</li> </ul>
<p><i>How will the school let me know if they have any concerns about my child's learning in school?</i></p>	<p>If your child is identified as not making progress.</p> <p>This could through:</p> <ul style="list-style-type: none"> <li>• Discussions 1:1</li> <li>• Parents evenings</li> <li>• Parents evening progress reports</li> </ul> <p>The school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> <li>• Listen to any concerns you or the school may have.</li> <li>• Plan any additional support your child may need.</li> <li>• Discuss with you any referrals to outside professionals to support your child's learning.</li> <li>• Implement the referral process if needed</li> </ul>
<p><i>How is extra support allocated to children?</i></p>	<ul style="list-style-type: none"> <li>• The school budget, received from SEFTON LEA, includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the SENCO, the school governors, on the basis of needs in the school. The Head Teacher, Deputy Head and the SENCO discuss all the information they have about SEND in the school including: <ul style="list-style-type: none"> <li>• All children will have access to th quality first approaches to support and these strategies will be implemented first.</li> <li>• The children getting extra support already due to additional funding</li> <li>• The children needing extra support will be monitored and reviewed and group support may be allocated.</li> <li>• The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed to be implemented to best support the individual .</li> </ul> </li> </ul>
<p><i>Who are the other people providing services to children with SEND in this school?</i></p>	<p>School provision:</p> <ul style="list-style-type: none"> <li>• All class teachers are responsible for teaching children with SEND.</li> <li>• Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (T.A.s) working with small groups or individual children.</li> <li>• Multi Agency Provision including Local Authority Provision delivered in school:</li> <li>• Special Educational Needs &amp; Inclusion Services (SENIS) Inclusion Practitioner – Mrs Sophie Walsh</li> <li>• OSSME</li> <li>• Educational Psychology Service - Dr Emma Downing</li> <li>• Play Therapy Service</li> <li>• Parent Partnership Service</li> </ul>

	<p>Health Provision delivered in school:</p> <ul style="list-style-type: none"> <li>● Speech and Language Therapy (S&amp;LT) - Sophie Rigby</li> <li>● School Nurse - Peter Charlton</li> <li>● Occupational Therapy - Tracy Bickley</li> <li>● Physiotherapy - Sue Hicks</li> <li>● Hearing Impairment Services -</li> <li>● Visual impairment team - Mr Neil Farmar</li> <li>● Complex Needs Team - Mrs Helen Guy</li> <li>● EHCP support - Helen Hopkin</li> </ul>
<p><i>How are the teachers in school helped to work with children a SEND and what training do they have?</i></p>	<ul style="list-style-type: none"> <li>● The SENCO provides assistance to class teachers in supporting children with SEND.</li> <li>● Our SENCO has gained the 'National Award for Special Educational Needs Co-ordination.</li> <li>● All our teachers hold Qualified Teacher Status.</li> <li>● The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.</li> <li>● Individual teachers and support staff attend training courses run by the SENCO and outside agencies that are relevant to the needs of specific children in their class e.g. from the inclusion service (SENIS)</li> </ul>
<p><i>How will the teaching be adapted for my child with SEND?</i></p>	<ul style="list-style-type: none"> <li>● Children with SEN are inclusively educated within an age appropriate classroom (unless they have deferred a year) with their peers whenever possible.</li> <li>● Teaching and resources are differentiated within the classroom to ensure children are able to achieve their objectives.</li> <li>● The National Curriculum is followed and modified to meet the needs of the child when necessary.</li> <li>● Traditional differentiation methods are changing to support individuals needs to remove barriers to learning by "Adaptive Teaching' is where you focus on the class as a whole and scaffold as require to teach towards the learning objective.</li> <li>● Classroom and table-top displays help support and promote children's independence.</li> <li>● If additional support is identified as necessary, children take part in planned, evidence-based intervention which is provided at a time to suit the needs of the child.</li> <li>● Support is personalised and targeted and may be delivered in a whole class situation, in small groups or on a 1:1 basis.</li> <li>● Adults, working with a child with SEN, communicate regularly to the class teacher to ensure a consistent approach to teaching and learning.</li> </ul>
<p><i>How will we measure the progress of your child in school?</i></p>	<p>Your child's progress is continually monitored by his/her class teacher.</p> <ul style="list-style-type: none"> <li>● His/her progress is reviewed formally every term in reading, writing and maths as part of the whole school assessment criteria and additional learning needs monitoring is completed.</li> <li>● Individualised assessment of children may be undertaken including: observation, assessments and diagnostic assessment (Bsquared).</li> <li>● Constant monitoring and review of progress during interventions and through adaptive teaching class-based activities.</li> <li>● Pupil Progress Meetings are held termly</li> </ul>

	<ul style="list-style-type: none"> <li>● At the end of each key stage (i.e. at the end of Year 2) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.</li> <li>● The progress of children with a / EHC Plan will be formally reviewed at an Annual Review, with all adults involved with the child's education.</li> <li>● The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</li> <li>● Regular book scrutinies and lesson observations will be carried out by members of the Senior Management Team to ensure that the needs of all children are met, and that the quality of teaching for all children is high.</li> </ul>
<p><i>What support do we have for you as a parent of a child with a SEND?</i></p>	<ul style="list-style-type: none"> <li>● 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 similar strategies can be used.</li> <li>● The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>● All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</li> <li>● Special Education Needs Support plans (SEN Plan) will be reviewed with your involvement.</li> <li>● Homework will be adjusted as needed to your child's individual needs.</li> <li>● Access to online learning and a Chrome book to encourage engagement</li> <li>● A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li> <li>● The school SEN website has information and support contacts for parents.</li> </ul>
<p><i>How is Our Lady of Compassion Primary School accessible to children with SEND?</i></p>	<ul style="list-style-type: none"> <li>● The building is accessible and there is disabled toileting and wheelchair access throughout the school which has two building.</li> <li>● The school is on one level with easy access and double doors</li> <li>● There is a disabled toilet in both building and a purpose build toilet with a spce to provide hoist facilities if needed.</li> <li>● We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.</li> <li>● Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Education Authority SEND services and the Complex Need Team.</li> <li>● Residential trips and daily school trips are accessible for children with SEND and adaptations can be made with the support of the Complex Needs Team and the site facilities they will be attending.</li> </ul>
<p><i>How will we support your child when they are leaving this school? Or moving on to another class?</i></p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.</p> <p><b>If your child is moving child to another school:</b></p>

	<ul style="list-style-type: none"> <li>• We will contact the school SENCO and ensure she knows about any special arrangements or support that need to be made for your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> <li>• If the child has an EHCP - then the involvement of the EP and Helen Hopkins from SENDIS.</li> <li>• If required an enhanced transition will be set up with the high school allowing the children additional time to visit their new setting, develop confidence, meet new staff who will be teaching and supporting them in their new school.</li> </ul> <p><b>When moving classes in school:</b></p> <ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher during our whole school transition meetings and in planning meetings which take place between the old teacher and the new teacher.</li> <li>• Children will meet their new teacher and spend time with them, transition visits and activities will take place in order to build up relationships before the move.</li> <li>• If your child would be helped by a transition book to support them understand moving on then it will be made for them.</li> </ul>
<p><i>What Emotional and social Development support do we have for a child?</i></p>	<p>What Emotional and social Development support do we have for a child? The Emotional Health and Well being of all our pupils is very important to us.</p> <ul style="list-style-type: none"> <li>• We have a robust Safeguarding Policy in place and we follow National guidelines</li> <li>• The Head teacher, Deputy Head teacher and all staff continually monitor the Emotional Health and Well being of all our pupils.</li> <li>• We have a Learning Mentor (Mrs J Tomlinson) who supports children in a variety of areas to suit the children's needs.</li> <li>• The school has a therapy dog which the children are timetabled in to support them emotionally.</li> <li>• The children can have access to Play Therapy sessions</li> <li>• We provide socially speaking and friends groups for children who need support for children with autism.</li> <li>• We have suggestion boxes and worry boxes in classrooms.</li> </ul>
<p><i>Complaints definition</i></p>	<p><b>The difference between a concern and a complaint</b></p> <p>A '<b>concern</b>' may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A <b>complaint</b> may be generally defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.</p> <p>It is in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to invoke formal procedures. We take informal concerns seriously and make every effort to resolve the matter as quickly as possible.</p> <p>There are occasions when complainants would like to raise their concerns formally. In those cases, the school's formal procedure should be invoked through the stages outlined within their procedure.</p>



<p><i>What steps are taken to ensure that children with SEN have full access to the curriculum?</i></p>	<p>As stated in our SEN Policy we aim for a fully inclusive curriculum and support this by:</p> <ul style="list-style-type: none"><li>● Having systems in place to identify children with SEND as early as possible</li><li>● Making good use of good practice in planning for teaching and assessing children with SEND</li><li>● Regularly reviewing of the child's progress against targets set</li><li>● Providing additional intervention if progress is not adequate</li><li>● Receiving appropriate funding from the SENIS inclusion service to support the child's needs at High Needs funding and Educational Health &amp; Care plans</li><li>● Considering the wishes of the child at an appropriate level</li><li>● Having a positive and effective partnership with parents</li><li>● Encouraging a multi-disciplinary approach whenever possible</li></ul>
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