



Our Lady of the Rosary
Catholic Primary School
SEND Report

September 2024



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 child'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 Carla Sweeney, the Head of School Mrs Sarah White or the Executive Headteacher Mrs Marie Graham, at school on 0191 5862264 or alternatively email the school on office@ourladyrosary.org.uk

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 September 2023.

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

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

- Acceptable Use of IT Systems Policy
- Accessibility Plan 2020 to 2023
- Supporting Pupils with Medical Conditions
- Admission Policy 2022-23
- Admission Policy 2021-22
- Admission Policy 2020-21
- Anti Bullying and Guidelines
- Attendance Policy 2021
- Behaviour for Learning Policy
- BfL Policy - Updated Coronavirus
- Behaviour on School Grounds Policy
- Charging and Remissions Policy
- Child Protection and Safeguarding Designated Staff
- Complaints Policy 2021
- Covid Tests - Primary and Nursery Testing Risk Assessment
- Covid Tests - Asymptomatic Testing in Primary Schools FAQ
- Data Protection Policy
- Data Subject Access Request Process
- Equality Information and Equality Objectives
- Equality Policy Statement
- Equality Policy
- BCCET Health and Safety Policy
- Information and Cyber Security Policy
- Positive Handling
- Privacy Notice
- Bishop Chadwick CET Remote Learning Policy
- Remote Learning - Appendix One - Copy GDPR Principles
- BCCET Remote Lessons Privacy Notice Jan 2021
- Remote Education Provision
- Safeguarding - Additional Guidance - A response to COVID 19
- Safeguarding Policy
- Safeguarding Policy Addendum
- SEN and Disability Policy
- Subject Access Request Form
- Whistleblowing Policy
- Behaviour on School Grounds Policy
- Health and Safety



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 15.1% which is below the national average at 16.6%.

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 meet their full 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 workstations. We provide 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 timetables 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 especially 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 this 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
- Movement breaks worked into the timetable
- Sensory toys to prevent overload
- Interventions supporting social skills
- Activity baskets
- Speech and language boards
- An intervention called Lexia
- 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: [Accessibility Plan \(ourladyrosary.org.uk\)](http://ourladyrosary.org.uk)

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 follow our school SEND guidelines and then speak with parents/carers and, 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 after discussions with parents/carers. At this point we may refer to an outside agency depending upon the need of the child will depend upon the support from the outside agency. This is a cycle off assess, plan, do and review. This enables us to make 'smart' targets for our children, thus making them achievable in the time frame.

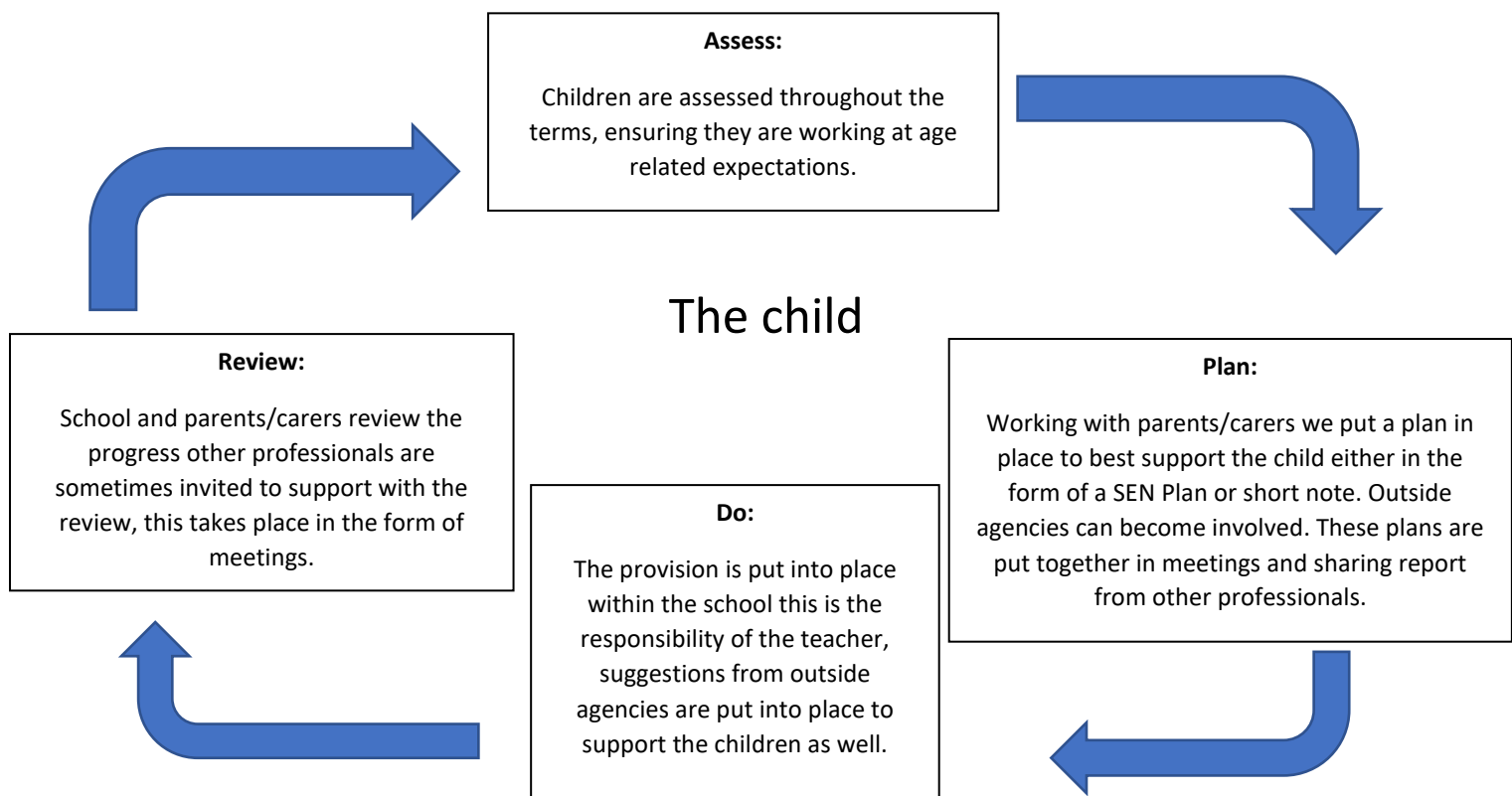
To best support our children, we gather the evidence to identify what it is they are struggling with, this enables us to put different things in place within the classroom to support them with their development. Evidence from the children can be their short notes, SEN plans, observations, assessments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

SEN Support:

Where a pupil is identified as having a 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 2 EHCP's in our school, the families are receiving support from school and other outside agencies for the best results for the children, we have two EHC assessments in currently.

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

[Special educational needs and disabilities \(SEND\) and our Local Offer - Durham County Council](#)

SEN Admissions Children with Statements and EHCPs:

All governing bodies are required by section 324 of the Education Act 1996 to admit to the school a child with a statement of special education needs that names the school. Under section 37 of the Children and Families Act 2014 the school named in an Education, Health and Care Plan must admit the child. Schools must admit such children regardless of whether they have places available. Admission authorities must not imply in their published admission arrangements that they have discretion over the admission of children with statements of special educational needs or an EHCP. Children with EHCPs are not admitted through the admissions arrangements and are placed in schools through the EHCP process.

Children with SEN but no EHCP -It is not lawful for an admission authority to refuse admission to a child who has SEN, but has no EHCP, on the grounds of the child's challenging behaviour (except in very limited circumstances), or because it believes the child requires a statutory assessment or requires additional support. In line with the Equality Act 2010, children with disabilities are not to be treated less favorably than others in the admission process. A school should make reasonable adjustments to prevent discrimination.



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 on 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 do not attend our nursery and are starting in Reception class, our staff arrange visits to their previous nursery or their home if they do not attend one. Parents are invited into 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 our school is located 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 age to access 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 going 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. Our children with SEN are offered as many visits to the secondary school as needed and these are done with staff from our school. At Our Lady of the Rosary Catholic Primary School we recognise how important a successful transition is to our pupils with additional needs.

We work in partnership with our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils and one to one / small group working with secondary school staff.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents as much as possible in their child's transition to secondary school. School staff will take opportunities to work



alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority.

This ensures parents can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

Transition from each year group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation. For some children, who may struggle with transition, staff prepare a personalised 'pupil passport' which is passed onto the next teacher. This contains all relevant and important information about the child to ease transition.

For children who are joining our school or leaving our school part way through their school career, we offer visits for them (if needed). A member of staff from the class that they are going into 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
- The Service for the Visually Impaired
- Social Care and Health
- Speech and Language therapy



Monitoring and Evaluating Provision

How does the school evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term.
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice
- Monitoring by SLT
- Book scrutinies and Learning Walks – the five strands approach
- Holding annual reviews for children with EHC plans.