



## **Our Lady of the Rosary Primary School**

### **SEND Information Report**

#### **Definition of SEN:**

*A child or young person has SEN if they have a learning difficulty of disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (Code of Practice 2015. P16)*

#### **Broad Areas of Need:**

There are four broad areas of special educational need, these are:

- **Communication and interaction**, including pupils with Autism Spectrum Condition and those with Speech, Language and communication needs.
- **Cognition and learning**, including pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- **Social, Emotional and Mental Health Difficulties**, including any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.
- **Sensory and/or Physical Difficulties**, including pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

#### **School ethos and approach:**

We at Our Lady of the Rosary Primary School are committed to meeting the special educational needs of pupils and ensuring that they make good progress. In line with our mission statement Christ at the centre, children at the heart our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.



**Information:**

If you need any information regarding SEN please feel free to contact the Schools SENCO, Mrs Sarah White or the Executive Headteacher Mrs Marie Graham, at school on 0191 5862264 or alternatively email the school on [p.3510.admin@durhamlearning.net](mailto:p.3510.admin@durhamlearning.net)

As the information about our school changes staff feed into the information report ensuring it is up to date. The SEN information Report is reviewed annually by staff and the interim governing body at the school, the next review will be April 2022.

<http://ourladyrosary.org.uk/parents/policies/>

This link will take you to the school website where you can find the following policies:

- Our Lady of the Rosary Peterlee Admission Policy 2019-20
- Accessibility Plan 2019 to 2022
- Equality Information and Objectives September 2018
- Equality Policy Statement
- Equality Policy – Sept 2018
- SEN Policy 2018
- OLOTR Safeguarding Policy September 2018
- OLOTR Safeguarding Policy Sept 2018 Appendix 1 Roles, Responsibilities and Entitlements
- OLOTR Safeguarding Policy Sept 2018 Appendix 2 Signs and symptoms of abuse
- OLOTR Safeguarding Policy Sept 2018 Appendix 3 Behaviour guidelines for staff and volunteers
- OLOTR Safeguarding Policy Sept 2018 Appendix 5 Referral form for first contact
- OLOTR Safeguarding Policy Sept 2018 Appendix 6 Summary of Multi Agency Meetings
- OLOTR Safeguarding Policy Sept 2018 Appendix 7 Information sharing
- OLOTR Safeguarding Policy Sept 2018 Appendix 7b Information Sharing 2018
- OLOTR Safeguarding Policy Sept 2018 Appendix 8 The eight golden rules for information sharing
- OLOTR Safeguarding Policy Sept 2018 Appendix 9 The Brook Traffic Light Tool
- OLOTR Safeguarding Policy Sept 2018 Appendix 10 Guidance on sexting incidents
- OLOTR Safeguarding Policy Sept 2018 Appendix 11 Responding and Managing Sexting Incidents
- OLOTR Safeguarding Policy Sept 2018 Appendix 12 Sexual Harassment and Sexual Violence – Advice
- Supporting pupils with medical conditions

**SEN Provision:**

At Our Lady of the Rosary Primary School we have children with a variety of needs that fall into the 4 areas of needs. We have children who have communication and interaction needs, cognition and learning needs, social, emotional and mental health needs and sensory and physical difficulties. All the staff work in partnership to support children across the key stages, children who are identified as having a need are supported by the staff in their classes and key stages and by the SENCO. The current SEN register is 15% just above the national average which is 14%.

At Our Lady of the Rosary Primary School we strive to ensure that every child is included meaning we tailor the support we give the children so that they can work to their best potential. Regardless of the level of need we are committed to supporting our children to access the curriculum. We do this through a variety of ways such as 1:1 support for pupils or utilising quiet spaces round the school for tailor made working stations. We provided support through different resources where necessary



using now and next boards and intervention groups to form social skills. We strive for good practice in our classrooms to support all children using visual timetable and discussing these at the beginning of the morning session and afternoon session and referring to them through the day. From day 1 at Our Lady of the Rosary we aim to develop the children's independence encouraging them to try tasks that are appropriate to their age and ability. Our ethos is that every child is important and will achieve great things, we educate the people of the future and everyone has something to offer towards it. Our mission statement is 'Christ at the centre, children at the heart' which every member of staff lives by as everything they do and give is for the children. We want our children to thrive in confidence and self-esteem and be enthusiastic learners.

Adapting the curriculum:

This is something that is very important at Our Lady of the Rosary Primary School, ensuring that all children can access the curriculum we have had support from outside agencies to ensure that we get these right. These include:

- Using laptops or ipads where necessary for children to complete work
- Using now and next boards to support children with completing tasks
- Children having 1:1 support to access activities
- Quiet work stations
- Sensory breaks worked into the timetable
- Sensory toys to prevent overload
- Interventions supporting social skills
- Activity baskets
- Speech and language boards
- An intervention called Lexia
- Makaton is used in foundation stage
- Where necessary the learning environment is changed for example, a child with sight issues needs plenty of room to access the classroom for safety.

You can find our accessibility plan here: <http://ourladyrosary.org.uk/wp-content/uploads/2021/03/Accessibility-Plan-Our-Lady-of-the-Rosay-Primary-School-2020.pdf>

### **Identifying children with SEN:**

At Our lady of the Rosary Primary school we use quality first teaching, this is to ensure that the needs of most children are being met. It is only when quality first teaching is not supporting our children to progress we speak with parents/carers and we put the child onto a short note and start an intervention, this is to better support the child looking at their individual needs. When a child is still not making progress from a short note and/or intervention we put them onto a SEN Support Plan. At this point we will refer to an outside agency depending upon the need will depend upon the support. This is a cycle of assess, plan, do and review. This enables us to make 'smart' targets for our children making them achievable in the time frame.

To best support our children we have to gather the evidence to identify what it is they are struggling with, this enables us to put different things in place within the classroom to support them with their development. Evidence from the children can be their short notes, SEN plans, observations, assessments or their work.

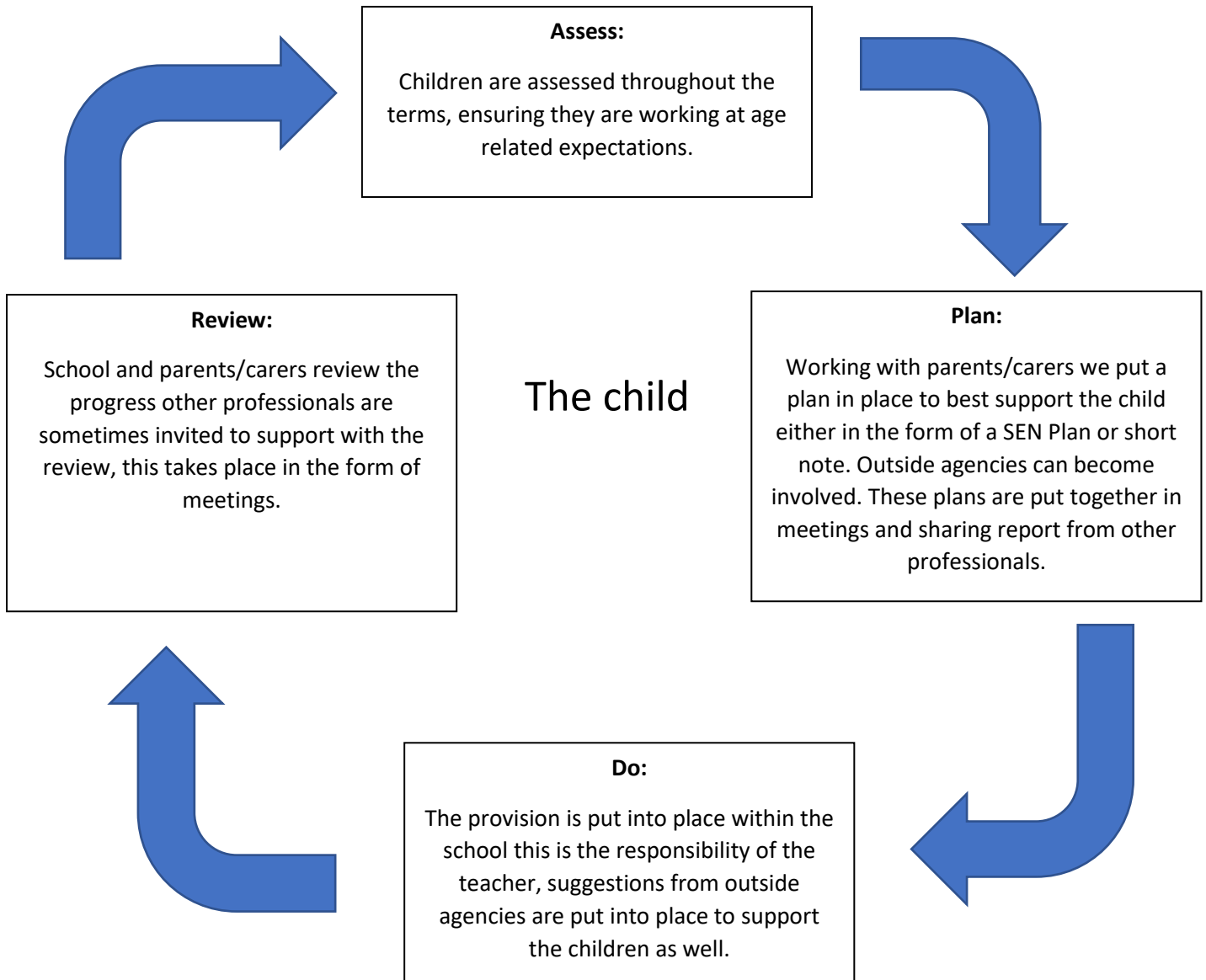


**SEN Support:**

Where pupil is identified as having special educational need school will follow a graduated approach which takes the form of a cycle which is 'assess, plan, do and review'

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

Here is how this cycle works at Our Lady of the Rosary Primary School:



\*SEN Plans and Short notes are update 3 times a year October, February and May. However this cycle continues throughout the year addressing the needs of the child all the time.



**Education, Health and Care assessment:**

*The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.*

*9.2 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:*

- *establish and record the views, interests and aspirations of the parents and child or young person*
- *provide a full description of the child or young person's special educational needs and any health and social care needs*
- *establish outcomes across education, health and social care based on the child or young person's needs and aspirations*
- *specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes (SEN Code of Practice 2015, P142)*

We currently have 1 EHCP in our school, the families are receiving support from school and other outside agencies for the best results for the children.

For more information you can look at the local offer at:

<https://www.durham.gov.uk/localoffer>

**Transition:**

We understand that transitioning from one class to another can be a cause of anxiety or stress to a child with SEN as well as transitioning from one key stage to another or one school to another.

How we will support a child with transition:

We work in an individual basis with all of our children with SEN to ensure that they have a tailor made transition to best support them

Our transition process starts in Nursery with staff going to visit children in their homes and inviting the children in to visit nursery. Parents are encouraged to bring children to nursery and stay with them when they first start, when they leave they leave for short periods of time building these into longer sessions.

The transition process into Reception class is often seamless as the staff come into nursery and work with the children, as we work closely together they see the Reception staff most days. In the summer term children go through into reception class and work in there with their Nursery teachers. For children who did not attend our nursery and are starting in Reception class, they have visits to their previous nursery or their home if they did not attend one. Parents are invited in to Reception



class for stay and play sessions and meet the teacher sessions with their children to aid with transition.

Moving from Reception to key stage 1 can sometimes be daunting for children, we make this easier by having Key stage 1 staff coming to visit the children in the Reception environment. Children from reception class then go over to work in Key stage 1 in small groups with Reception staff.

The transition from Key stage 1 to key stage 2 can be a big one because we are working on a split site, however the links between the two buildings are good. The key stage 1 children access the key stage 2 building from Reception class for things like dinner times, assemblies, clubs the ICT suite and other activities. We take the same approach as we do with the children moving from Reception to Key stage 1, letting the teachers visit them in their classrooms and then the children coming up to visit their new classrooms and teacher.

From primary to secondary can seem incredibly daunting for any child but especially some of our children with SEN, this means it is vital that we have excellent links with our secondary schools, for our children with SEN they are offered as many visits to the secondary school as needed and these are done with staff from our school. We have close working relationship with the local secondary schools, sharing information about the children and offering them multiple visits as required. The secondary school have also created resources such as leaflets about what the school looks like, what to expect and who the teachers are. They reach out to new students through Facebook and we advertise this on our Facebook page pointing our parents and students in the direction of these excellent resources.

For children who are joining our school or leaving our school part way through their school career we offer visits for them if needed and the class that they are going into a member of staff from there will visit them at their current/new setting to aid with the move.

Transition sessions, for all year groups, towards the end of the summer term prove successful every year across the school.

If you would like to discuss your SEND needs regarding transition please do not hesitate to get in touch

### **Agencies and Partnerships:**

To support children with SEND we work closely with a range of agencies including:

- Autistic Spectrum Team
- Behaviour Support
- CAMHS Assessment Team
- Health Agencies
- Learning Difficulties and Disability Support Service
- Special Educational Needs Support Team
- Looked After Children
- Medical Practitioners
- Durham Movement Difficulties Service
- Specialist Therapists – Occupational Therapy & Physiotherapy
- One Point Children's Service
- The Service for the Hearing Impaired



*Christ at the centre, children at the heart*

- The Service for the Visually Impaired
- Social Care and Health
- Speech and Language Therapy