Special Educational Needs and Disabilities (SEND)

Our Local Offer – 2024-2025

At Our Lady & St John's Catholic Primary school we believe that it is fundamental that all pupils achieve their potential; personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, physical ability or educational needs. This document is intended to give you an insight regarding the ways in which we ensure we support all of our pupils towards this aim. It is important to note that this is indeed a working document as we are continually improving and modifying our approach to meet the changing needs of the pupil populace using evidence-based practice.

At Our Lady & St John's children are identified as having a special educational need

"…where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" Draft **Code of Practice 6.15 (2014)**

The code of practice refers to four broad areas of need;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health activities
- Sensory and/or physical needs.

For any child with special educational needs (SEN) we take a graduated approach. We have specific needs - based planning and pupil profiles, which help support their development and accelerate progress during their time at our school. Other useful documents such as our SEN policy and our Equality Policy will give further information regarding our provision and are available on the school website.

Below are a number of frequently asked questions to provide further insight into how we support all children with special educational needs,

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress, then you should make an appointment to speak to your child's class teacher initially via the school office.
- If you continue to be concerned about your child's educational needs then please make an appointment to see Mrs Whitehouse, our SENCO

Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs or Disabilities (SEND)?

Our class teachers are responsible for:

- Continually checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENCO know as necessary.
- Contributing to Individual Education Plans (IEPs) for children on our special educational need support register, sharing and reviewing these with parents termly and planning for the next term.
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Mrs Whitehouse, SENCO, is responsible for:

- Ensuring that you are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - involved in reviewing how your child is progressing

- The SENCO supports the Headteacher and governing body, in determining the strategic development of the SEN policy and provision in the school.
- Coordinating support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaising with all the other professionals who may be supporting your child's learning, e.g. Speech and Language Therapy, Occupational Therapist, Educational Psychology, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Co-ordinating specialist support and professional development for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Mrs Cunningham, our Headteacher is responsible for;

- Overseeing the management of provision and review processes, including for those with SEND.
- Ensuring that the SENCO is receiving the relevant professional development and information relating to SEND provision.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

Mrs Carol Gaughan, our SEN Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Review and challenge the provision for inclusion on a termly basis

Parent Partnership Service

- Hounslow Parent Carer Forum, the parent partnership service, is a free, independent and confidential service that supports parents of children with special needs. You can contact them at the Civic Centre.
- https://hounslowpcf.co.uk/

Who are the other people providing support to children with a special educational need in this school?

Our Lady & St John's employs a number of specialist trained teaching assistants, who regularly attend further training to ensure that their subject knowledge is up to date with current practice.

It is expected that most children will make progress through targeted support available in school. In some circumstances, it is appropriate to invite and seek support from external agencies, in the identification, assessment and provision for pupils who have SEND. The agencies consulted by the school include:

- The Educational Psychology Service
- The Early Intervention Service (specialist behaviour and learning advisory teachers)
- The SEN Specialist Support Team (advisers for physical needs and visual and hearing impairments)
- Social services
- Speech and Language Service
- Occupational Therapy, Physiotherapy and School Nurse
- Specialist Outreach Services
- CAMHS (Child and Adolescent Mental Health Service)

We obtain parental permission before referring a pupil to an outside agency for support with their learning.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term within a pupil progress meeting with the Deputy Headteacher/classteacher/SENCO/teaching assistant.
- If your child is in year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show gradual, but significant steps of progress. There is also a formal test in Year 1 that assesses the children's phonics (sounds) awareness. If children do not reach the expected level in year 1, then they are tested again in Year 2 to see if the intervention the school has put into place has had an impact.
- At the end of key stage 2 (year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). These are the results that are published nationally.
- Children that have specific needs are given an individual education plan, which have very specific targets which are linked to their needs. These IEPs are reviewed on a termly basis co-ordinated by our SENCO who will review your child's progress.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education invited.

How will we involve children and Parents in their learning?

- Each term the SENCO offers the opportunity to meet with parents to discuss their child's progress. At the meeting parents are informed about how they can support their child's learning.
- All SEN pupils meet with the class teacher and the SENCO once a term to review their IEP targets and plan for future targets.
- The school also hosts a variety of curriculum workshops throughout the year to support our Parents, for example, all Reception and Year 1 parents are invited to a phonics workshop in the Autumn term each year. We hold curriculum meetings with every class at the beginning of the year.

How will the school let me know if they have any concerns about my child's learning in school?

Children's progress is reviewed continuously at Our Lady & St John's. This is achieved using an array of methods: from assessment within every lesson; to the schools formal review cycle, whereby the class teacher meets the Headteacher, Deputy Headteacher and the SENCO each term to monitor the effectiveness of teaching and learning. These pupil progress meetings are an opportunity for any party to voice concerns about individual children.

The school will set up a meeting between the parents, class teacher and our SENCO if your child is identified as not making progress because:

- the child is significantly falling behind that of their peers starting from the same baseline
- the attainment gap widens between the child and their peers or
- where a pupil needs to make additional progress with wider development or social needs

Code of Practice 6.17-6.18 (2014)

The purpose of the meeting is to discuss the concern in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

What are the different types of support available for children with SEND at Our Lady & St John's?

Our provision to support children with special educational needs follows the **assess-plan-do-review** cycle. All types of support on offer at Our Lady & St John's are carefully planned for. Staff always ensure that it follows the following SMART guidelines:

Specific to the child's needs.

Measurable with evidence to inform parents of the impact it is having on the child.

Achievable, through an individualised target setting process which is specific to that child.

Realistic as they are based on their current level/capacity and would naturally form the next step in the progressive learning process.

Time-related: so that progress can be measured and provision can be reviewed and modified.

Quality First Teaching

In the first instance support is offered to every child in the classroom through quality first teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- A broad, balanced and creative curriculum that offers learning matched to pupil's ability.

- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.

If your child is identified as having a barrier to learning, staff will strive to support your child through a planned group intervention. The planned intervention could be a response to a cognitive, pastoral, social or emotional difficulty

Children can be supported in a number of ways in these groups:

- The groups can run in the classroom or outside.
- They are run by a teacher or most often a teaching assistant who has had training running these groups.
- These groups have a clear aim and their impact is reviewed regularly.

If your child is identified as having a specific and complex barrier to learning, staff will strive to support the child through working with specialist staff from outside agencies

Your child will have been identified by the class teacher and the SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.

We currently work with specialists from the following agencies;

- Occupational Therapy
- Educational Psychology
- Child and Adolescent Mental Health Services
- Speech and Language Therapy

If your child has more complex barriers to learning they may be in need of specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP).
For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs are complex enough to need a statutory assessment to clarify the child's barriers to learning. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.
- After the reports have all been sent in, the Local Authority will decide if the child requires support in addition to that normally available in the school. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- In collaboration with the parents, the Education Health Care Plan (EHCP) will outline long and short term goals for your child and how the support should be used and what strategies must be put in place.
- The EHCP will outline the additional support required to enable your child to meet the short and long term outcomes set out on the EHCP, for example, an additional adult may be used to support your child within whole class learning, run individual programmes or run small groups.

How is extra support allocated to children?

- The school budget, received from Hounslow Local Authority, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school and decide what resources, training and support is needed.
- All resources, training and support are reviewed regularly to ensure they are having the desired impact, changes are made when they are needed.

How are the teachers in school helped to work with children with SEND and what training do they have?

- Our SENCO supports our class teachers in planning for children with SEND.

- Mrs Whitehouse, our SENCO, has the National Award for SEN Co-ordination. (NASENCO)
- Mrs. Cunningham has the National Award for SEN Co-ordination. (NASENCO)
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies and professionals that are relevant to the needs of specific children in their class.

What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. If you wish to see Mrs. Whitehouse, please make an appointment through the school office.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report or on a virtual platform such as Teams.
- Each term, the Individual Education Plans will be reviewed with your involvement.
- Homework may be adjusted as needed to your child's individual needs.
- Every effort will be made to ensure that communication is as open and honest as possible to support families of children with SEND.

How do we support our children with transition?

- Transition between year groups is carefully planned for. Children have the opportunity to spend some time with their new class teacher/ support assistant before the end of the summer term.
- Transition between Nursery and Reception and Reception and year 1 is planned over several weeks in order that children are fully prepared for the change.
- Parents have the opportunity to meet the class teacher early in the Autumn term to ensure they are fully informed how to support their child.
- Parents of children with an EHCP are invited to meet the new class teacher in the summer term to discuss the child's needs in preparation for September.
- We have a transition programme in place for secondary transition with all our secondary schools.

How is Our Lady & St John's School accessible to children with SEND?

- Our Lady & St John's is accessible to children with a physical disability via the ground floor or a lift.
- We ensure that equipment used is accessible to all children, regardless of their needs.
- Through our risk assessment, we ensure that all children have access to out of school activities such as school trips.
- Before and after school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- There is a disabled parking space in the car park.

Who can I contact for further information?

- If you want more information or have concerns, please see your class teacher or Mrs Whitehouse – our SENCO, via the school office
- If you are not satisfied with the school's response to your concerns and you wish to make a complaint, please make an appointment to see the Headteacher, Mrs Cunningham.

We check the quality of the support for each child and report the effectiveness of provision to the governors.

If you are concerned at any time, please contact the school in this order

1. Class teacher
2. SENCO
3. Head teacher
4. Chair of Governors

The school's Complaints policy can be found on the website.

Link to Hounslow Local Offer:

https://beta.hounslow.gov.uk/send-local-offer