



SEND information report		
Issue Date	Review Date	Coordinator/person responsible
September 2021	September 2022	Mrs J Briggs

*Loving like Mary
Serving like Mary
Learning like Mary
Believing like Mary*

SEN Information Report

What is the role of the Inclusion Team at Our Lady of Lourdes?

The Inclusion Team consists of:

- Special Educational Needs Coordinator (SENCo): Mrs Jo Briggs
- SEND Admin Assistant: Mrs Liz Lynch

The Inclusion Team are responsible for:

- Overseeing the implementation and the day to day running of the SEN policy
- Monitoring the support for children with Special Educational Needs, Medical Needs and/or Disabilities (SEND), social and emotional difficulties, developing the school's SEND Policy to make sure all children receive a consistent, high quality provision to meet their needs in school.
- Ensuring that parents/carers are:
 - i) Kept informed about the support the child is getting
 - ii) Involved in supporting the child's learning
 - iii) Involved in reviewing their progress
- Working with all the other agencies who may be involved in supporting a child's learning e.g. Speech and Language Therapists, Educational Psychologist, Occupational Therapist.
- Ensuring excellent record keeping of children's progress and needs.
- Providing/arranging specialist support and training for teachers and support staff in the school so they can help children with SEND in the school to make the best progress possible.

How does the school respond to concerns raised about children's learning at Our Lady of Lourdes?

Sometimes teachers or parents have concerns about a child's progress, learning or development. If you have a concern you should:

- Share the concern with your child's teacher in the first instance.
- Your child's teacher will then make adjustments to the high quality whole class teaching to support your child. The impact of these changes will be reviewed at an agreed date.
- If there are still concerns at this point, the teacher will speak to the SENCo or Assistant who may suggest interventions in order to allow your child to catch up through accelerated learning. Your own views will form part of this referral.
- The concern will continue to be explored by the SENCo alongside the Assistant and your child's class teacher. The child's own views will be collected and used to support the agreed outcomes. Results of interventions will be reviewed regularly to assess the impact.
- If there are still barriers which remain, expertise from outside agencies will be arranged through a referral via an Early Help Family Support Assessment (EHFSA). Your views and your child's views will form an integral part of this process.

At any point during this process, it may be appropriate for your child to be placed on the SEND register. This decision will not be made without due consultation with you, as parents.

At Our Lady of Lourdes, we work hard to promote effective communication between home and school. We understand the importance of the education and wellbeing of every child and strive for each child to make their full potential. Occasionally, this may not be through academic achievement alone. We are committed to working effectively with parents and external stakeholders to achieve the support necessary to help children do this.

How does the school know if pupils are making progress?

- At Our Lady of Lourdes, the teachers assess the progress of all children. Some children with extra needs may require an individual timetable or an Individual Support Plan (ISP) with specific outcomes and targets so their progress can be tracked more closely. This may include the use of daily and/or weekly targets, as well as termly ones.

- ISP targets are reviewed termly (October, March and July) by the child's teacher and any other adults who support the child within the classroom setting, in conjunction with you as parents/carers. All of this is monitored by the SENCo, who will provide additional support where required.

How are parents/carers informed about how well their child is progressing?

- We have three dedicated ISP review meetings taking place throughout the year allowing teachers to talk through children's progress with their parents/carers.
- Parents/Carers can also make an appointment at any time to speak to their class teacher. The SENCo/Assistant will attend if deemed appropriate.
- If a child receives high levels of support, which may include funding from the local authority (through an EHCP), then regular review meetings are held to discuss the individual progress of that child. Parents are always invited to these meetings and any outside agencies involved are also invited to attend if necessary.

How does the school monitor the impact of extra support?

- The approach taken to designing and implementing provision is constantly reviewed and updated to ensure it is effective in supporting the pupils' learning and development.
- The progress of each child is also regularly tracked through the whole school assessment system - Target Tracker, Star Reader, Star Maths and reading and spelling age scores as well as outcomes from ISPs and EHCPs.
- Based on this information, interventions and other forms of support are implemented and adapted where necessary.
- All interventions begin with a baseline assessment of a child's current knowledge. The same assessment is then carried out after a period of time (normally 6 weeks) where the child has been engaging in the intervention, to assess the level of impact.
- If there is strong evidence of impact, the intervention will continue. If there is little or no evidence of impact, the intervention will be reviewed and provision will be adapted.

How do pupils access the curriculum?

At Our Lady of Lourdes, we value a wide range of approaches to support pupils' learning. These include:

- High quality universal class based teaching for all children.
- Lessons that are carefully planned and adapted to suit all learners.
- Creating stimulating indoor and outdoor learning environments.
- A holistic approach to learning.
- A variety of visual and tactile, concrete resources will be used to support learning.
- Personalised provision for all pupils, including those with special educational needs and/or disabilities.

What expertise and training do the staff who support pupils with Special Educational Needs have?

- All staff are provided with regular and up to date training, specialising in areas related to the current needs of the children in the school. This may take place either internally or externally, and most recently, via online learning platforms such as Zoom or Microsoft Teams.
- The prevalence of more complex special needs within mainstream settings is continually growing. Therefore, at Our Lady of Lourdes, the skillset within the staff body is becoming more finely attuned to those with specific and higher needs. Excellent practice is shared between staff and the school has been recently praised by external agencies for its ability to provide a safe and nurturing environment to those who require personalised support and provision.

How is support organised for pupils with identified Special Educational Needs?

At Our Lady of Lourdes, we support all children to achieve their highest potential. Specialist professionals from within the school along with those from external agencies ensure that we meet all children's needs and that they are supported fully. This may involve a child having:

- Interventions such as social groups, reading comprehension, writing, Social and emotional groups, fine motor skills and additional sessions for maths and literacy.
- An individual timetable tailored to their specific needs.
- Some 1 to 1 adult support.

The inclusive ethos of the school enables all children to learn within the classroom environment for at least part of the day. However, breakout rooms are available for those with more complex needs. These spaces provide children with a calm, quiet space to:

- Learn new skills
- Calm and self regulate
- Explore sensory and physical needs
- Work one to one with an adult or within a small group

How are decisions made about how much support individual pupils receive?

- Decisions concerning support are made collaboratively with parents, teachers, the inclusion team and when appropriate, external specialists.
- We collect information from parents and external agencies in order to decide how much support a pupil will receive.
- A child centred approach is taken and pupil views are gathered as an essential part of the support process.

What specialist support or services does the school access for pupils with Special Educational Needs?

The school has regular contact and support from many specialist support services. The following can be accessed through an application via the Early Help Family Support Assessment (EHFSA):

- Speech and Language Therapy Services
- Physiotherapy/Occupational Therapy Services
- Educational Psychologist Services (EPS).
- School Nursing Team
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Therapeutic Interventions

- Behavioural Support (Vicky Williams, PLT)

How are classrooms and other areas of the school adapted to meet pupils' individual needs?

- At Our Lady of Lourdes, we make sure that all classrooms create an enriching, visually stimulating learning environment to enable all pupils to access the curriculum and resources they require.
- Dialogue between class teachers and the SENCo enables classrooms to be set up effectively for individual learners.
- A small number of children may need a quieter area or more tailored visual aids to support them and these are put into place where needed.
- The children have access to breakout spaces as required.

What arrangements are made to support pupils with Special Educational Needs taking part in after school activities outside the classroom, including educational visits and residential trips?

- At Our Lady of Lourdes, we encourage all children to take part in extracurricular activities. All pupils are encouraged to take part in a residential visit at the end of Key Stage Two, regardless of their needs. This is a step to encourage independence.
- Some children may need extra adult support during these activities and, as a fully inclusive school, we plan carefully to ensure suitable support is put in place, in collaboration with parents/carers.

How do we support children who have social and emotional difficulties or who require social care?

- At Our Lady of Lourdes pupils have access to pastoral support which includes time to talk through situations they find difficult and activities to support emotional and social development.
- The school works closely with the Brentwood Children's Catholic Society (BCCS) to provide counselling for those who need support in challenging times.
- The SENCo and Assistant can signpost parents to a number of services to support emotional and behavioural difficulties.
The school also has links with both a Play Therapy and Art Therapy service.
- Our Lady of Lourdes is committed to taking appropriate measures to prevent bullying by ensuring vigilance and staff awareness across the school, recording incidents appropriately on our Safeguard system (Anti bullying policy) and keeping records safe and secure in line with the GDPR guidance. Incidents are monitored and followed up accordingly.

How are the Governing Body involved in provision for children with SEND?

The named Governor responsible for inclusion has the responsibility to monitor the effective implementation of the SEND policy.

The named Governor for Our Lady of Lourdes is Mr Paul Healy.

What arrangements does the school make to support pupils moving between classes and phase groups?

- Handover sessions are held for all teachers to attend so that a child's previous teacher has a chance to pass on valuable information to their new teacher.
- Additional transition arrangements will be made where appropriate for certain children. This may include the creation of a transition book which uses images to prepare a child for what their new classroom and learning activities will be like. Each transition plan is prepared on an individualised basis.
- Children leaving us in Year 6 will have the opportunity for extra transitional visits to their new schools/settings, should they be appropriate.

What arrangements does the school make when a child joins the school?

- When a new child starts at Our Lady of Lourdes, we contact the child's previous educational setting and any available information is collected.
- Parents have the opportunity to visit the school and discuss the needs of the child and what ways we, as a school can ensure a successful transition takes place.

What arrangements does the school make to support pupils transferring to another school?

- When we are notified which school a child is transferring to, contact is made with the new school and all relevant information is passed on.
- A transition plan may be designed for the child if parents or staff are concerned that they might find the move challenging.
- This plan may include opportunities for a member of the Inclusion Team, along with any staff who work with the child, to visit the new school.

How do we at Our Lady of Lourdes prepare our pupils for their next stage of education (secondary) and for adult life?

- A transition plan is put in place for some children to ensure they are supported during the next stage of their education. Our Lady of Lourdes work closely with children, school staff and parents to talk, share information and arrange additional visits with children, parents will be involved during this ongoing process.
- Where required, suitable activities are planned to support the learning of key life skills which children will need in later adult life. For example, independence is always promoted at Our Lady of Lourdes and is considered an incredibly important life skill.
- These activities may involve road safety, social awareness, self care and everyday skills.

If you have any further questions regarding our provision for children with special educational needs and/or disabilities, please do not hesitate to contact the Inclusion Team.

You can contact Mrs Jo Briggs or Mrs Liz Lynch by:

- Contacting the school via phone on 01702 475689
- Emailing concerns or questions to office@ourladyoflourdes.southend.sch.uk

The Southend-on-Sea Borough Council Local Offer is available on the Livewell website:

<https://livewellsouthend.com/kb5/southendonsea/directory/home.page> - it tells parents how to access services in their area and what to expect from these services.

The SENCo will attend PEP meetings for Looked After Children (LAC) and will have input on how Pupil Premium is spent on these children.

Our Lady of lourdes SEND Information Report amendment due to Covid-19

Special arrangements in relation to COVID-19.

- When necessary children will be taught in 'bubbles' to reduce mixing in groups.
- Children will continue to have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have had.
- Children had access to all provisions as listed in SEND Provision section of the SEND information report following government social distancing guidelines and hygiene. These included:
 - activities linked to the outcomes on their Education Health Care Plans.
 - visual supports such as visual timetables, working memory boards, now and next cards or task cards.
 - coloured overlays, ear defenders and sensory boxes.
 - technology where appropriate, such as laptops and iPads.
 - Access to Theraplay activities and resources to support emotional well-being, such as social or emotional stories.
 - Online provisions, such as Lexia, Times table Rockstars and....
 - In class provisions, such as precision teaching, over learning and SALT activities.
 - Interventions delivered by trained LSA's.
 - SEND children will have access to break out spaces, when they need time out of their classroom for any reason relating to their SEND needs.
 - Children will continue to have access to Behaviour Support Plans should they need one.
 - ISP reviews will continue via Email, Zoom or Telephone call.
 - EHCP annual reviews or meetings will continue via Zoom/Microsoft Teams/Telephone call with professionals and parents.
 - Outside agencies will continue to provide interventions within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

The offer shown below applies to any children that may need to be taught remotely due to individual isolation or in a future local or national lockdown.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, Our Lady of Lourdes will ensure:

- Work will be set by class teachers. It will take into account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- The SENCo/Inclusion Team will contact children with isolated cases to ensure they have the necessary resources and access to online provision in school
- The SENCo will be available to talk with families of children to address areas of concern.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Regular contact with children via Zoom or a Telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or ISPs.
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.
- Parents of SEND pupils may continue to require our support at this time and the messaging facility on Class Dojo or email allows for private conversations to be had between staff and parents. The SENCo can be reached at office@ourladyoflourdes.southend.sch.uk

Resources that support our pupils' SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year.

External agencies will become involved if necessary following the usual graduated response process detailed above.

Transition

The transition period for 2019/2020 for our pupils with SEND was greatly affected by the covid pandemic, particularly for those moving from Year 6 to Year 7 and those from Pre schools/Nurseries into school. Transition for 2020/2021 enabled children and families to have a more effective experience as outlined below:

- All class teachers engaged in handover meetings with the incoming class teacher as well as the SENCo where appropriate.
- The SENCo liaised with Secondary SENCos and all relevant information was handed over.
- Local outreach services were involved in setting up and running transition groups for the most vulnerable learners
- Secondary school SENCos came to visit Year 6 children with SEND to discuss questions and concerns.
- Secondary school virtual tours were provided where it was not possible for children to access the school environment physically.
- The SENCo visited preschools/Nurseries to observe children with SEND prior to school starting
- Virtual meeting with parents of children with SEND starting Reception to discuss concerns/strategies.
- Induction days in school where new Reception children met their teachers and peers.

Assessing the impact of covid on children with SEND

A recent report by Ofsted (June 2021) reveals the findings of joint visits to local areas by Ofsted and the Care Quality Commission (CQC), carried out during the autumn term of 2020 and spring term of 2021. It highlights the cumulative effects of disruption caused by the pandemic on the health, learning and development of children with special educational needs and/or disabilities (SEND). And it describes the negative experiences of children and families, including missed and narrowed education, the absence of essential services such as physiotherapy or speech and language support, and long waiting times for assessment and treatment.

In light of this, Our Lady of Lourdes has put the following in place for our most vulnerable learners:

- Baseline assessments for all children upon return to school in March 2021
- Tailored individual provision for those children with SEND
- Implementation of an internal SEND review process, involving all staff to ensure consistency in provision across the school

- CPD for all staff surrounding the development of identification, high quality universal provision and SMART outcomes for ISPs
- Close collaboration with external services to support the wellbeing of children who are struggling with covid related anxiety and/or school based avoidance.
- The development of an Inclusion Team to support children in every aspect of their education and wellbeing.