



# Our Lady of Good Counsel Catholic Primary School, Sleaford

## SEND Information Report

2021 - 2022

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*“Living, loving and learning in the Light of Christ”*

# Special Educational Needs and Disability at Our Lady of Good Counsel Catholic Primary School, Sleaford.

*As is stated in the New Code of Practice, SEN may be defined as the following:*

- *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or young person has a difficulty or disability if she:*
  - *Has a significantly greater difficulty in learning than the majority of others the same age or*
  - *has a disability that hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institution.*

Our Lady of Good Counsel is a place where we strive to ensure children feel safe and able to reach their full potential. We want all children to be successful and feel that they can achieve, therefore all lessons are differentiated to ensure that the teaching and learning is appropriate for ALL children. Sometimes, children require extra help in order for them to do this. This can be for many reasons; a physical disability, medical condition, emotional or behavioural needs, sensory difficulties, language, social communication or learning need. We believe that each child is an individual and the support they require may well be different to others, on the other hand their needs may be similar to other children and they may receive support together. This may be referred to as an 'intervention group' by your child's teacher.

In addition, a child may be supported by an external agency or provided with specialist equipment. If your child needs support that is greater than that which would usually be provided in the classroom then their teacher will speak to you to discuss school action for support via a cause for concern which may, if difficulties continue, lead to your child being placed on the Special Education Needs and Disabilities register.

Your child's progress would continue to be monitored, with the anticipation that they will be removed as soon as possible.

The whole staff team is responsible for children with Special Educational Needs and Disabilities, but the people who coordinate this support are Miss Helen Harris (SENDco) and Mrs Sharon Robson (SENDco Assistant). The Governor responsible for SEND in our school is Mr Nick Spolton.

**The common questions set out below should support your understanding of the Special Educational Needs provision on offer at our school, but we are always happy to talk face to face if you would like to do so.**

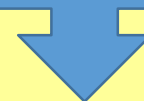
**1. What should I do if I think my child has special educational needs?** *If you have any questions regarding your child's education or progress the first person to speak to is your child's class teacher.*

**2. How will the school respond to my concern?**


If you have any concerns with regards to your child please talk to their class teacher.



The class teacher will discuss their observations of your child with you and listen to your concerns. They will speak with any other staff who work with your child. They will also try to do all they can to overcome any difficulties your child is having by making changes within the classroom.



Depending on the nature of your concern, they may also talk to the SENDCo. (Special Educational Needs and Disability Coordinator)



The class teacher will then talk to you again to discuss their further investigations and explain what they have done to meet your child's needs.

**3. How will the school decide if my child needs extra support?**

*The Class Teacher will:*

- o observe your child's attitude to learning to evaluate your child's progress and attainment.*
- o speak to other members of staff, for example the SENDco and the Head Teacher.*
- o We may request an assessment from the Specialist Teacher Team to support the identification of teaching and learning strategies that will support your child.*

#### 4. What will the school do to support my child?

*We will begin by making changes in the classroom to overcome any difficulties, this could involve some additional support from one of our highly skilled Teaching assistants (LSA).*

*We may suggest that your child completes an intervention programme – a teaching and learning programme of work aimed to meet an identified attainment gap. We currently offer a range of interventions available in school. These are not all delivered in every year group and some can only be delivered if there is a group of children requiring similar support (because of the nature of the programme).*

*Intervention (targeted teaching and learning support). This level of support does not necessarily mean that your child will be placed on the SEND register. We aim to implement early intervention to address attainment gaps but these interventions can also be used as a program of support for a child on the SEND register to meet the learning targets identified within their individual support plan. They may be delivered by a LSA.*

Wellcomm	Speech and Language development
Toe by Toe	Supports reading by sight
Word Wasp	Supports spelling patterns
Power of One	Supports early number learning
Power of Two	Supports developing recall of number facts (builds on power of 1)
Colourful Semantics	Supports verbal sentence construction
Visual Literacy	Uses video clips and visual images to develop children's use of language for writing.
First Class @ Number	Develops basic mathematical skills.
Social Use of Language Programme	Develops children's social competencies.
Talking Together	Develops talking in conversation and about story for children who require a general language boost.
Read Write inc 1:1 tutoring	Support acquisition of phonics knowledge and early reading skills
RWi Freshstart	Phonics approach to reading and comprehension
Phonological Awareness	Supports basic phonic teaching
Tell Tier 1a	Catch up interventions for children who need a boost to enable them to access Phonics teaching at the appropriate level.
Tell Tier 1b	
Tell Tier 2	
Tell Tier 3	
First Call	Supports speech and language development.
First Move	Supports physical development.
RAL2	Reading intervention for children who need support to move into the next level of their reading.
RAL3	
RAL4	
Precision Teaching	1-1 teaching used for a range of needs.
SNIP 1 & 2	Literacy support programme with strategies to support dyslexia

*Where it is felt that despite some support your child is not making enough progress, your child will (after discussion with you) be placed on the SEND register.*

*A child placed onto the SEND register will have an individual provision map devised and the class teacher will be asked to consider their individualised targets to ensure they are specific enough.*

## **5. What training and experience do staff have for the additional support my child needs?**

*Staff develop their skills and experience continually in order to maintain their professional knowledge and provide the best for your child.*

*We have Teaching assistants who are highly skilled and experienced, they also hold a range of additional skills, such as Friends, Solution focussed behaviour support and team teach (movement and handling).*

## **6. Who else might be involved in supporting my child?**

*When we feel that we need further support in order to meet your child's needs we will ask for permission to speak with an external agency. They may offer advice and they may also wish to observe and/or assess your child to provide the best advice for us.*

Educational Psychologist	Lincolnshire Educational Psychology Team
Specialist Teacher	Mrs Karen Jordan
Speech and Language	Mrs Miranda Chapman
Working Together Team (Based at Gosberton House)	Mrs V. Turner

*Sometimes, a child may have needs which we feel require additional support beyond the school's SEND support provision. For these children we may feel it is necessary to access an Education, Health and Care Plan. These plans are only for children with the most complex difficulties and the vast majority of children will not require one.*

Despite support put in place by school (either through targeted interventions, liaison with other agencies such as those listed in the table above) we may need further support beyond the school capacity. If this is the case a meeting will be held with you to address the next steps in paving the way to enter an EHCP application.



Evidence is submitted to Lincolnshire County Council and based on this and the reports they receive from any supporting outside agencies, the Council make a decision as to whether to do a full assessment of the child, with the view to offering some funding for support.



If the County Council decide an Education Health Care Plan may be appropriate, the outside agencies, school and parents meet together to decide what support is appropriate.

If an EHCP (Education Health Care Plan) is awarded, this **might** have attached extra funding where parents and school can decide how best to use this funding to enrich the outcomes for the child concerned. We can also apply for medical funding, which is slightly different and used to support children with specific medical needs. This has to be applied for on a regular basis.

## **8. What support will there be for my child's emotional and social well-being?**

*Your child's emotional wellbeing is very important to us. A stable and secure environment is at the heart of our school. We believe that a child will always be happier in school when there is a partnership between you and their teachers/teaching assistants. Therefore, we encourage you to speak to us about any concerns to ensure that our interactions are positive. Please make an appointment to speak to your child's class teacher at a convenient time.*

- The school has social and moral values which are part of our everyday life in school. These are referred to as our 'Statements to live by'. They provide a focus for each week for the school to focus on one aspect of Catholic life, for example 'I know it is OK to make mistakes', and are introduced on a Monday morning each week and followed up in class.*
- Our RE topics allow for discussion related to how we get on together and how we feel about a range of situations.*
- Each class has times during the week when PSHE and circle time are taking place.*
- We use Social Stories supporting specific children with specific situations, for example understanding why we need to put up our hands on the carpet.*
- Our lunch-time supervisors are trained in 'positive play' and encourage positive social interaction at what could be a difficult time of day for some children.*
- As we are a small staff team we talk about the strategies being used to support children and teachers on duty at break times know the best strategies for support for vulnerable children.*
- We entrust a responsible buddy role to our Year 6 children who help support appropriate play with younger children.*
- Our behaviour policy sets out our parameters for expected and inappropriate behaviour and is adhered to by all staff.*
- When required we hold a meeting with you, your child, and any staff involved and create an action plan which focuses on where a child wants to be in a certain amount of time. E.g. by next month I want to be able to talk to Mrs X when I feel angry. We then talk about and record what we can do to support and how they can support themselves on an Action Plan.*

## **9. How will my child be involved in the process and be able to communicate their views?**

- *Your child's views are very important. We want to ensure that your child feels listened to and in control of their learning.*
- *We aim to be sure that all children feel they have someone in school they can talk to. All staff will listen to children regardless of which year group they are in.*
- *Children are invited to express their views at reviews of their targets throughout the year.*

## **10. How will the curriculum be matched to my child's need?**

*Our teachers are very adept at identifying children's individual needs. They begin meeting the needs of your child through the everyday teaching strategies (this is called Quality First Teaching). Children identified as having SEND have their progress monitored with the same rigour as all children. Teachers know that in order for children to make progress their lessons need to be closely matched to the children's needs and previous learning.*

*In order to match the curriculum appropriately teachers differentiate (adapt and change) their lessons to suit everyone. They may do this through:*

- *using mixed ability groups*
- *pairing children to work together*
- *providing resources that can be used in a 'hands on' way*
- *providing visual support e.g. alphabet/phonics helpers, vocabulary lists*
- *breaking a large task down into smaller sections so it is not so overwhelming*
- *scribing (writing down what is said) for a child who has difficulty writing*
- *reading instructions for children with a reading difficulty*
- *allowing a child to move around at regular intervals during a lesson where they are seated*
- *checking back after 5 minutes with a child who 'gets off task' easily.*

*Teachers will take advice from the child's previous teacher, SENDco, Head Teacher, other colleagues or specialist agencies in order to find the best way of supporting your child.*

*Children who have an EHC Plan will spend some time working on their own objectives, these will be combined, whenever possible, with differentiated class work to ensure they receive a broad and balanced curriculum.*

## **11. What opportunities will there be for me to discuss my child attainment and achievement? How will I know how well my child is progressing?**

*We positively encourage you to talk to us at any time about your child's progress, especially if you are concerned. Your child's teacher may ask to speak to you at a different time if they are particularly busy but will always listen to your concerns.*



*There are also chances to speak with your child's teacher and discuss progress during the class exhibitions that take place at the end of topics. Otherwise, there are more formal opportunities:*

*A child on the SEND register will have an Individual Support Plan or an Action Plan, these will have targets that will be reviewed regularly and reviewed termly. We will invite you into school each term to discuss your child's progress so that you can take an active role in planning the agreement of their new targets it will be an opportunity to discuss the provision we are making for your child*

*You can also welcome to attend formal Parent's Evenings which take place in Term 1 and 3. There is also an optional meeting to discuss your child's report at the end of Term 6.*

*Children with an Education Health Care Plan - These children will have an 'statutory' annual review to ensure the child's needs, as written in the Care Plan, are being met.*

*If an outside agency e.g. The Speech and Language Team, are supporting your child they may ask for a meeting to be set up to discuss your child's progress towards their objectives.*

## **12. How does the school know how well my child is doing?**

*Teachers are responsible for all children's progress. They spend a great deal of time planning to ensure that the learning needs of all children are met. Assessment for learning ensures that pupil progress against learning objectives is monitored in every lesson. In addition:*

- Teachers provide data for, and attend, a pupil progress meeting each term. This is a meeting of the Head Teacher, English/Maths Subject Leaders and SENDco to discuss the progress of children at class and individual level and ensure that the provision in place for children is appropriate and making a difference to their learning. It is normally at this point that the Teacher and SENDco identify children who may require additional support, and decide to begin the process of placing them on the SEND register by speaking with you.*
- Teachers record all children's levels on the school's Achievement Tracker, this is updated at the end of every half term. This allows progress in Core subjects to be monitored from the point that a child starts with us.*
- Each class teacher plans opportunities within each lesson for children to self-assess their learning, they also provide feedback to children by talking to them about their progress during a lesson and marking work thoroughly.*
- Provision that is made for children outside of the classroom (intervention groups) is closely monitored and children's progress within that intervention is evaluated.*
- Some children may have their progress monitored using a resource called PIVATs. This breaks down levels into smaller steps so that progress can be shown more easily.*



### **13. How will my child be included in activities outside the classroom including school trips?**

*We work in a very inclusive way in school and we would always ensure that any activity allows ALL children to be fully included.*

### **14. How accessible is the school environment?**

*We endeavour for the whole school to be accessible to all children. There are some steps up to the Reception classroom and Year 6 cloakroom, these have a banister rail and can have a ramp applied for wheelchair access. Corridors and doors are wide and there is a disabled toilet in school.*

### **15. How will the school prepare and support my child to join the school?**

*The Head Teacher has initial conversations with parents and children at the point of contact. There are open mornings held in the Autumn term for parents and children to look around before applying for a school place (Reception). Otherwise, an appointment is made with the Head Teacher.*

- If a child is identified as having additional needs before they join the SENDco will speak to any previous educational establishment (Pre-school/ Primary School) to find out more about your child's needs and to ensure we are ready to support them fully.*
- If needed, your child will be offered 'taster' sessions in addition to the usual transition arrangements in place for new starters. This would be discussed with you and the child's teacher (and the SENDco if considered appropriate).*
- If needed and relevant, the Head Teacher may attend any ESCO / TAC meetings prior to your child's start date.*
- The SENDco and/or Reception class teacher may attend reviews at your child's Pre-School if you have confirmed your offer of a place.*

*It is very important that you share all information about your child so that we can provide the best support for them. We are keen to work in partnership with you so that your child has the best education we can provide.*

### **16. How will the school prepare and support my child to transfer to secondary school?**

*When your child is in Year 5 you will begin to think about which school would suit the needs of your child. Only you and your child can make this decision, and we are lucky to have some excellent secondary schools in the area, but we are happy to provide support with this decision if you want to talk to us.*

*If your child has an EHC plan or has needs which we feel need discussing at length, then we invite the secondary school SENDco to attend their review meeting. Before your child leaves our SENDco will have spoken to the secondary school SENDco and passed on all important information about your child so that they have the information they need.*

*After children have had their transition day at the secondary school we ensure that we have staff available to speak to them about their experience and to discuss any concerns they are having. It is important that you support this process at home too.*

*Some children require further transition and this is carried out on an individual basis so that the support needed can be tailored to the school, child and strategies required.*

*We will always provide ideas and strategies that you can use to support your child at home. Each teacher provides a newsletter which gives an overview of the learning in the classroom and what you can do to support. If you feel that you need more advice, please speak to your child's teacher directly as they will provide further strategies where needed.*

*Encourage and support your child with their homework as this will already be tailored to their individual needs.*

### **18. How can I access support for myself and my family?**

*Lincolnshire County Council provide an overview of their services here:*

*<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send>*

*The Lincolnshire County Council Local Offer can be found at:*

*This contains information regarding the SEN provision across the county.*

*<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer>*

### **19. Who can I contact for further information?**

*For more information, please contact:*

*Miss Harris, SENDCo or Mrs S. Robson Senco Assistant*

*The school telephone number is 01529 304373*

### **20. What happens if I am not happy with provision for my son/daughter with regards to meeting their SEN?**

*Please refer to the school's SEND policy and/or the school's complaint policy.*