



Listen, Love, Learn

At Our Lady's –

We are inspired, strengthened and encouraged by our Catholic faith.

We place Jesus at the centre of everything we do and say, **listening** to Him with our hearts.

We spread **love** everywhere we go, valuing and caring for each other.

We strive to be the best **learners** we can, using and celebrating our God given gifts.

"For he who is mighty has done great things for me, and Holy is his name" Luke 1: 49

PRINCIPLES

Our aim is to provide access to the school day for all children who, at any time, might be in need of special education provision, with regard to their academic or physical abilities.

We define a child has a special educational need if they have significantly greater difficulty in learning than the majority of others of the same age or disability or health condition that prevents or hinders them from making use of education facilities provided to others of the same age in mainstream schools.

This offer recognises the entitlement of all pupils to a balanced, broadly based curriculum. Every teacher is a teacher of SEND at Our Lady Queen of Heaven.

Our SEND offer reinforces the need for teaching that is fully inclusive. We make every effort to achieve inclusion for all whilst meeting pupils' individual needs.

The graduated approach is at the centre of the teaching and learning, including those with SEND, enabling them to engage with all aspects of school life.



The essential role of co-production is integral to our provision with the views of children and parents sought to ensure a continuing home/school partnership.

Which children does the school provide for?

Our Lady's is a mainstream inclusive school that is a member of the BOSCO Catholic Education Trust and admits children from the age of 4 to 11 years.

Schools within the BOSCO Trust have a similar approach to meeting the needs of pupils with Special Educational Needs, to ensure that all pupils, regardless of their specific needs, make the best possible academic, social and personal progress in school.

The school offers a range of provision to support children in the areas of:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

How does the school identify children that need additional support or different provision?

The school assesses children's academic progress every half term and closely monitors those who are not making the expected progress. Meetings are held between teachers and inclusion team in order to discuss why this might be and decisions are made about what can be done to support any needs identified. Teachers discuss appropriate interventions with parents during termly consultations or during additionally arranged meetings. In addition to monitoring academic progress, teachers have weekly opportunity to book a solution circle (which is a meeting with the teacher and the inclusion team) to discuss concerns about a child which may be related to social and emotional wellbeing or a child's engagement in class.

The process of identifying if children need additional support or provision is:

- Continual monitoring of the quality of teaching. All teachers use quality first teaching strategies to ensure that all needs of children are being met.
- Identifying and tracking the progress of children that require support to catch up carefully planning interventions, capturing pupil voice, capturing evidence through observations, scrutiny of work.
- Identification of children/young people requiring SEND Support and initiation of "assess, plan, do, review" cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

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

- If you have any concerns, we recommend you speak to your child's class teacher initially, and at the earliest opportunity. You can do this by emailing or requesting a meeting via the school office.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to someone from the inclusion team or Head teacher. Details are at the bottom of this report.
- If you are dissatisfied with provision or have a concern you feel the school has not addressed, you can contact the SEND Governor.

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

- When a concern has been raised about your child’s progress, and quality first and targeted teaching has not met the child’s needs, the teacher will raise this with the inclusion team. The teacher also has the opportunity to do this in termly pupil progress meetings and SEN express meetings.
- The teacher will discuss your child’s progress with you at our termly parents’ evenings when you will be informed of your child’s progress and any additional support being given.
- If the school believe that the children’s learning is being impacted by their behaviour, mental health or well-being, the class teacher or inclusion team will arrange a meeting to discuss this with you and consider actions why.
- If your child is then identified as not making sufficient progress, the school will make a decision about whether to monitor this, use targeted quality first teaching or set up an intervention group. These groups may take place for a short period or over a longer period of time. However, please note that as part of first quality teaching, children learn regularly in small groups in class (sometimes with teaching assistants) in order to support their progress in learning.
- If your child is still not making expected progress, the school will discuss with you:
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child’s learning
 - To discuss how we could work together, to support your child at home/school.

Who are the best people to talk to in this school about my child’s difficulties with Learning/ Special Educational Needs/Disability (SEND)?

How can I talk to them about my child if I need to?

The class teacher and inclusion team are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities.

A child may receive support from a number of adults and a conversation with the class teacher or SENCo will give you a better understanding.

As a school, we welcome regular dialogue between parents and staff and actively encourage this continued feedback.

Class teacher

(s/he is recommended as the first point of contact if you have any concerns).

Is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child’s individual needs - This is termed ‘Quality First Teaching’.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary.
- Writing Individual Learning Support Plans (ILSP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. 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.
- Ensuring that the Well Being, Relationships and Self-Regulation policy is adhered to and reasonable adjustments are made to ensure the mental health and well-being needs of each child are met.

<p>Inclusion Keyworker or a Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities</p> <p>The Special Educational Needs Co-Ordinator (SENCO) has a dual role and is also the Inclusion Manager and an Assistant Head teacher</p> <p>The Assistant SENCO supports the SENCO in co-ordinating support for children with SEND.</p>	<p>Contacted by: <i>speaking to the class teacher at the end of a school day to arrange an appointment or telephoning the school office to make an appointment.</i></p> <p>An Inclusion keyworker or Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the class teacher.</p> <p>Megan Kerrigan (SENCO) are responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating all the support for children with special educational needs and or disabilities, (SEN/D) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school • Supporting with provision mapping in class for individual pupils and across the school • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child’s learning • kept informed about the support your child is receiving • involved in reviewing how they are progressing • fully involved planning ahead for them • listened to and your ideas are considered • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology, Social Communication Team, etc. • Updating the school’s SEND record of need, a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood, and making sure that there are excellent records of your child’s progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Working with the Senior Leadership team to coordinate provision within the school. • Supporting your child’s class teacher to write Individual Learning Plans (ILP) that specify the targets set for your child to achieve and/or individual provision map • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Ensuring that behaviour plans and risk assessments are kept up to date and all staff are aware of them. <p>Contacted by: <i>asking the class teacher to arrange a meeting or by telephoning the school office to make an appointment to meet with the SENCO, telephoning the school office to make an appointment, by email:</i> mkerrigan@olqoh.com</p>
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- Progress in other areas, as appropriate, such as attendance (which is monitored weekly through SIMs), engagement in learning (measured by observations from the teachers) and social and emotional development (monitored by adults in school during classroom times and playtimes) is discussed termly in pupil progress meetings and learning support meetings.
- If your child is in Foundation Stage, their progress is continually monitored using Development Matters in the Early Years Foundation Stage.
- At the end of Key-stage 2, all children are required to be formally assessed, using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. If not appropriate and working significantly below the key stage standards, your child may be dis-applied to promote focus on personal progression.
- Children in receipt of SEN/D support will have an Individual learning support plan, which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an Education Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults, including the parents who are involved with the child’s education.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- Additional ways to keep you informed may include:
 - Certificates sent home
 - Parent Meetings/Inclusion support consultation meetings
 - Additional meetings as required
 - End of Year Reports

What are the different types of support available for children with SEN and /or disabilities (SEND) in this school? What might this mean for your child? Who can get this kind of support?		
Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. Teachers will refer to the Ordinary Available inclusive practice document or the school’s Waves of provision document. 	All children in school receive this.
Where the class teacher and the school SENCO conclude, on the basis of high quality evidence, that a pupil needs the additional targeted support given by SEN school Support.	<ul style="list-style-type: none"> • Following discussion with parents and carers, your child’s teacher will have carefully checked on progress and identified a gap in their understanding/learning and provide some extra support to close the gap between your child and their peers. • Support may include: group sessions, adapted tasks, adult support and advice from outside professionals e.g. a Speech and Language Therapists. • Teachers will make reasonable adjustments in the classroom to ensure the child’s well-being needs are being met. 	Any child who has specific gaps in their understanding of a subject/area of learning.

	<ul style="list-style-type: none"> • The teacher will provide appropriate resources to ensure the classroom is inclusive of all children's needs. • The length of time of the small group session or intervention will vary according to need and interventions will be regularly reviewed to ensure progress. • Individual learning support plans or record of provision documents will set out targets and impact will be recorded on the school provision mapping system. • For pupils with EHCP's, provision detailed on the Individual learning support plan will meet the recommendations on the EHCP. 	
<p>Specialist groups run by outside agencies e.g. Speech and Language Therapy OR Occupational Therapy groups AND/OR Individual support which may be from:</p> <ul style="list-style-type: none"> • The Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service or Educational Psychologist (EP) including trainee EPs. 	<ul style="list-style-type: none"> • Following discussions with parents, if your child has been identified as needing more specialist input referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>
<p>Support provided through an Education Health and Care Plan (EHCP).</p>	<ul style="list-style-type: none"> • If there are concerns that your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer: westsussex.local-offer.org/ • After the school has sent in the request to the Local Authority, the LA will inform you and the school if a statutory assessment will take place. If this is the case, you and all professionals involved 	<p>Children whose learning needs are severe, complex and lifelong</p>

	<p>with your child will be asked to write a report outlining your child's needs and how they will be met and the long and short term outcomes that are being sought.</p> <ul style="list-style-type: none"> • After the reports have all been sent in, an Education Health and Care Plan (EHC Plan) to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. • The school must make its best endeavours to put in place the support identified in the plan. • The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. The EHCP will be reviewed in an annual review at least annually. 	
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<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>
<ul style="list-style-type: none"> • The SENCO's role is to support the class teacher in planning for children with SEN. Mrs Kerrigan have completed the National SENCO Award. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • The Inclusion team at OLQOH are currently working towards a reaccreditation for the Autism Aware Award and all staff have undergone training in this area including Teaching Assistants. (September 2023) • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the sensory service or medical /health training to support staff in implementing care plans. • Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process. • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head Teacher or SENCO. • Staff have recently had training in understanding social communication, social stories, precision teaching, supporting children with maths, bucket club, literacy and Zones of regulation, Elkan, Makaton, communication classroom friendly training, behaviour training and ASD training.

<p>How is extra support allocated to children?</p>
<ul style="list-style-type: none"> • The school budget, received from the LA, includes money for supporting children with SEN/D. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.

- The Head Teacher and the SENCO discuss all the information they have about SEN/D in the school, including:
 - the children receiving extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- A decision is then made as to what resources/training and support is needed.

Who are the other people providing services to children with SEN at Our Lady Queen of Heaven?

A. Directly funded by the school	<ul style="list-style-type: none"> • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychologist to provide additional support service to the school. • 1:1 or small group teachers • Learning Support Assistants trained to deliver intervention programmes, sometimes developed by a speech and language therapist • Learning Mentor
B. Paid for centrally or subsidised by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Social Communication Team • Educational Psychology Service • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures) • Looked after children • Pupil entitlement • Early help team • Social services • Advisory teachers (LBAT, EMAT and ASCTT) <p>The West Sussex Local Offer Website contains full information of the services available to children, young people and their families under the West Sussex Local Offer.</p>
C. Provided and paid for by the Health Service	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy • CAHMS

What support will there be for your child's overall wellbeing at Our Lady's?

- The school offers a wide variety of pastoral care to support the wellbeing of all pupils, these include:
- Members of staff are readily available for parents and pupils who wish to discuss issues or concerns. The class teacher is the initial point of contact for parents and pupils.
 - The Learning Mentor has completed training to become the Emotional Literacy Support Officer (ELSA).
 - The learning mentor role provides additional support to pupils and families. This may include one to one session where concerns are discussed, solutions planned and support put in place.
 - The school has a mental health support team based in school once a week who offer a range of support including, anxiety support work, school refusal (EBSA), friendship groups and family workshops.
 - Examples of support offered by our learning mentor includes: worry support group, circle of friends, rainbows, talking and drawing and comic strip conversations.

- The learning mentor and other key members of staff can support children with behavioural, social and emotional needs. This can be done through an appropriate intervention which will be individualised to the child's needs including: ELSA, lego therapy, zones of regulation and EBSA. Children may have an individual behaviour plan or risk assessment to help them manage their own behaviour which will take into consideration their sensory needs and the environment they are working in.
 - We are able to offer emotional support to children through play therapy provided termly by a fully qualified therapist.
 - School will work closely with parents to ensure barriers to attendance are identified and plans are put in place to mitigate those risks.
- Contacted by:** *making an appointment through the school office, by telephone, or by email:*
learningmentor@olqoh.com

Who will support my child's medical needs at Our Lady's?

- If a pupil has a medical need then a detailed Health care plan and or intimate care plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. This will clearly identify a specific training required to support individual medical need.
- In order for the school to do this, we ask that parents/carers keep us up to date with pupil's current medical needs.
- Where necessary and in agreement with parents/carers medicines are administered in school (see administration of managing medicines policy).
- All school staff are First aid trained and all school staff are trained in use of Epi-Pens.
- If a child needs special or specialist care, we ensure that a member of staff is trained and an appropriate plan is made in support with parents. This will include any risk assessments and action plans.

How have we made this school physically accessible to children with SEND?

Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- Two toilets adapted for disabled users.
- Wide doors in some parts of the building
- We continually review the accessibility of our school environment to ensure it meets the needs of our school community (see school accessibility plan).
- We ensure that equipment used is accessible to the children including the use of adapted PE equipment.
- All classrooms are fitted with interactive whiteboards and speakers along with WiFi. All classes have access to iPads. The hall is equipped with a PA system, projector and internet access. School request the sensory team to do an environmental assessment to ensure that children with hearing and visual impairments can assess learning.
- The school has staff trained to suit children with a range of needs

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

- We aim to include children in all parts of the curriculum including activities outside of the classroom and school trips.
- Risk assessments are carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.
- Parents are given the option to take part in an activity with their child if they feel this is the most suitable and safest option.

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school.
- Meetings are arranged with the inclusion team at least termly where provision and learning plans are discussed and reviewed.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Home work will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- Individual learning support plans will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.

How will we support your child's transition from class to class? How will we support your child when they are leaving this school?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Where we can and if appropriate, we will support transition visit to the new setting.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All ILPs, and any other relevant paper-work, will be shared with the new teacher. These may include one-page profiles, risk assessments, behaviour plans and health care plans.
- At the end of the academic year, each class meets their new teacher for a morning session (as far as is practicable if the member of staff is new to the staff team). If a child with SEN/D needs more support with transition, then the visits to the new classroom are done more than once.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6

- The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Our learning mentor runs a programme called STEP, which helps to prepare identified Year 6 pupils for secondary school.
- Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school may visit your child in this school.

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Complaints Procedure
The complaints procedure is the same as for any aspect of school policy.

Review of the School Information report and local offer on Special Educational Needs and/or disabilities
The school considers the SEN Information report and school offer document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.
Reviewed: September 2024
Review Date: September 2025

Who can I contact for further information?
If you wish to discuss your child’s educational needs or are concerned about your child’s schooling please contact one of the following:
<ul style="list-style-type: none">• The Inclusion Manager or SENCO: mkerrigan@olqoh.com• The Learning Mentor: learningmentor@olqoh.com• The Head teacher: head@olqoh.com• Your child’s class teacher• Local Authority Local offer – published on: westsussex.local-offer.org/• Contact Parent Partnership- Tel: 08450751008 /e-mail: send.ias@westsussex.gov.uk
The Designated Safeguarding Leads in our school is Mrs Burrows, Assistant Head, lburrows@olqoh.com.
The Deputy safeguarding leads are: Mr Tobias Melia Head teacher head@olqoh.com, Ms L Kelly, Learning Mentor learningmentor@olqoh.com; Mrs M Kerrigan SENCO, mkerrigan@olqoh.com, Mrs A Jannece, EYFS leader, ajannece@olqoh.com.
Our Accessibility Plan can be found on our website
The School Development plan can be found on our website
Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website
Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.
Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

GLOSSARY OF TERMS	
LSA	Learning Support Assistant

ILSP	Individual Learning Support Plan
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
SEND	Special Educational Needs and or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD/C	Autistic Spectrum Disorder/Condition
STEP	Secondary Transition Enrichment Programme