



Name of School: **Our Lady of Perpetual Help Catholic School**

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

The SEND code of Practice delivers a strengthened right to a mainstream education for children with SEND.

Our Lady of Perpetual Help Catholic Primary School is a Local Authority voluntary aided mainstream primary school that provides education for children from 3 years to 11 years.

We offer morning or afternoon nursery places (F1) and have a mixed Nursery (F1) and Reception (F2) class. There are mixed classes throughout school: Year 1/2, Year 2/3, Year 4/5 and Year 5/6.

The school is federated with St. Joseph and St. Teresa's. Each school has their own Head of School and share an Executive Head; Mrs Diane Collins

The Mission of Our Lady's School is to lead each member of the school community to a deeper, more active faith in God. We strive to offer the children entrusted in our care a quality, well-balanced and appropriate education, which fulfils the needs of each unique individual.

The Mission of our school is to grow as a community through faith in God, giving love and respect to all.

How we identify if your child may need additional help and/or has special educational needs (SEN)

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is, provision different from or additional to that normally available to pupils of the same age' (SEN Code of Practice, 2014).

Our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns.
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time.
- liaison with schools and other settings on phase and in year transfer.
- exchanging information from other services across education, health, care and the voluntary sector.
- involving, where necessary external agencies and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Due to Covid-19 safety guidance correspondence between parents and staff in school is by playground discussions, telephone or virtually conversations.

If your child is identified as underachieving and/or having special educational needs, the school will set up a meeting to discuss this with you and your child where appropriate in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Parents/carers of children with a SEND Support Plan are encouraged to participate in the assess, plan, do and review cycle of the support plan process with the class teacher and/or the SENDCo and external professionals every term.

How we will involve your child in the planning and review of their support

We recognise that all children have the right to participate in making decisions about their learning. We involve our pupils by encouraging them to;

- State their views about their education and learning.
- Identify their own needs and how they best learn.
- Know their targets and how best to achieve them.
- Self-review their progress and set new targets.
- Help to create a 'One Page Profile' of themselves, their likes, strengths, interests, difficulties and aspirations.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching.

Well-differentiated, quality-first teaching is at the forefront for all children. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means;

- Planning and teaching will be differentiated to meet your child's learning needs.
- Individual class support where needed.
- Guided group work.
- Specific resources and strategies will be used to support your child individually and in groups. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables, seating arrangements, lighting, multi-sensory adaptations.
- Low level, short term intervention programmes.
- Individual withdrawal for one to one targeted work.
- Support from Outside Agencies (direct working and advice for staff).
- Break time support e.g. Lunchtime Support, Other Adult Support.
- Home-school liaison and differentiated homework tasks.
- Additional sessions such as communication, friendship, emotional care Groups, boosters.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

Pupils will initially be offered support through differentiated planning and quality first teaching.

After reviewing and monitoring it may be necessary to make a more detailed plan. This may include:

- Support in a small group
- Individual provision
- Intervention programme
- APDR cycle for: SEND support plan/EPEP/EHCP/Care plans/Risk Assessments/PEEPs
- Careful monitoring and reviewing
- Advice and support from outside agencies
- Sensory breaks if needed.
- Social and emotional well-being support through Nurture groups or 1:1 provision.
- Referrals to external agencies such as: SALT, OT, Physio, ASCETS, Educational Psychologist, School Nurse, CAMHS, Early Help and ASD/ADHD pathways.
- PPM meetings, sharing good practice and expertise.
- Team around the School
- Using the GA toolkit for provision mapping, referrals, early identification.
- CPD training.
- Working collaboratively with a range of other agencies including health and social care bodies and local authority support services in order to meet pupils' SEND needs and support their families.
- Adaptations to the environment and /or resources to allow inclusion to the curriculum and learning.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

When pupils are identified as having social and communication needs a range of strategies will be explored to find the most appropriate way to provide support. This may include a visual timetable, sensory breaks, support during break times to develop play opportunities with peers.

School has a communication champion who has attended training to support children with communication needs. Individual targeted work is set by the speech therapist and work is supported in school.

Some children may have more complex needs therefore school may request additional support from outside agencies in partnership with parents/Carers.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

When pupils are identified as having physical, sensory and/or medical needs we work closely with outside agencies, professionals and parents/carers to ensure all barriers to learning are removed. This may include Occupational Therapy, ASCETS, Speech & Language, School Nursing Service and Outreach support services.

In order to ensure pupils needs are met, pupils may have an Individual Health Care Plan, Personal Emergency Evacuation Plan, Intimate Care Plan, resources to support needs such as sensory aids, adaptations to equipment and the environment. Plans are reviewed each term or more frequently, as the need arises.

How we will use the Graduated Approach for SEND to provide help to support your child's emotional health and well being

At Our Lady of Perpetual Help Catholic School, we aim to support all pupils with their learning journey and embrace an inclusive ethos. Some of the ways we do this are through:

- Prayer time in class and during assemblies
- Nurture sessions with our Learning Mentor.
- Anger management and other emotional literacy programmes are delivered where appropriate.
- Support from external agencies and professionals such as CAMHS, School Nursing Service and Educational Psychologist.
- Sensory breaks for children who need time to calm themselves.

How we promote developing independence

At Our Lady of Perpetual Help Catholic Primary School, we seek to provide an environment that encourages personal development, confidence and independence. Pupils are encouraged to take part in a wide range of social, educational and recreational activities developing independence skills.

Independent learning through;

- Clear Success Criteria.
- Examples of high level work available, modelling.
- Encourage real dialogue by using high level questioning, developing curiosity.

Independent access;

- Matching individual needs.
- Children choosing ways to solve mathematical resources through the use of concrete and pictorial representations in maths mastery
- Accessing the school Breakfast Club and After School activities.

How we measure and review your child's progress against their targets and longer term outcomes

The monitoring and evaluation of the effectiveness of our provision for your child's progress is carried out by;

- Classroom observations.
- Ongoing assessment of progress and tracking (The use of class track).
- Work sampling.
- Scrutiny of planning.
- Moderation.
- Feedback from all staff.
- Pupil and parent feedback
- SEND support meetings and reviews each term
- Children with an Educational Health Care Plan have an annual review with all agencies involved in the child's education.
- Attendance records.
- Intervention records.
- Reports and Parent's evenings.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies and voluntary sector organisations, in meeting your child's SEND and supporting you as their family.

- Within the Early Help Assessment process, Team around the School, Key agencies and parents/carers working collaboratively together.
- Providing school with a toolkit to support referrals, provision mapping, classroom strategies, SEND, attendance, policies, vulnerable families, transition and CPD training.
- Supporting subject leaders, Senior Leadership Team, Inclusion Managers with staffing structures and Pupil Premium spending.
- Scheduled meetings draw on expertise of services and look at solutions to meet needs in timely action-based reviews.
- Using the Graduated Approach toolkit, sharing good practice, drawing on specialist expertise and consistency within local authority.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

An accessible environment helps children with SEND take part in School activities alongside their peers. This is done through:

- School Accessibility plan
- PEEP & Health Care Plans
- Intimate Care Plan
- SEND policy on the school's website
- SEND information report on the school's website
- Supporting children with medical conditions policy.
- Additional resources and aids purchased to support all needs of pupils
- The school is on one level and is fully accessible to all pupils. Wheelchair access is available at the main entrance and in the playground via the year 1/2 entrance. The school has an easily accessible toilet.
- Risk assessments and PEEPs are carried out to ensure the health and safety of pupils and school trips are carefully planned to ensure inclusion and participation of all children.
- School liaises with external agencies and professionals to ensure all needs can be met.

How we include children with SEND in the life of our school

Our Lady of Perpetual Help Catholic Primary School include children with SEND in our school by;

- Providing curriculum access for all.
- Meeting individual needs through a wide range of provision.
- Carefully map provision for all vulnerable pupils to ensure that staffing deployment, resource allocation and choice of intervention lead to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need – targeting continuing professional development.
- Work cooperatively and productively, in partnership with the Local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable pupils.

- Promote self-esteem and emotional well-being through positive relationships and respect.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Staff at Our Lady of Perpetual Help Catholic Primary School work as a team with a range of expertise to support the delivery of interventions and targeted work.

Our SENDCo and Assistant SENDCo regularly attends local network meetings.

We are supported regularly by several outside agencies: Educational Psychologist, Speech and Language Team, Occupational Health, School Nursing Team, Health Visitors, CAMHS, ASCETS and other professionals.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Staff attend training and courses run by outside agencies that are relevant to the needs of the pupils in their class.

External support and expertise we can call upon to help us to meet children's needs

Effective working links are maintained with:

- Educational Psychology Service
- The Special Educational Needs Team
- Education Standards & Effectiveness Team.
- The Pre-School Inclusion Team, Early Years Panel
- SAIDSEND (formerly Parent Partnership)
- Aiming High
- Attendance & Pupil Welfare Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing
- Health Visitors
- Visual & Hearing Impairment Service
- ASCETS team
- EMTAS
- CAMHS
- Outreach support from Pupil Learning Centres
- Early Help
- Behaviour Outreach Support Service (BOSS)

How we prepare children to join our school

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. We pride ourselves at Our Lady of Perpetual Help in providing a graduated transition.

- We welcome our nursery children into school initially with a home visit. This allows your child the opportunity to meet their new teacher in the comfort and familiarity of your home. It also enables parents and carers the opportunity to ask questions,

discuss their child's strengths and begin the process of building a positive partnership to education.

- For ALL our pupils we will ensure early and timely planning for transition and a timeline produced in partnership with parents.
- A range of familiarisation visits and transition sessions are then arranged.

Enhanced transition can be provided for any child where required. This has previously included:

- Extra parent meetings to discuss strengths and needs, sometimes with the involvement of other professionals as invited.
- Extra familiarisation visits and inductions (to new classes or Y6 into Y7 transition)
- Social story books around their personal transition.

Home /school links are actively encouraged throughout the transition. We timetable and plan a full day for our pupils to meet their new teacher in their new classrooms with their new class mates in the second half of the summer term. Information will be passed on to the new class teacher in advance. SEN Support Plans and Education Health Care Plans will be shared with the new teacher.

If a child comes into school mid-way through a school year, we will contact the previous school for your child's records and assessments. Where there are additional needs, school will liaise with the previous school.

How we prepare children to move on from our school

If your child is moving to another school:

We will contact the school Inclusion Manager/SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a discussion will take place with the Inclusion Manager/SENDCo from the new school.

- We will make sure that all records about your child are passed on as soon as possible.
- Additional transitional visits may also be arranged if needed.

In Year 6: We will ensure early and timely planning for transfer to a pupil's next phase of education.

The Assistant SENDCo and/or year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school.

- We will make sure that all records about your child are passed on as soon as possible.
- If your child has an Education, Health and Care Plan, the Inclusion Manager from your child's next school will be invited to the year 5 and year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

- Transition visits and days to the secondary school will be provided by the feeder school. Any additional visits to the normal one arranged for all pupils will be made in partnership with the secondary school.

Where possible, your child will visit their new school on several occasions, and if needed a member of our staff will support them by accompanying them on their visit.

How we deploy our resources to meet the needs of children with SEND

The range of support deployed is tailored to individual needs following assessment and target setting by pupils, parents, teachers, Assistant SENDCo, Head Teacher and external agencies. Advice will be discussed with the Head Teacher and deployment will be agreed upon, monitored, assessed and evaluated for impact.

It may be decided that a very small number of the pupils on the SEND list may need to apply for a multi-disciplinary assessment process in order to access high needs funding:

- Early Intervention Allowance funding can be applied for to support our pupils in Foundation.
- Education Health Care Plan requests can be made for funding support for our pupils in Key Stage 1 and 2. Where the school can evidence that more than £6,000 above the average weighted pupil unit has, or will need to be, spent on a pupil within one financial year, in order to meet their special educational needs.

Contacts for more information

Executive Head Teacher: Mrs Diane Collins

Head of School: Mrs Yvonne Gac

Chair of Governing Body: Mr Paul Batchelor

Governor responsible for SEND: Mrs. Maureen Cunningham

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SENDCO: Mrs Diane Collins

SENDCo Assistant: Mrs Alison Amos

If you have any queries, please contact Louisa Townsend at

louisa.townsend@doncaster.gov.uk

or

Derek Brogan (Head of SEND) or the SEND team on: 01302 737296

These policies (list not exhaustive) are on our school website:

- SEND Policy
- SEND Information Report
- Accessibility Plan