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**Our Lady Immaculate SEND Offer September 2023**

**Our Lady Immaculate’s School Mission:**

**“With God all things are possible”**

**Virtues:**

**Faith  
Hope  
Love  
Justice  
Solidarity  
Temperance  
Courage  
Practical Wisdom**

Our Lady Immaculate is a thriving learning community with Christ at the centre. It celebrates the uniqueness of every child and aims to educate and prepare children to be independent, to be confident and to live life to the full. Our Lady Immaculate is an inclusive school and aims to provide a challenging, stimulating and creative curriculum in a calm learning environment where children are encouraged and enabled to become independent and resilient learners. We believe that for the best possible outcomes for the children, home, church and school should work together in partnership. Our Mission and Core Values are at the heart of everything we do.

This document provides information about the approach at Our Lady Immaculate to providing for pupils with SEND.

Definition of Special Educational Needs and Disability

A child has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age;

or

1. have a disability which prevents or hinders them from making use of

educational facilities of a kind generally provided for others in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

The new SEND Code of Practice states that there are four main areas which cover Special Educational Needs:

* communication and interaction;
* cognition and learning;
* social, mental and emotional health;
* sensory and /or physical.

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Our Lady Immaculate’s Inclusion Manager

At Our Lady Immaculate, our **Inclusion Manager is** **Mrs Sophie Gibbs**. She obtained the National Award for SEN Coordination in 2014. (The title of Inclusion Manager acknowledges the shift in role to include monitoring of other learner groups in addition to SEND.)

**The role of the Inclusion Manager is to:**

* work closely with both teaching staff, learning support staff and

outside agencies to ensure the best possible outcomes for those

children with needs identified in the four areas;

* be a point of contact for parents relating to matters of SEND;
* maintain an overview of SEND provision within the school;
* convene Annual Review meetings;
* arrange meetings to review targets and support teachers in setting

new goals;

* monitor success of interventions;
* assess needs and support in drawing up individual plans;
* make referrals to outside agencies e.g. Educational Psychologist,

Speech and Language Therapy Service.

Our Lady Immaculate’s Teaching and Learning Support Staff (LSAs)

At Our Lady Immaculate, teachers will work together with Learning Support Staff (LSAs) to support both children with SEND and universal needs. Our Learning Support Team have complementary backgrounds - including Health, Nursery and Primary Education. Working under the direction of the class teacher, LSA staff have a significant impact in contributing to the overall learning and achievement in the classroom. They provide essential hover support to specified groups, deliver interventions, implement individual support plans, mentor and support differentiation across the curriculum

Several staff members are fully trained in First Aid.

All LSAs have had training relating to the following areas:

* Speech, Language and Communication Needs. (SLCN);
* Autistic Spectrum Condition;
* Positive Behaviour Management; including Trauma Perceptive Practice
* Numicon;
* Strategies to support Numeracy and Literacy difficulties;
* Little Wandle phonics.

Whilst we endeavour to provide focused hover support for mathematics and Literacy within the classroom setting, when appropriate, an LSA will teach small focused groups outside the classroom.

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Parents are fully involved in the discussion on whether it would be appropriate to place their child on SEN support. Furthermore, it is important to understand that this is a graduated response and that this category covers a range of children: from some who will make accelerated progress with additional support and maturity and therefore are removed from SEN support, to others who may need further assessment from outside agencies and who will continue to need additional support throughout their school career.

It is well documented that where parents are actively involved with their child’s learning, the best results are sustained and achieved. Therefore, the Inclusion Manager regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents are encouraged to make an appointment to see the Inclusion Manager at a convenient time if they have a concern or need advice.

Arrangements for consulting parents of pupils with special educational needs.

Time is set aside with either an LSA, or the Inclusion Manager for regular, age appropriate conversations to discuss targets and progress. Children are involved in the review processes and, where appropriate, contribute to setting next step targets. A one-page profile is completed taking information from both parent and pupil. Children are involved in evaluating their work and are shown the next step needed to achieve their targets. Pupils are then invited to make a contribution to the child view section of the support plan.

Teachers, Learning Support Assistants (LSAs) and specialist teachers help prepare children with EHCPs (Education, Health and Care Plans) for their Annual Review by evaluating targets, discussing what the children have enjoyed in class and what aspects of learning they continue to find challenging. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting, where appropriate.

All SEND pupils are responsible for completing their own reward/sticker charts or similar. Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards, team/house points, superstars, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes etc.

Pupils with SEND are given equal opportunities to participate in all school activities and to take on roles of responsibility.

Pupil perception surveys are completed in each subject area.

Our School Council discuss initiatives within the class setting, giving every pupil a chance to voice an opinion about the learning experience at Our Lady Immaculate.

Arrangements for consulting young people with special educational needs about and involving them in their education.

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A child is likely to be placed at SEN support if he/she falls into one or more of the following categories:

* failing to meet personal targets;
* working **significantly** below age related expectations in the National Curriculum;
* difficulty developing Literacy and Numeracy skills;
* attention and listening difficulties;
* a specific difficulty e.g. spelling, poor reading skills, understanding of number.

A child who has had an assessment by an outside agency and has had a diagnosis in one or more of the following areas will also receive SEN support at a level appropriate to their needs.

* communication and social interaction difficulties;
* emotional or behavioural issues which are impacting on learning both of the child and that of the class;
* significant speech and language difficulties;
* sensory processing issues.

Staff further consider a range of information-see below, in deciding whether a child should be placed within the category of SEN support. Parents are kept informed from the outset and advised if their child is having an intervention to accelerate their progress.

* EYFS Assessments completed at the end of the summer term;
* New Pre-Key Stage Standards;
* assessment data Insights Tracking;
* teachers’ own assessments and observations within the classroom setting;
* NFER Reading tests (reading age);
* Single Word Spelling Test (spelling age);
* ADHD and behaviour checklists.

Staff and the Inclusion Manager track the progress of SEND children and other learner groups using Insight, whilst considering both progress towards individual National Curriculum targets and the child’s progress in line with national expectations by:

* assessment data;
* discussions with LSA/ teacher on success of interventions – ‘soft data’ evidence;
* scrutinising children’s work - ‘book looks’;
* working alongside the child in class in formal and informal classroom observations and ‘drop-ins’;
* receiving verbal feedback from class teacher;
* ensuring that class targets set by teachers for all the children in their class are achieved and updated every half term

Identification, assessment and provision

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Provision for all:

Quality First Teaching and Personalisation

Additional Interventions

At Our Lady Immaculate quality first teaching involves:

* planned learning experiences which encourage the development of the whole child: academic, social, emotional, sense of self-worth, with our core values evident in the learning environment;
* a creative curriculum and inclusive teaching which takes into account the various styles of learning;
* the delivery of a structured phonics programme;
* aspirational, personalised targets for each pupil which are shared with children and parents;
* marking or feedback which makes it clear to children what is positive and what they need to do next to improve their work;
* differentiated lessons tailored to pupils’ needs;
* positive behaviour management strategies throughout the school, using a trauma perceptive and restorative approach;
* Interactive Whiteboard and Visualiser used routinely to provide visual support together with concrete aids which the children can manipulate;
* speech, language and communication friendly environment (SLCN advice adhered to in each classroom);
* teachers’ questioning and language adapted to individual needs;
* a range of methods of recording e.g. charts, posters, diagrams;
* Learning Objectives (L.O.) and Success Criteria (S.C.) shared with the children;
* pictorial representation using Communicate in Print or Clip Art icons to reinforce rules e.g. good sitting, good listening etc word banks, mind mapping, bullet points;
* new vocabulary displayed with pictorial support;
* use of the outdoor area to enhance learning e.g. practical maths work, science experiments;
* Learning Outside the Classroom (LOTC) & Forest School activities in some Infant classes;
* School trips to enhance and enrich learning experience: local visits, daytrips and residential trip to France;
* professional coaches to enhance Physical Education: football, cricket, body-care, rugby;
* differentiated homework e.g. maths times tables, spellings in ability groups, research;
* support from LSA staff within the classroom to assist with differentiated activities and appropriate interventions and to provide hover support to enable children to become more independent learners

The following interventions are specific and time limited and aimed at pupils who may need support in any one of the four areas. These are typically pupils who may be working below age related expectations and need support to accelerate or maintain progress; some of these pupils may have an SEN support plan:

* additional ‘catch up’ phonics work using Little Wandle.;
* Precision Teaching (PT) for practising of sight words, tables, number bonds etc.;
* individual daily reading;
* individual paired reading;
* additional sessions to focus on spelling;
* additional handwriting sessions;

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Social, Emotional and Mental Health (SEMH) Provision

Children experiencing difficulties linked to their social, emotional and mental health or their general well-being are supported in a number of ways. We use Essex County Council’s ‘Inclusion Framework’ to help identify areas pupils need to develop. Our Pastoral Lead, Mrs Lee, as well as our LSAs provide a range of support to improve well-bring and teach pupils strategies to cope with their emotions in various situations.

Our Lady Immaculate is currently adopting Trauma Perceptive Practice. This is a whole-school approach to understanding behaviour and emotional well-being. We believe behaviour is communication and that some acts are a signal that a child’s needs are not being met.

Our comprehensive provision to support the SEMH needs of our pupils is outlined on the following page.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Universal Provision** | **Additional Provision**  (provided by in-house resource) | **Specialist Provision**  (some provided by external specialists on site) |
| **Social, Emotional and Mental Health Needs (SEMH)**  Triggers: attendance, data, concern from parents, withdrawn or concerning behaviour, incidents at home/school, parental concern, disclosures, poor attainment, critical incident (separation, bereavement, etc.) | * Personal Social Health and Economic (PSHE) Curriculum: Life to the Full and the Children’s Health Project * Religious Education Curriculum * Growth Mindset - language of learning from mistakes, * Classroom Rules * Golden Rules for Golden Time displayed in every class * Behaviour Policy * Trauma Perceptive Practice (TPP) ethos * Zones of Regulation (display in classrooms) | * Circle of Friends – a support intervention which sets up a special group of friends for a child experiencing emotional difficulties * Zones of Regulation - programme to aid emotional development and self-regulation * Emoji Club – an intervention which explores emotions through drawing * Time to Talk -  to teach and develop social interaction skills and improve oral language skills (KS1) * Socially Speaking - structured programme to improve self-esteem, listening skills and expressive language abilities(LKS2) * Friendship Formula – an intervention group to develop relationship and communication skills (UKS2) * Lego Therapy - to develop social skills; turn-taking, ability to listen to/give clear instructions * Pastoral Care (LSA) * Golden Book – to celebrate achievements and improve self-image * Worry Box – to support pupils who have difficulties communicating their feelings * Mindfulness activities – breathing and calming activities to support self-regulation * Pastoral groups – weekly meetings centred around a common focus (e.g. anxiety) * Lunchtime support – (break buddies, carrying out jobs, etc) * Social Stories – short descriptions of situations to support pupils with changes to routine, understanding another perspective or social skills * Sensory Circuits - sensory integration intervention. A set of physical activities designed to alert, organise and calm-do we still offer this??? * Key Person Approach – a support to gain an understanding of difficulties a child is having at school * Distress management plan - a personalised plan created with a child to act as a toolkit to support self-regulation | * Specialist provision from providers such as yoyo bereavement care. * Mrs Lee 1:1 pastoral support * Consultations with SEMH specialists (CAMHS, Kids Inspire, Families in Focus, EWMHS, etc.) * Educational Psychologist input |

Whilst pupils that fall into this category will always have a key worker; it is our policy to encourage all children to be as independent as possible, therefore appropriate tasks will be set to encourage children to work independently for short periods of time or to participate in small group activities so that the adult is scaffolding their learning through ‘hover support’. Children with EHCPs may have:

* An individual visual timetable (frequent changes of activity, additional opportunities for access to the outdoor environment);
* Highly differentiated tasks;
* Additional therapies as set out in care plans provided by the Health service eg: Speech Therapy

Where needs related to gross and fine motor skills, sensory processing and/or visual tracking have been identified in an EHCP or in a health professional’s assessment, we will endeavour to build in particular activities into the school day, as and when practical and appropriate.

How equipment and facilities support children and young people with special educational needs.

**The additional provision described below is for a minority of pupils; these pupils will have an Education, Health and Care Plan (EHCP) and will have been allocated funding based on the Local Authority’s banding formula, which no longer specifies an allocation of hours of support for an individual child**.

The school decides how to use this funding to make provision for the pupil in order that they achieve the outcomes set out in their plan.

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Motor skills programmes are sometimes offered off site; children are transported there by their parents, and advice is followed up in school,

For children with medical conditions, there is close liaison with relevant nurses and LSAs receive additional training annually.

There is a range of external support, provided by the Local Authority which we currently have access to e.g. School’s Inclusion Partner, Educational Psychologist, Occupational Therapists, Physiotherapists, CAMHS, School Nurse, Speech and Language Therapists, Children’s Social Care Services.

Each agency has its own procedure for referral through the school, GP or direct. Mrs Gibbs should be contacted in the first instance. In line with the SEND policy, the school will refer pupils to the EP Service if we feel this is necessary. **The Local Authority will not assess for dyslexia.** There is a full Accessibility plan in place as well as a SEN Action plan. All areas and extra-curricular activities are accessible to children with SEND.

Specialist resources are used to aid learning across the school:

* slim line books to encourage reluctant readers;
* sand timers;
* behaviour charts with stickers and rewards;
* visual timetables;
* left handed scissors;
* pencil grips;
* a small selection of buff colour reading books;
* sit and move cushions;
* writing slopes;
* sensory tent;
* peanut ball.

There are also ramps at exits, disabled toilets and striped steps and posts for visually impaired pupils.

Specialist resources are used to aid learning across the school

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Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Parents are encouraged to support their child and the school from the outset. They are kept well informed about their child’s progress through structured conversations, parents’ evenings and additional meetings, if necessary. Through this partnership approach, we hope to encourage parents to raise any queries or concerns they may have about their child so that issues are addressed quickly and resolved.

Should a parent continue to have concerns regarding the provision made for their child a meeting will be arranged with the Head teacher.

The school will follow its Complaints Procedure.

Governors involve health and social care bodies, local authority services and other bodies to meet the needs of pupils with SEND.

Safeguarding of children is paramount and referrals will be made to Social Care where concerns have been raised.

The Inclusion Manager can refer and direct parents to the range of services available locally.

The Essex local offer can be found at

<https://send.essex.gov.uk/>

SEND IASS (Information, Advice and Support Services)

<https://www.essexsendiass.co.uk/> tel: 01245 204338

EP parent helpline available to parents on Mondays during term times only 1pm-5pm tel: 01245 433293 for more information visit <https://send.essex.gov.uk/search-support-groups-and-activities/essex-educational-psychology-ep-service>

Essex family wellbeing service

<https://essexfamilywellbeing.co.uk/services/school-age/>

Tel: 0300 247 0014

Moulsham Grange Families in Focus (Essex)

[www.familiesinfocusessex.org.uk](http://www.familiesinfocusessex.org.uk) 01245 353575

SNAP [www.snapcharity.org](http://www.snapcharity.org)

The School Website is regularly updated with useful contacts and resources for parents.

Essex local offer and contact details of support services for the parents of pupils with special educational needs.

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School arrangements for supporting pupils between stages of education.

**Transition Arrangements For Pre-School Children**:

The EYFS class teacher, and Nursery Nurse routinely visit all new children at home before they begin school. For children who have already been identified with SEND, a meeting will be convened to which the Inclusion Manager and EYFS class teacher will be invited. This is either in the pre-school setting or in school. Additionally, the child is visited in their pre-school setting and is given an opportunity to come to the school so that photographs can be taken, in addition to making a visit with his\ or her peers on the normal transition afternoons.

Transition Arrangements for transfer from class to class:

At the end of the academic year, the Inclusion Manager will inform teachers and LSAs about the SEND cohort and any children with medical conditions or otherwise in their new class. Class teachers liaise with each other about the new class.

Transition Arrangements for transfer to Secondary School:

For children with an EHCP, discussion around an appropriate Secondary placement is made during Year 5 and sometimes earlier, particularly where a specialist school will be required. The Inclusion Manager will advise parents on questions they might like to ask when viewing a Secondary school.

At the final Annual Review in year 6 which is held before the October half-term, parents will make their choice of secondary school known and a request will be made to name this school on the EHCP. **Parents of a pupil with an EHCP do not need to make a separate application to secondary school.**

Additional transition visits are arranged for the summer term so that the pupil can visit with their LSA, meet staff and familiarise themselves with their new environment. If appropriate a person centred transfer meeting will be held with their new school in the summer term of Year 6.

For other children receiving SEN support, parents are invited to share any concerns they might wish to highlight and this will be sent together with the information request forms to the relevant secondary school. All SEN school records will be passed on to the secondary school regardless of whether the child has since been removed from the register.

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