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Our Lady of Victories Catholic Primary School

SEND (Special Educational Needs and Disabilities) Information Report

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Our Lady of Victories is a mainstream primary school with an inclusive ethos. The needs of pupils' with Special Educational Needs and Disabilities are addressed using four broad 'areas of need' which are defined as:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health Difficulties,
- Sensory and Physical Needs.

Our school SENCo (Special Educational Needs Coordinator) is Mrs Shah. She has dedicated time each week to support children and families. If you would like to see either of them, an appointment can be made through our school office.

How does the school know if children need extra help?

At Our Lady of Victories Catholic Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language need
- Children who have received a diagnosis through a standardised assessment of a learning difficulty such as Dyslexia or Attention Deficit Disorder (ADD)
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.
- When necessary the school, with the parent's consent, may apply to the borough for an EHCP for a child whose needs suggest they require more support than the school can provide.

How do I raise concerns if I need to?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo, Mrs Shah.

Appointments can be arranged by phoning the school or by email:

info@olov.rbkc.sch.uk or sen@olov.rbkc.sch.uk

How will the school support my child?

- The class teacher is the first teacher for all of the children in his/her class and will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- The SENCo will oversee the progress of any child identified as having SEND.
- The school has an additional support teacher who works with children across the school, Mrs Wren.



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- There may be an LSA (Learning Support Assistant) or a TA (Teaching Assistant) working with your child, either individually or as part of a group. The content of this support is decided by the class teacher and SENCo. It is reviewed regularly to ensure that it continues to provide for the child's needs. Progress is shared with parents during termly parents' evenings.
- The class teacher will meet with you formally on at least a termly basis (usually as part of parents' evenings or separately if required), in order to discuss your child's progress and the support that they are receiving.
- The SENCo and additional support teachers are also available to meet with parents at termly meetings.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between these formal meetings. Please speak to them directly to arrange this or phone the school office to make an appointment.
- An appointment can be made with the SENCo to discuss support in more detail if required.

What support will there be for my child's overall well-being?

There is also pastoral, medical and social support available in the school, which can be accessed with parents permission.

- We are an inclusive school and we hold a child's emotional, social and spiritual development as important as their academic development. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The school has developed a whole school approach to the mental health and well-being of all children. Staff have received training in supporting children to be mindful of the need to recognise and deal with conflicting emotions. There is a culture of awareness of the importance of mental health and well-being in being ready to learn and make progress, both among staff and children.
- The school currently has qualified ELSAs (Emotional Literacy Support Assistants) who can offer additional emotional support to children if needed. Parents will always be asked to give consent before the planned work begins and will be kept informed of progress.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENCo.

How does the school manage the administration of medicines?

- The school does not administer medicines during the school day, except for children with asthma who require the use of an inhaler. These are kept in the child's classroom (and an emergency kit in the medical room) and are taken under the supervision of a trained adult.
- If a child needs medicine, but is otherwise well enough to be in school, we advise parents to come in themselves to administer the medication at the appropriate time.
- In the case of emergency medicines, such as may be required for anaphylaxis or epilepsy, all staff receive regular training in the administration of these and in recognising the symptoms which signal a need for their use.
- Parents are always informed when inhalers or epi-pens need to be used. A child who has had medication administered for anaphylaxis is taken to hospital, following the appropriate emergency procedures.



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- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- Several members of staff hold first aid qualifications, which are updated regularly.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school aims to work in a supportive role with children and families to understand the cause of difficulties and to take steps to address these.
- The school has a behaviour policy which is available on the school website. It endeavours to support children in developing good behaviours for learning and in relationships in a positive, affirming way.
- If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) may be written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with RBKC's Behaviour support services and other outside agencies to provide the best support possible to children and families. This support covers difficulties experienced by children in maintaining relationships, emotional difficulties linked to challenging behaviours in addition to non-compliant behaviours.
- Attendance of every child is monitored on a daily basis by the school's Admin Officer. Lateness and absence are recorded and reported to the Head-teacher. Should additional support be required in relation to attendance we can make a request for Early Help, where this is considered appropriate.

How will my child be able to contribute their views?

- Children who have EHCPs discuss their progress and targets when these are reviewed, before any review meetings (if this is age appropriate).
- Those children who have identified needs have an Individual Education Plan (IEP) which identifies short term targets and are reviewed regularly with children and parents.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning.
- All children are invited to put themselves forward to be voted onto the School Council, as well as hold other positions of responsibility, by their class peers or teachers. All children take part in Class Council meetings where they can put forward their views.
- Pupil voice is rightly considered a very important aspect of the school's provision for children's development. Children are given a range of opportunities to take on leadership roles or roles of responsibility. All children are encouraged to contribute their views and expected to respond respectfully to the views of other children. The Head teacher regularly celebrates children's achievements in Gold Award assemblies.

How accessible is the school environment?

Our school is a three storey building without a lift. The ground floor of the school is accessible by wheelchair. Ramps are provided at the ground floor entrances. We do



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not have a car park and the nearest parking spaces are for residents of Kensington and Chelsea only. Metered parking can be found a short distance away. Accessible toilet facilities are available on the ground floor for children and adults. We do not have any changing facilities. If you have specific access queries or concerns please speak with us.

How will the curriculum be differentiated to match my child's needs?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- The SEN budget, including the Pupil Premium, is spent judiciously, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

How will we know if this has had an impact?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between children who are having difficulties and their peers.
- We aim for children with SEND **to catch up and keep up** with their peers.
- Through verbal feedback from the child, the parent and teacher are able to build a wider picture of the progress being made.

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

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.
- Pupil Progress Meetings are held each half term between each class teacher and the Head teacher, Deputy Head teacher / SENCo. In these meetings, a discussion takes place concerning children who are not making expected progress, identifying the reasons for this and discussing possible actions to address the issues.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example standardised assessments, such as Single Word Reading/Spelling and PM benchmarking
- If your child has complex SEND they may have an EHCP. An annual review / formal meeting will take place to discuss your child's progress and a report will be written annually.
- The Head teacher and SENCo report regularly to the Governing Body to inform them about the progress of children with SEND and how resources are



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being used. Information provided will never name individual children in order to maintain confidentiality at all times.

- We have a governor who is responsible for SEN, who meets regularly with the SENCo and reports back to the Governing Body.

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

- All children are included in every part of the school curriculum, including school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health & safety has been considered. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of extra-curricular clubs are provided before and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Our Midday Supervisors and Teaching Assistants support the children during lunchtimes and any further support is considered on an individual basis, dependent on the specific needs of the child.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We assist all new children to settle quickly when they start by appointing a buddy to befriend and support them
- We create 'social stories' for the children if transition is likely to prove challenging
- For children starting in Reception, a visit for children is planned during the second half of the Summer Term as well as the opportunity for parents to meet individually with the class teacher, in order to help children, parents and staff get to know each other.
- Where a child has SEND, the SENCo will visit the child in their pre-school setting prior to transfer, where possible.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then an EHCP review may be used as a transition planning meeting to which we will invite staff from both schools to share information.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. Specific care is taken to ensure that the child's new teacher is made fully aware of the needs of the child prior to their starting in a new class.



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- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support a smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education. If there is a transition programme offered by Early Help we will identify any vulnerable children or families who may benefit from it. The SENCo will visit the receiving school if this is felt to be needed.

What specialist services and expertise are available at or accessed by the school?

- The school SENCOs have the National SENCo accreditation (NASEN).
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to support individual children's' needs within our school, including: Early Years Intervention Services, Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

What training have the staff had, or are currently having, in supporting children with SEND?

- We aim to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- All teaching staff and support staff have received training in teaching synthetic phonics, using Numicon and other resources to support maths and in supporting children with working memory difficulties.
- All support staff receive training from the NHS speech and language therapists
- Relevant staff will receive training from the Early Years Intervention team in supporting children with ASD. Teachers and support staff working directly with children with ASD are undertaking training in provision for children with ASD and are supported in the school setting in developing appropriate strategies by the borough's Autism Intervention team.

Specific training held by support staff includes:

- Two members of staff are qualified ELSAs
- Two members of staff have successfully completed training to become 'Communication Champions', which enables them to support children with low-level speech and language needs.
- Staff working with children who receive specific intervention such as SALT (speech and language therapy) or OT (Occupational Therapy) sit in on



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sessions with the children, receiving advice and training in how they can continue to support the child.

- The school also provides continuing professional development (CPD) for teaching staff and support staff, based upon the needs of both children and staff.

Who can I contact for further information?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, under 'Publications'
- The SEND policy can be found on the policy page of the school website or in the Publications section.
- Further information is available from the SENCO (Ms Shah), Mr Christopher McPhilemy, Head-teacher or Ms Browne, Assistant Headteacher.
- The school has a complaints policy, which is available on the policy page of the school website.
- The SEN area on the websites also has links for several useful websites.

Who should I contact if I am considering whether my child should join the school?

Please contact the Senior Administrator, Mrs Hodnett, for further information about the school and to arrange a meeting with the SENCo (Ms Shah), in the first instance.