



# Welcome to Our Lady's School SEN INFORMATION REPORT



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**Find out  
more**



# What is Our Lady's School like?

Our Lady's School is a mainstream primary academy trust school, within Plymouth CAST. There are 213 pupils on roll in single year-group classes.

At Our Lady's we aim to provide a Christian, caring, secure family environment where each child is valued as an unique individual who is able to benefit from and contribute to the life of the school.

We value the trust placed in us by parents of the children in our care and we strive to ensure that all our children prosper and thrive. The environment we create is one where the children feel confident, secure, valued and able to express their views and opinions whilst understanding the importance of listening to others.

We make provision for children with a wide range of needs, including: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs.

We completed the Devon Dyslexia Award in July 2019 and have been awarded Enhanced level. We work hard to ensure that all children's literacy needs are identified and fully supported through quality first teaching and intervention to ensure progress.

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# Who should I contact at Our Lady's?

The Special Educational Needs Co-ordinator (SENCo) leads on developing inclusive practice within the school community.

The SENCo is non-class based which allows quick response to difficulties in learning. Parents, teachers or outside agencies can liaise effectively with the Senco, with efficient communication systems in place.

The SENCo, Eve Daunton, can be contacted via the school office 01271 345164 or by email [senco@olcs.uk](mailto:senco@olcs.uk)

Claire Silverlock, SEN administrator, is also available in the school office. She can make an appointment for you with the SENCo and will also be able to assist you with your initial queries.

The governor responsible for Special Educational Needs (SEN) is **Geraldine Herage**.

She can be contacted via email [gherage@olcs.uk](mailto:gherage@olcs.uk) or via the school office.

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# How does Our Lady's know if a child needs extra help?

At Our Lady's, teachers monitor children on a daily basis and make regular assessments. They may notice that a child is **not making progress** or has a **significantly greater difficulty in learning** than the majority of their peers.

Concerns may be raised by staff about **difficulties with social interactions or communication**.

Parents may tell us of concerns or difficulties.

The Senior Leadership Team (SLT) including the Executive Headteacher, SENCo, Maths and English leaders monitor the progress of all children termly. The SENCo also reviews progress in Support Plans and intervention groups termly.

We use Speech Link screening tools on entry to school in Reception for children's speech and language and if concerns are raised at any point during child's time at school.

We also use Nessy Quest to screen children for signs of Dyslexia where there are concerns around their progress in reading and spelling, despite intervention.

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# What should I do if I think my child has special educational needs?

**Please talk to us.**

Firstly, talk to your child's class teacher. They know your child best and can talk to you about learning and progress.

If further action is required, the SENCo, Eve Daunton, will investigate the concerns and arrange to talk with you to feedback and problem-solve together.

We have your child's interests at heart and we want your child to succeed. Working in partnership and communicating about your child's needs is a proven recipe for success.

The SENCo is always available should you wish to make an appointment. Please contact her or Claire Silverlock, SEN administrator in the school office or

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# What are the different types of support available at Our Lady's?

Our Lady's ensures that **quality teaching** is our first priority, with **differentiated work** to meet the needs of our children.

Support is given in many ways:

- Different **resources** or **equipment**
- Specific **learning programmes**
- **Intervention** (1:1 or small group work on specific targets for a set period of time) such as reading, phonics, speech and language and social skills.
- **Outreach** support from specialist units or schools
- **Thrive** action plans
- **Teaching Assistant** support at playtimes and lunchtimes
- **Early Help Assessment** and Team around the Family meetings (**TAF**)
- **Specific targets** are set to meet the child's needs. Together, parents and teachers plan next steps.

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# How does Our Lady's know how well my child is doing?

We measure your child's progress against national expectations linked to the national curriculum.

Your child's class teacher will be continually assessing your child, and identifying areas where they are improving and where further support is needed.

Class teachers meet regularly with the Headteacher and SENCo to discuss pupils' progress and any concerns.

The SENCo will also check that your child is making good progress and monitor the effectiveness of any interventions they are involved in.

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# How will I know how well my child is doing?

Your child's class teacher will discuss any concerns or successes with you throughout the year.

Communication between home and school can be made easily using 'Class dojo' messaging. Your child may have a separate Communication Book.

You will also have the opportunity to discuss your child's progress at termly Parent Consultation evenings. However, you are welcome to make an appointment to see your child's class teacher at any time beyond these evenings.

If your child has a SEN support plan, these will be reviewed at least termly.

The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed annually with parents and all adults involved in the child's education.

Your child's Annual Report will detail progress and attainment.

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# How will Our Lady's help me support my child?

We would like you to talk to your child's class teacher regularly so that we can work in **partnership** to support your child both at home and at school.

There may be **Thrive** targets or learning targets to practise at home.

The SENCo is available to meet with you, by appointment, to discuss your child's progress or any concerns or worries you may have.

The SENCo may talk to you about how an Early Help Assessment could support your child and yourself.

We may make referrals to **outside agencies** who can provide advice to you.

Click on the logos below to link to the websites for more information.



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# Who will support my child at Our Lady's?

Your child's class teacher is responsible for ensuring that all needs are met. Sometimes your child will receive targeted support from a Teaching Assistant.

Your child may be assessed and reviewed in school by a number of agencies, including:

- Educational Psychologist
- Speech and Language Therapist
- Communication and Interaction team Advisory Teacher for Autism or Speech Language and Communication needs.
- Advisory Teacher for Physical/Visual Impairments
- Outreach Teacher for Speech and Language
- Occupational Therapist
- Play Therapist
- Physiotherapist

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# How will the curriculum and learning environment be adapted to meet my child's needs?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by flexible grouping, 1:1 work, teaching style, content of the lesson, use of visuals, modelling and scaffolding approaches
- Setting up our classrooms to be 'dyslexia friendly' including specific teaching strategies and literacy support boxes available in each classroom, as set out in our dyslexia policy
- Adapting our resources and staffing
- Using recommended aids, such as laptops and iPads, coloured overlays and coloured paper/books, visual timetables, widget symbols, larger font, wobble cushions, writing slopes, fiddle toys, pencil grips etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, supporting instructions with visuals, chunking, providing alternative ways to record learning etc.
- Thrive principles underpin the 'emotional climate' of our classrooms. Relationships are key to supporting children and staff are aware that 'behaviour is communication of need'.

**Accessibility Plan**

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# How will Our Lady's decide what, and how much, extra support my child needs?

This will depend on your child's needs and the type and level of support will ensure that your child's needs are met so that they can make progress. Often our decisions are directed by advice from outside agencies.

Decisions made about additional support are based upon the 'assess, plan, do, review' cycle of the graduated response for SEND support (Code of Practice 2014, SEND policy). Additional support will be recorded in a SEN Support Plan and the child will be placed on the SEN register.

When a child has made sufficient progress and they no longer require any additional support, they will be removed from the SEN register in consultation with parents

All support is reviewed termly and monitored by the SENCo to ensure that the provision is effectively meeting your child's needs. Provision is also discussed between class teachers and the Principal at termly progress meetings. Where, despite relevant and purposeful action to meet a child's educational needs and/or disabilities, the child has not made expected progress the school and/or parents may consider requesting a statutory (EHC) assessment from the Local Authority.

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# How will Our Lady's ensure that my child is included in all aspects of school life?

Our Lady's is an inclusive school. We want all our pupils to benefit from the education we offer. This is the same with trips. When activities outside the classroom, such as trips, clubs and sports days are arranged, a full risk assessment is carried out to ensure all children's needs are safely met, including appropriate supervision one-to-one where necessary.

Within the classroom we are SEND-friendly, and are always looking for ways to develop this further. We are supported by specialist teams from Devon to help us meet the needs of individual pupils.

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# What support does Our Lady's offer for my child's overall well-being?

We have adopted the **Thrive** approach at Our Lady's, through which we assess, develop and review children's emotional well-being.

All classes are assessed termly and action plans are set for groups of children to work on areas of difficulty.

Sometimes a child has greater difficulty socially and emotionally, so we offer them a tailor-made Thrive programme to help meet their needs. This may include small group work with a Teaching Assistant or one-to-one sessions. We also use 'SEAL' resources to develop children's 'social and emotional aspects of learning'.

We have a 2 rooms for our Thrive and Social Emotional skills work.

We are supported by our Educational Psychologist and access support from Babcock services such as the Communication and Interaction team and Social Emotional Mental Health team.

All children are valued and loved at Our Lady's.

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# What specialist services and expertise are accessed by Our Lady's?

Educational Psychology

Social Emotional Mental Health (SEMH) Team

Speech and Language Therapy

Pathfield Outreach

Occupational Therapy

Communication and Interaction Team Outreach

Child and Adolescent Mental Health Service (CAMHS)

Visual Impairment Advisory Teacher

School Nurse

Lampard Outreach

General Practitioners

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# What training have the staff at Our Lady's had to support my child?

All staff at Our Lady's are highly trained. We work closely with specialists who train, guide and advise us, so we can deliver the best support for a child with SEND.

We have five licensed Thrive Practitioners.

The SENCo attends relevant training each term and has achieved the National Award for SEN Co-ordination.

The SENCo attends SEND Devon Network meetings and Multi- Academy Trust meetings.

Thrive training is updated annually for our practitioners.

Last year, all staff have accessed Babcock introductory training on 'Understanding SEND' and safeguarding training.

Teachers have received training on Developmental Language Disorder and respond to children's needs following school closures and adapting to new ways of working.

Teaching assistants have attended training specific to their roles such as Autism training, precision teaching and Fun-fit.

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# How accessible is Our Lady's, both indoors and outdoors?

Our Lady's is a single-level building. There are steps from the hall to some classrooms, but all classrooms can be accessed without steps.

The main entrance is fully accessible. There is a disabled toilet.

The outdoors is accessible down a ramp. There are no steps to any area of the outside area.

We ensure that equipment used is accessible to all children regardless of their needs.

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# How are parents involved in the education of their child?

At Our Lady's School we are keen to make sure our Special Educational Needs provision is always of the highest standard and meets the needs of our families. Your feedback is an important part of this process. Parents of children with additional needs will be asked to complete an anonymised questionnaire in the Autumn Term letting us know which areas of our SEN support they feel are working well and which areas could be improved. A copy of this questionnaire can be accessed on our school website if you would like to give us feedback at another time.

All parents are encouraged to be involved in their child's education. Working in partnership always has the greatest impact on a child's progress.

We may ask you to: write in a Communication Book; hear your child read daily; practise spellings and number work; use the same sanctions and rewards as us to meet behaviour targets.

Parents are always welcome to help in school. It may not be best for your child to help in their class, but there are always other teachers who would love some parent helpers.

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# How are my child's views taken into account in deciding next steps at Our Lady's?

Children are always involved in target-setting and reviewing the success of their work. Teachers regularly meet with children to discuss their next steps.

When children have a SEN support plan or EHC Plan, they are involved in the review process and the setting of new targets.

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# What steps should I take if I have concerns about provision for my child?

If you are ever concerned about provision for your child, please talk to us. Talk to your child's class teacher in the first instance. They may direct you to the SENCo. Smaller issues can usually be dealt with swiftly by the SENCo.

Our Lady's School has a Complaints Policy, found on our website, which should be the starting point for any formal concern.

The SEN governor is Geraldine Herage who can be contacted by email [gherage@olcs.uk](mailto:gherage@olcs.uk) or via the school office on 01271 345164.

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# What outside agencies are involved in meeting my child's needs and in supporting me and my family?

We will often seek advice and support from a number of outside agencies , particularly if there is insufficient progress being made. (Educational Psychology; Social Emotional Mental Health Team; Speech and Language Therapy; Pathfield Outreach; Lampard Outreach; Communication and Interaction Team Outreach; Child and Adolescent Mental Health Service (CAMHS); Visual Impairment Advisory Teacher; General Practitioner; School Nurse; Occupational Therapy ) These agencies ensure we are meeting your child's needs and can also providing you with advice and support.

We may offer your family an Early Help Assessment, to assess your family's needs and gather agencies at a Team Around the Family (TAF) meeting. At this meeting we will set an action plan called an 'Early Help Plan' and where necessary a SEN support plan. These will be reviewed at least termly.

Sometimes you may need support with issues outside of school. We work closely with Social Services and local Children's centres to ensure you have the help and support you need.

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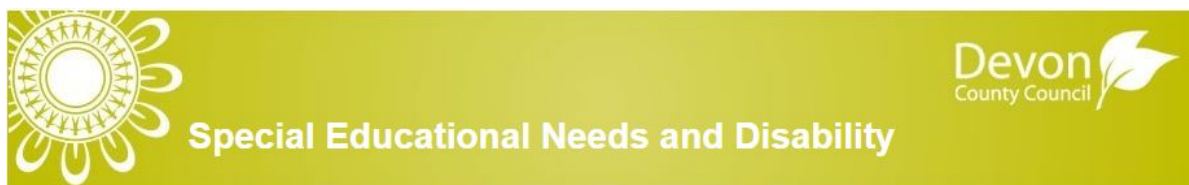


# Where can I get further information?

The SENCo may be able to signpost you to further information.  
There are a number of places to get further information about SEN.



Devon Information Advice and Support service provides independent advice and information to parents and carers of children and young people with SEND.



The Devon Local Offer details what you can expect to be available for children and young people with SEND in Devon across education, health and social care services.



These pages will help you to understand what 'safeguarding' is, who is responsible for keeping children safe and what will happen if your family needs professional help.

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# How will Our Lady's prepare and support my child to join the school or transfer to a new school?

In order for your child to be happy at school, they must feel safe and secure. We ensure that plans are made for a child transferring to our school.

We would welcome you to make preliminary visit to us and meet with the SENCo to discuss you child's transition needs. A suitable transition programme will be set up depending on their needs. Usually this will be part of their SEN support plan.

Likewise, when a child moves on to another school from Our Lady's, we would ensure that you, your child and the SENCo from the next school are involved in making a transition plan.

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# What is the Devon Local Offer?



CLICK BELOW TO VISIT THE DEVON LOCAL OFFER WEBSITE



## Special Educational Needs and Disability

Devon County Council is committed to ensuring that all children and young people have a good start in life. Some children and young people have special educational needs and/or disabilities (SEND) and these differing needs mean varied levels of support may be required at different times.

In Devon, we believe that children and young people with SEND should have the expectation to be part of their local community and to be included and educated alongside their peers. We aim to provide a range of support and opportunities to enable this to happen and these can be described as the 'local offer'. This sets out what you can expect to be available to support children and young people with special educational needs and disabilities aged 0-25 along with Devon's approach and underlying principles.





# How does Our Lady's know how effective its provision for SEN is?

We measure the quality of provision through a range of systems which include:

- Monitoring from the senior leadership team of staff expertise through classroom observations, discussions with pupils and staff and learning walks. In addition, book monitoring takes place each term by the senior leadership team.
- Ongoing formative and summative assessments.
- Tracking systems ensure that teachers report on a termly basis about their vulnerable groups of children, including those children with SEND.
- Termly Pupil Progress Meetings (teacher, SLT including SENCo);
- Parent Meetings, including SEN support plan reviews and informal meetings with parents, teachers and the SENCo evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils.
- The Head Teacher reviews attendance and exclusion data for SEND pupils on a termly basis and this is reported to the Governing Body. The SENCo tracks the progress of children with SEND.
- The SENCo tracks the success of specific interventions through comparison of pre and post intervention data and termly review meetings.



# Where can I find contact details for support services for parents of pupils with Special Educational Needs?

In the school entrance, there are leaflets of support services available for parents, including information on Devon Information and Advice Support Service- [www.devonias.org.uk](http://www.devonias.org.uk) and Children and Family Health Devon - [www.childrenandfamilyhealthdevon.nhs.uk](http://www.childrenandfamilyhealthdevon.nhs.uk)

If you have any concerns or worries or require further information, please contact the SENCo via the school office.

