



**OUR LADY
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST

Our Lady of Good Counsel

SEND
Information Report

2025 – 2026





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Trust Mission Statement

We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

We will achieve this by:

- Placing the life and teachings of Jesus Christ at the centre of all that we do
- Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents
- Working together so that we can all achieve our full potential, deepen our faith and know that God loves us
- Being an example of healing, compassion, and support for the most vulnerable in our society



Isaiah 46:4 "I will carry you, I made you and I will support you, I will carry you and rescue you."

Document Control



Date Issued	July 2025
Governors' Committee Responsible:	OLoL Trust Standards Committee/Executive Board
School SEND Governor Lead:	Jamie Shaw
Nominated Lead Member of Staff:	Stephanie Osborn
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2026
Author	Stephanie Osborn

Approvals

This policy requires the following approvals:

Board	Committee	Date Approved	Version	Review Date
OLGC	Standards	Thursday 10 th July 2025	First version	July 2025
OLGC	Standards		Second Version	
OLGC	Standards		Third Version	
OLGC	Standards		Fourth Version	



Key Personnel

Special Educational Needs Coordinator (SENCO) is: Stephanie Osborn

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The Chair of Governors is: Nick Spolton

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Our Lady of Lourdes CMAT Family Special Educational Needs Coordinator is: Tracy Lane

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Policy Statement:

The purpose of this policy is to provide staff, volunteers and governors with the framework by which pupils with SEND should be included and educated in our schools, and to inform parents and carers how we will identify need, establish effective provision and improve outcomes for children and young people who have SEND in our schools.

As a Trust, we foster a culture of vigilance with regards to the Safeguarding of those with SEND in our care. We recognise that those with SEND can be more vulnerable to abuse of all kinds. Please see the OLOL Trust Safeguarding Policy for further details.



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

At Our Lady of Good Counsel, we work hard to create a safe, welcoming environment where every child feels confident, valued, and able to reach their full potential.

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 he/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.

We believe that all children should feel successful and capable of achieving. That's why our lessons are carefully planned to meet a wide range of needs—so every child can access learning in a way that works best for them.

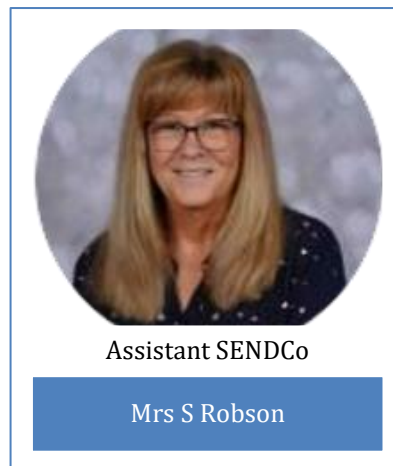
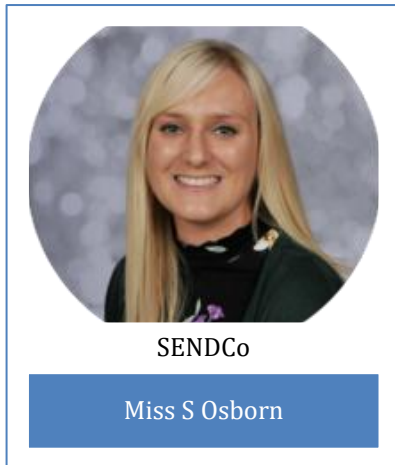
Sometimes, children may need extra support to help them succeed. This can be due to:

- A physical or medical condition
- Emotional or behavioural needs
- Sensory difficulties
- Language or communication challenges
- Social skills or learning difficulties

Every child is unique, and the support they receive may be tailored just for them. In some cases, children with similar needs work together in small 'intervention groups' led by their teacher.

Who can I contact for further information?

The school telephone number is 01529 304373



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

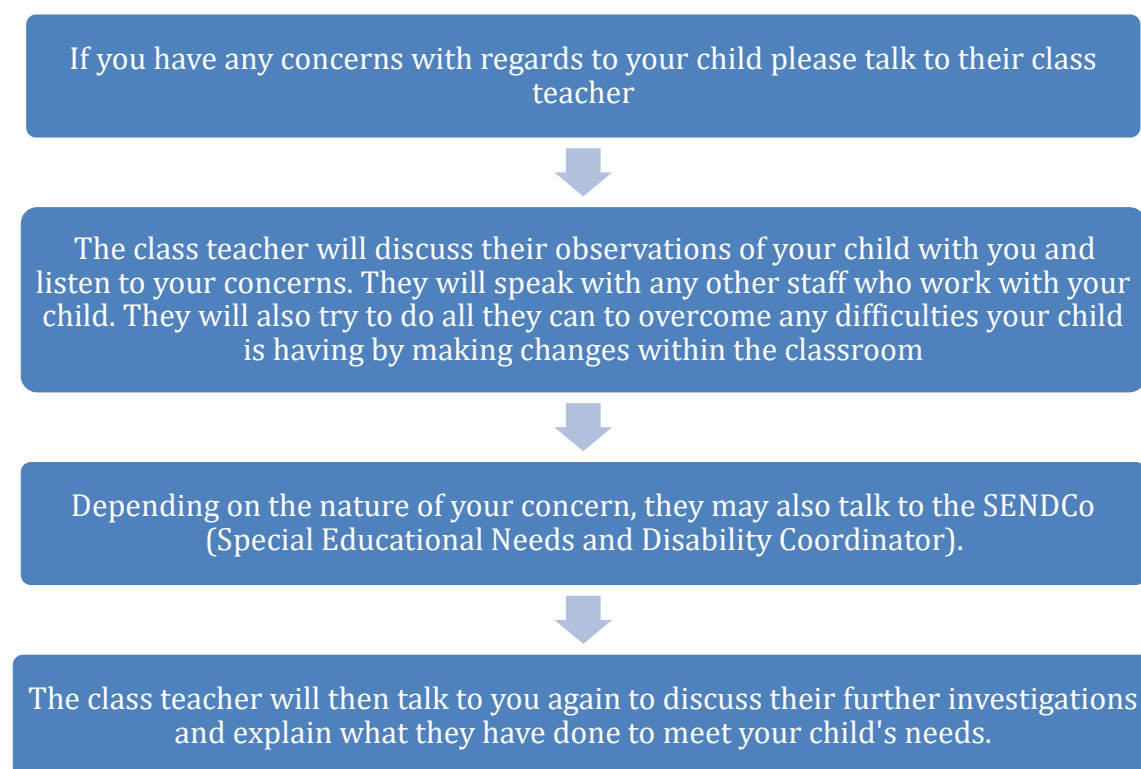
If you have any questions regarding your child's education or progress the first person to speak to is your child's class teacher.

You can contact your child's class teacher in a variety of ways:

- Face-to-face conversations, such as at the classroom door or school events
- Requesting a meeting, either formally or informally
- Using messaging platforms like Class Dojo
- Accessing communication tools via Arbor



How will the school respond to my concern?



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

The Class Teacher will:

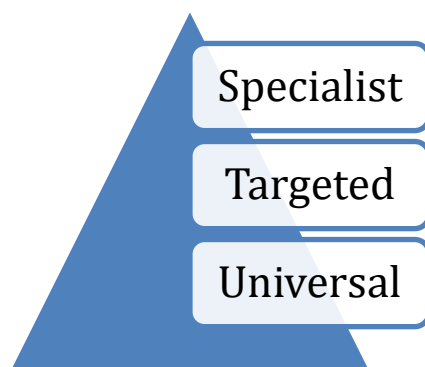
Observe your child's attitude to learning to evaluate your child's progress and attainment.

Speak to other members of staff, for example the SENDCo and the Head Teacher.

We may request an assessment from the Specialist Teacher Team/outside agencies deemed appropriate to support the identification of teaching and learning strategies that will support your child.

What will the school do to support my child?

We will first make adjustments in the classroom to help your child overcome any difficulties. This may include extra help from one of our skilled Teaching Assistants (TAs). Support can take different forms, depending on your child's needs:



Type of Support	What This Means
Universal	The teacher may adapt tasks or offer additional resources to help your child learn.
Targeted	Your child may work in a small group during or outside the main lesson to better understand the material.
Specialist	Your child may receive individual help, often outside the classroom, to meet specific learning goals. This could include working with a specialist.

Interventions

These are targeted sessions designed to support learning and close any gaps. Having interventions doesn't automatically mean your child will be added to the Special Educational Needs and Disabilities (SEND) register. We use early interventions to support progress, and they may also be part of an existing plan for a child already on the SEND register.

Next Steps

If your child is still not making expected progress after receiving support, we'll speak with you about placing them on the SEND register. If this happens:

An individual provision map will be created.

The class teacher will set tailored learning targets that are clear and specific to your child's

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 focused behaviour support and team teach (movement and handling), ELKLAN, ELSA, Drawing and Talking Therapy.



Who else might be involved in supporting my child?

If we feel that your child needs extra support beyond what we can provide in school, we'll ask for your permission to involve an external agency. These professionals may offer advice, observe your child in school, or carry out assessments to help us understand their needs more fully.

Here are some of the experts we might work with:

Specialist	Organisation
<i>Educational Psychologist – Aimee Turlukowsky</i>	<i>Lincolnshire Psychology Services</i>
<i>Specialist Teacher – Mrs Karen Jordan</i>	<i>Lincolnshire SEND Services</i>
<i>Speech and Language Therapist</i>	<i>NHS</i>
<i>Working Together Team – Ms K. Houghton</i>	<i>Based at Gosberton House School</i>
<i>Healthy Minds</i>	<i>NHS</i>
<i>Behaviour Outreach Support Service (BOSS)</i>	<i>Lincolnshire County Council</i>
<i>Pupil Reintegration Team (PRT)</i>	<i>Lincolnshire County Council</i>

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.

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

Your child's emotional wellbeing is extremely important to us. We believe that a stable and secure environment is essential for every child to thrive. A strong partnership between home and school—between you and your child's teachers and teaching assistants—creates happier, more supported learners.

If you have any concerns, we warmly encourage you to speak with us. Please make an appointment to meet with your child's class teacher at a convenient time so we can work together in a positive and collaborative way.

Our School Values and Supportive Practices

Our school's daily life is grounded in strong social and moral values, which we call our *Virtues and Values*. Each week, we highlight a theme rooted in Catholic life—for example, "*I know it's OK to make mistakes*". These are introduced during assembly on Monday and Tuesday for pupils to carry out the mission

Other ways we support emotional wellbeing include:



- **RE lessons and RSHE sessions:** These provide opportunities to reflect on relationships, emotions, and how we interact with others.
- **Circle Time:** Held weekly in each class to encourage open discussion and shared understanding.
- **Social Stories:** Used to help individual children understand and manage specific situations, such as when to raise their hand during carpet time.
- **Positive Play at Lunchtime:** Our lunchtime supervisors are trained to promote constructive social interaction, helping children who may find this time challenging.
- **Shared Strategies Among Staff:** As a small team, we regularly discuss and coordinate support approaches to ensure consistency, especially during break times.
- **Buddy System:** Year 6 pupils take on a responsible buddy role, helping younger children engage in appropriate play and form friendships.
- **Clear Behaviour Expectations:** Our behaviour policy outlines acceptable and unacceptable behaviours and is followed by all staff.

Working Together on Action Plans

When additional support is needed, we may hold a meeting involving you, your child, and relevant staff members to create a personalised action plan. This plan is based on your child's own goals—e.g., *“By next month, I want to be able to talk to Mrs X when I feel angry.”*

Together, we discuss:

- What steps staff and family can take to support this goal
- How your child can begin to support themselves
- The agreed strategies recorded within the Action Plan

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.



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/phonic 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.

What opportunities will there be for me to discuss my child's 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 Education Plan (IEP), 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 are 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.

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.

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.

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, 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.

How will the school prepare and support my child to join the school?

At the first point of contact, the Head Teacher meets with parents and children. During the Autumn term, we offer open mornings for families to visit the school before applying for a Reception place. Otherwise, you can book a one-on-one appointment with the Head Teacher. If a child is identified as having additional needs prior to joining, the SENDCo will contact their previous setting (e.g. pre-school or primary school) to understand their needs and ensure appropriate support is in place.

Additional transition support may be offered, such as 'taster' sessions. These will be discussed with you, your child's teacher, and the SENDCo if needed.



Where relevant, the Head Teacher may attend ESCO or TAC meetings before your child starts school. If your child has been offered a place, the SENDCo or Reception teacher may also attend pre-school review meetings.

To give your child the best possible start, please share any information about their needs. We value a strong partnership with families and are committed to providing the highest level of support and education.

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.



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:

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

This contains information regarding the SEN provision across the county.

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.



Appendix A

Terminology	
Annual review	The review of an EHCP which the local authority must undertake at least every 12 months
Child	A person under the age of 18
EHCP	Education, Health and Care Plan Details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability and has been awarded a 'statutory assessment'. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies
Early identification	A key principle of the SEND Code of Practice 2014. Schools should have systems and processes in place, in collaboration with their local area, to ensure that pupils who have SEND are identified as quickly as possible
Early years provider	A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders
Inclusion	The principle that children with Special Educational Needs and/or a Disability have the right to be educated alongside other children from their community
Local Area	The term used for all the services that make up the local offer within a local authority. Therefore, the local area includes schools, health and care providers, charities and any service that works for the benefit of pupils who have SEND and their families
Local Authority	A local government body that is officially responsible for all the public services and facilities in a particular area. For example, Nottingham City Council, Nottinghamshire County Council, Lincolnshire County Council and Derbyshire County Council.
Local Offer	Local Authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. Local authorities must consult locally on what provision the Local Offer should contain. Our schools will have a link to their respective Local Offer on their websites.
OLoL CMAT	Our Lady of Lourdes Catholic Multi Academy Trust.
Parents	Birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
SENCO	The Special Educational Needs Coordinator who is the leader within a school responsible for SEND provision. By law, the SENCO must be a qualified teacher.
SEND	Special Educational Needs and/or Disabilities.
Special Education Provision	Provision that is <i>different from or additional to</i> that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.