



Our Lady of Lincoln Catholic Primary School, a Voluntary Academy

Special Educational Need and Disability- Information Report

Our Lady of Lincoln Catholic Primary School is a living and caring community, an extension of our homes and an integral part of our wider community. Everyone is given the opportunity for a complete educational journey, embracing their spiritual, emotional, social, intellectual and physical needs.

We seek to inspire the children entrusted to us to value themselves and each other.

The Special Educational Needs Co-ordinator (SENCo) is Miss Fiona McGinty.

1. What will happen if I or my child's class teacher think my child has a special educational need?

At Our Lady of Lincoln Catholic Primary School children are identified as having a special educational need through a variety of ways including the following;

- Contact with your child's class teacher in the first instance
- A joint discussion will take place to identify areas of need based on assessment and observation
- The Special Needs Co-ordinator(SENCo) will be consulted and if necessary your child will be identified as having a special educational need and the appropriate records and plans will commence

2. How will the school respond to my concerns?

We pride ourselves on building positive relationships with parents, being open and honest with parents at all times.

- Termly consultation meetings to discuss any concerns
- Further meetings with or without the SENCo dependent on need
- Working with other agencies to request support in setting and achieving targets
- A **Provision Plan** will be compiled detailing steps to overcoming your child's barriers to learning and copies of all paperwork will be placed in the classroom SEN file
- Reviewing success of Provision Plans on a termly basis

3. How will the school decide if my child needs extra support?

Decisions will be made based on the following information;

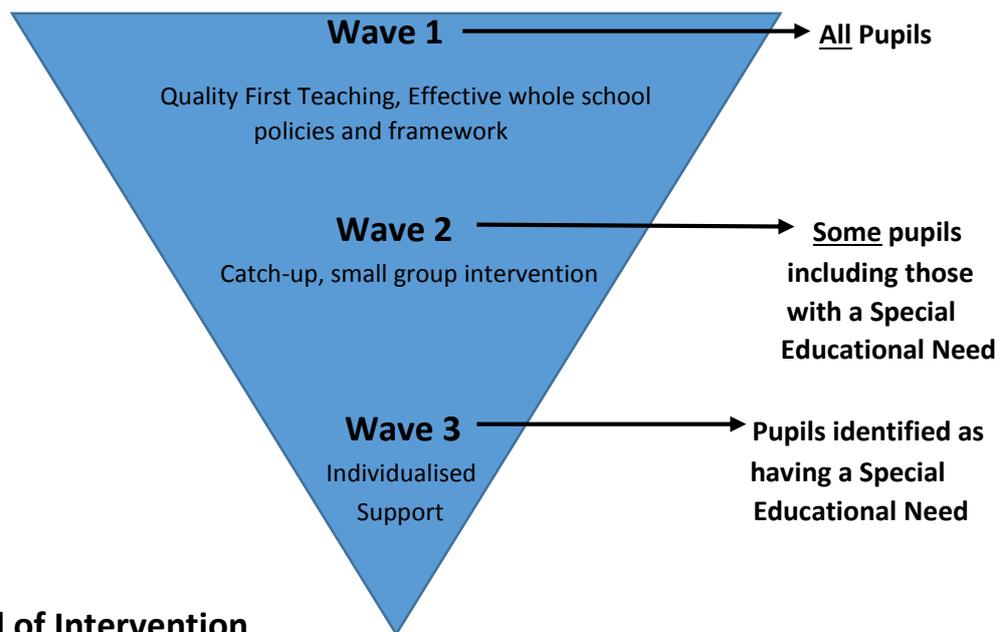
- Formal and informal assessments from class teachers, other adults or parents
- Termly analysis of data by the Headteacher, SENCo and Senior Leadership Team
- Parent Consultations, pupil discussions and Learner interviews

- Observations and assessments from outside agency professionals
- An application may be made to the Local Authority to request an Education Health Care Plan (EHCP) for those pupils who have complex and long term needs

4. What will the school do to support my child?

Miss McGinty (SENCo), Mrs Ann Desforges (Headteacher) together with other members of the Senior Leadership Team (SLT) oversee the success and impact of support given to all the children in our school. All classes have at least one additional member of staff as a teaching assistant working with them for English and Maths sessions.

- Class Teachers ensure lessons are differentiated and demonstrate Quality First Teaching at Wave 1(see diagram below) to ensure access for all children whatever their needs
- Teaching assistants may provide targeted additional support in the classroom following the Waves model of intervention at Waves 2 and 3 (see diagram below)
- Teaching assistants may provide additional support on a 1:1 basis on targeted Wave 3 interventions outside of the classroom where necessary



Waves model of Intervention

- The cycle of providing support follows **Assess, Plan, Do** and **Review**
- **Structured Interventions** that are currently on offer include bespoke reading, writing and maths packages, Accelerated, Accelewrite, Dyslexia support, Talk Time, First Move, First Call, Phonics Phases 2-5, Self-esteem group and friendship groups and First Class at Number.
- Other **Responsive Intervention** which takes account of daily classroom assessments also take place responding to need, during follow-up guided group or individual sessions. This is in place for all children.

5. Who will support my child in school?

Many people may be involved in providing support for your child. They will include class teachers, SENCo, teaching assistants, Learning Mentors, Midday Supervisors, SEN administrator (Mrs Fiona Ellis), Additional agencies and SEN Governor (Mrs Pamela Barnes).

6. What Training and experience do staff have for the additional support of my child's needs?

Ann Desforges (Head Teacher)	Child Protection, Team Teach trained 2019, First Aid, Tier 1 AET
Fiona McGinty (SENCo)	Child Protection, National SENCo Award (Masters level), BSL level 1, Braille (Grade 2), Team Teach trained 2019, First Aid, Tier 1 AET
All Teaching Staff	Team Teach trained July 2019, Annual Safeguarding, First Aid, Tier 1 AET
All Teaching Assistants	Team Teach trained July 2019, Annual Safeguarding, First Aid, Tier 1 AET, all teaching assistants are experienced working with children with a Special Educational Need

7. Who else might be involved in supporting my child?

We are able to buy into or make direct referrals to a range of external agencies to support your child if needed.

Agency	Contact	Support Available
Educational Psychologist	Catrin Harley	Assessment of cognitive behavioural needs, target setting, observations
STAPS Specialist Teaching and Applied Psychology Service-	Eme Wallace	Assessment of Learning needs, Identification of Dyslexia, target setting
Behaviour Outreach Support Service	Various	Observations to support pupils with personal, social and emotional difficulties, support with development of behaviour plans, training of staff.
Speech and Language Therapy Service	Various	Assessment of speech difficulties and language acquisition
Working Together Team	Adele Sheriff	Observations to support pupils with social communication difficulties- Autism
Education Welfare Officer/Parent Support Advisor	Sam Herrick	Support to families and school in improving attendance
Healthy Minds	Various	Observations in school Referral for clinic appointments for pupils who may have mental health issues

We will work closely with you to obtain the help and support that is needed to meet the needs of your child and your family. It may be that an **Early Help Assessment** can be completed which can request support from various agencies eg. Family Action or request for an Early Help worker

8. What support will there be for my child's emotional and social well-being?

We strive to ensure that we educate the whole child and place a very high priority in ensuring that we respond to the emotional needs of all our pupils. Support for your child may include;

- Classroom emotional well-being charts where children visually show on a daily basis how they are feeling
- Classroom SEMH packs
- PSHE curriculum
- Behaviour Policy based on theory of the 'Nurtured Heart Approach' by Howard Glasser and strategies that involve positive encouragement
- Well structured behaviour policy to support management of feelings and behaviours
- Relationships are given a high priority
- All incidents fully investigated, recorded in classroom incident books and resolved
- Direct intervention planned for KS1 and KS2 pupils who require support with their self-esteem, friendships and emotional wellbeing
- Circle Time completed on a regular basis in classrooms
- Strong ethos based on the schools mission statement encouraging respect for all people

Medicines and Medical Needs

If needed a Care Plan will be written by school informing all staff of the level of medical needs and the procedures necessary to support your child in an emergency, eg Epilepsy, haemophilia

If your child requires ongoing medication please contact the school office to complete a medicine consent form.

Attendance

As a school we will work with you to support you and your child in attending school every day. We have many rewards for attendance including the attendance trophy and regular attendance certificates.

9. How will my child be involved in the process and be able to contribute their views?

We understand the positive impact that listening to children's voices has on their sense of belonging to our school. We strive to hear what they have to say and build in specific opportunities for them to tell us how they feel. These opportunities include;

- Pupil involvement in the Special Educational Need Review
- Thoughts and Feelings work (aspirations, hopes, fears and worries)
- Learner interviews
- Use of social stories where appropriate to encourage and support your child's understanding of social situations and managing feelings and emotions
- Development of effective relationships with continuity of TAs wherever possible

10. How will the curriculum be matched to my child's needs?

If your child has been identified as having a Special Educational Need then they will require support that is 'different from or additional to that normally available to pupils of the same age'. (6:15 Special Educational Needs and Disability Code of Practice: 0-25)

All children should have access to a broad and balanced curriculum with high expectations for every pupil, whatever their prior attainment. A range of different strategies including direct interventions, differentiation, use of ICT, drama, apparatus, seating for learning, peer support, visual aids and Curriculum Enhancement weeks will be used to support your child access the curriculum.

11. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

We have an open door policy and all members of staff will be available to discuss general issues. However should you have specific issues relating to your child please make an appointment with your child's class teacher at a mutually convenient time. There will also be specific times in the year when these discussions are timetabled, these may include;

What?	How?	When?
SEN Review Meetings	Formal meeting	3 times a year
Assessment feedback	Formal meeting	As and when following observations by Class teachers or other professionals
Teacher Feedback	Informal discussions	As and when
Parent Consultations	Formal meeting	October and February
Home-school communication books	Communication completed on a daily basis from home and school	Dependent on the need of your child
Contact with a keyworker	Verbal feedback	Daily basis, meet and greet in the morning, feedback at end of the day- pupils with EHCP's

12. How does the school know how well my child is doing?

We carefully track all of the children's progress each term through the use of data and observations. The following assessments may be used to monitor your child's progress;

- Progress towards National Curriculum age related expectations (pupils will be assessed as being emerging, expected or exceeding) in all year groups.
- PIVATs 5 (Performance Indicator Value Added Target setting) for pupils identified as having a Special Educational Need for target setting in Years 1-6 as appropriate
- Ongoing phonic, reading and spelling assessments
- Early Learning Goals for Pupils in the Foundation Stage and where appropriate into Year 1
- Standardised assessments in school and completed by other outside agency professionals

- Progress towards targets on Provision Plans

13. How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and where possible the location of trips are chosen to ensure access for all.

- Thorough risk assessments are completed prior to the departure to any offsite activity to ensure everyone's health, safety and enjoyment
- Breakfast Club and Afterschool Club are run by members of the school staff who have knowledge of the children's needs
- All children are welcome to attend afterschool clubs and the needs of all of the children are considered

14. How accessible is the school environment? How accessible is the curriculum?

The school supports your child's access to facilities with

- Ramp access to all ground floor classrooms and the main and side entrances
- Changing facilities for pupils needing intimate care
- Toilet facilities with wheelchair access
- Access to ICT suite, i-pads (mini and full size), computers in all classroom
- An Accessibility Plan is in place, reviewed regularly by the Governing body

15. How will the school prepare and support my child to join the school?

We have very strong links with our feeder nurseries and our Foundation Stage Leader also periodically works with other agencies and school's sharing the good practice from our setting.

- Our Foundation Stage Leader will visit your child's nursery to meet with them
- We will use all paperwork from previous setting, Learning Journeys, SEND information etc.
- Discussions with key workers and observations by the Foundation Stage Leader in the nursery setting
- Morning visit to Reception Class, other visits can be arranged as necessary
- Welcome workshops and meetings prior to your child starting school
- Where possible the Foundation Stage Leader and the SENCo will attend nursery SEN reviews in the Summer term, prior to your child beginning school in September
- Referrals where needed to the Children's Centre for 'Getting Ready for School' course

16. How will the school prepare and support my child to transfer to a new setting or Secondary School?

Transition to a new setting can be very exciting but also an unsettling time. We aim to support all children through this time of change but particularly those identified as having a Special Educational Need. Your child may have access to the following support:

- Secondary School or New Settings SENCo's are invited to the late Spring and Summer Term reviews for all pupils identified as having a Special Educational Need
- Outside agency involvement supporting transition
- Ongoing communication throughout the Summer Term with receiving school

- Transition booklets to become familiar with routines
- Additional visits organised dependent on the needs of your child

17. How can I be involved in supporting my child?

We understand greatly the positive impact of supporting your child’s development in school and at home. Throughout the year we will provide information on how you can share in your child’s learning journey. These may include:

- Regular Newsletters
- Support and direction from class teachers about how you can support your child with homework completion
- Regular workshops
- Class open mornings
- Sharing relevant information with us about your child
- Attending class celebration events
- Attending class assemblies and masses
- Sending you home strategies to support reading, writing and maths
- Ensuring your child has all the things they need in school each day, eg book bags, reading books, records, homework completed, PE kits, glasses etc
- Contributing to your child’s Tapestry account (Foundation Stage)

18. How can I access support for myself and my family?

Organisation	Telephone	Website
Lincolnshire County Council- information about SEN provision	01522 782030	www.lincolnshire.gov.uk/SENDlocaloffer
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
PAACT (Autism Support)	07935 222963	paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	Lincoln.adhd@btconnect.com
Lincoln North Children’s centre	01522 544801	Mary.moorman@lincolnshire.gov.uk
St Giles Children’s Centre	01522 529631	Mary.moorman@lincolnshire.gov.uk

It may also be suggested by school that help for you and your family be accessed by completing an Early Help Assessment (EHA). If you feel in need of help and support for your family in this way please contact the SENCo Miss McGinty or the Headteacher Mrs Desforges to discuss.

19. Who can I contact for further information?

If you require any further help, advice or support please contact:

- Your child's class teacher in the first instance
- Miss Fiona McGinty (SENCo)- in school 01522 527500
- Mrs Desforges (Head Teacher) in school 01522 527500 or in person via the school office
- Please also visit the schools website for further information about provision in our school www.ourladylincoln.lincs.sch.uk

