

Our Lady of Sorrows Catholic Voluntary Academy



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

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Our Lady of Sorrows Catholic Voluntary Academy is a co-educational day primary school for children aged 4 to 11 years. The children are grouped, according to age, in mixed ability classes in single year groups.

At Our Lady of Sorrows Catholic Voluntary Academy we endeavour to create a happy, stimulating and caring Catholic Christian environment in which each child feels confident, secure and valued. We recognise each child as unique and special and help each child to reach his or her maximum potential. We develop a love and understanding of the teachings of the Catholic Church, God and each other. We ensure effective implementation of the National Curriculum without compromising the development of children through the maintenance of Gospel values. We encourage an enquiring attitude whereby each person involved in the school can develop in the acquisition of sound knowledge, skills and values. And we promote close co-operation between home, school and parish and the wider community.

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

All 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, termly progress meetings and end of Key Stage achievement to track individual children's progress over time

Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs

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 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.

Termly pupil progress meetings for all children are held between each teacher, Deputy Head teacher and SENCO.

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

Our school aims to work in partnership with parents and carers. We do this by ensuring an open and welcoming environment. Giving parents and carers opportunities to play an active and valued role in their child's education and working effectively with all other agencies supporting children and their parents. We provide opportunities and encourage parents and carers to inform school of any difficulties they feel their child may be experiencing or other needs their child may have which need addressing and we discuss ways that they and the school can best support these needs. We involve them in agreeing outcomes and monitoring progress for their child towards these outcomes, through the assess, plan, do and review cycle each term. We also ensure parents are aware of other sources of information, advice and support that may benefit their child.

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

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of next steps. We endeavour to involve all children fully by encouraging them to share their views about their education

and learning, identify their own needs, share in discussion across the curriculum so that they know what their next steps are and why they have them. Provide opportunities for children to self-review their progress. Children are involved with monitoring their success at achieving the outcomes on their SEN Support Plan where appropriate and create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

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

Quality first teaching is available to all children. Where children are identified as having special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address outcomes identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- **SMART** outcome setting
- booster intervention groups
- emotional care support groups
- co-ordination and handwriting support
- support to participate in the life of the school
- sensory diet schedules
- adapted resources

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

If your child has been identified as needing more specialist input in addition to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is the way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT), Educational Psychologist (EP), Autism Social Communication Education and Training Service (ASCETS), Occupational Therapy (OT), physiotherapy, School nurse, Child and Young Person Mental Health Service (CAMHS) or Early Help. We will use the graduated approach toolkit to support early intervention, planning, referrals and

provision mapping and tracking. Regular professional development for staff to support children displaying any additional needs.

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

Children with social and communication needs access the curriculum through specialist resources where appropriate, including structured support from specialist TAs, close liaison with specialist teachers and outside agencies (ASCETS, SALT, EP) is used to inform personalised support plans (assess, plan, do, review cycle) and learning is effectively differentiated and the teaching styles used are appropriate to the needs of the individual child.

School has a nominated communication champion who works closely with Speech and language therapists to oversee the targeted work they set, to support children with communication difficulties in school.

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

Children with physical, sensory and/or medical needs are supported to access the curriculum through specialist resources where appropriate, close liaison with specialist teachers and outside agencies including outreach support from special schools, school nursing team and the children's community therapy team, these are used to inform personalised support plans (assess, plan, do review cycle). Learning is effectively differentiated and the teaching styles used are appropriate to the needs of the individual child.

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

Each child in school has nominated a special adult who they would speak to if they had any concerns. Quality circle time is used throughout school to allow children to share and discuss their thoughts and feelings about a range of issues. Our behaviour policy promotes positive behaviour. We have a dedicated pastoral support assistant who works with children individually or in small groups to support their emotional wellbeing. For children who may have faced some form of loss or family difficulties, we offer a 'Rainbows' programme where the aim is to enable the child to build up his/her self-esteem, learn coping skills, to let go of what has happened and move on. Emotional literacy groups provide children with the tools to understand their own emotions and ways to self-regulate these. All staff have received Trauma training and implement strategies learnt consistently throughout the school to support each child's emotional health and wellbeing. Each week wellbeing sessions are provided for all children to develop an understanding of their emotions and learn strategies to manage and maintain their own wellbeing.

How we promote developing independence

We promote independence by involving the child in all stages of their review process, setting outcomes and indicating their own strengths and areas for development, where appropriate. We encourage children to make their own choices and to try to work as independently as possible. Sometimes additional adult support is provided to develop the skills and confidence where needed.

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

Ongoing assessment of progress against outcomes, work sampling and moderation, scrutiny of planning and level of differentiation and use of classroom resources, informal feedback from all staff, child and parental questionnaires and conversations, pupil progress tracking using assessment data, termly meetings about children's progress between teachers, Deputy Head teacher and SENCO. The head teacher's report to governors. We hold a formal parent's evening each year in the Spring term. During these meetings parents can discuss their child's progress. You will also receive a written report at the end of the school year. Parents with children on the SEND register will also be able to discuss their child's progress against their individual outcomes. Where a child has an Education Health Care plan this will be reviewed annually with the SENCO, teacher, parents and any relevant professionals.

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.

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

The school has wheelchair access to all the areas and works closely with the governors to ensure a safe and welcoming environment to all children with SEND. As these needs change, our school environment is constantly being reviewed and adapted to ensure an inclusive environment is maintained. Children requiring specialist equipment are assessed to provide the resources they require. School liases with external agencies and professionals to ensure all needs can be met.

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

We use additional adult provision and support so that our children with SEND can access all areas of our school and the curriculum. This includes participation in school trips and residential, as well as extra-curricular learning activities. Additional provision depends on the needs of each child and our SENCO works in

partnership with parents, children and outside agencies to ensure that the children can fully participate in these experiences. Work is appropriately differentiated to suit the needs of the child and specific resources are provided where necessary.

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

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

The SENCO attends termly network training sessions to inform of any future development needs for SEND provision. In-service training and individual professional development are arranged to support the school development plan and staff's performance management targets. Current developments and school SEND issues are discussed regularly at staff meetings with specialist teachers providing input if required. Termly meetings between the SENCO and SEND Link Governor to develop action plans to move provision forward.

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

School regularly consults with professionals from a variety of agencies. Concerns are initially brought to the attention of the SENCO by the parents or class teacher and referrals are made as appropriate. Social care and the Education Welfare Service will be accessed as appropriate. Class teachers will alert the SENCO/Head teacher if there is a concern they would like to discuss. The SENCO attends a termly pyramid planning meeting with other professionals to discuss needs and develop strategies for supporting the children in school.

- Educational Psychologists
- The SEN team
- SAIDIAS (formerly SAIDSEND)
- Speech and Language Therapy
- School Nursing Team
- Behaviour Outreach Support Service
- Occupational Therapy
- Physiotherapy
- Visual and Hearing Impairment Service
- ASCETS
- CAMHS
- Early Help
- Special school outreach services

How we prepare children to join our school

Foundation stage staff visit home settings of all children joining our school to meet the children and gather information. A welcome morning in the summer term is offered for children and parents and a welcome pack is provided containing details of policies and school information for all new parents. In the summer term information from the previous settings is received and additional meetings are held for any children identified as having a SEND to further discuss the child's specific individualised transition needs. 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

The Year 6 class teacher liaises closely with the receiving Year 7 staff, including the SENCO, to discuss and pass on relevant information about any children transferring who will require additional support. Transition visits are arranged and additional visits are organised for children with SEND if appropriate. Advice is sought from specialist teachers or outside agencies if additional support is needed through the transition process. If your child has an Education, Health and Care Plan, your child's chosen next school will be invited to attend the year 5 and 6 annual review meetings.

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

Decisions about how much support a child receives are made on the basis of need, which may change and vary over time. Information is collated about the needs of children with SEND throughout school and is analysed by the head, SENCO and class teachers. The head and SENCO are responsible for writing a provision map which identifies which children require additional or different provision within the school. Resources and support are allocated accordingly. This is evaluated and reviewed each term according to the child's progress. Information from this provision is discussed with parents through review meetings, parents' evenings or pupil reports.

Contacts for more information

Head teacher: Mrs Lucy Saxton

Chair of Governing Body: Mr S McLaughlin

Link Governor responsible for SEND: Mrs Amy Tucker

Address: Our Lady of Sorrows Catholic Primary Academy, Mere Lane,
Armthorpe, Doncaster, DN3 2DB

Telephone: 01302 833941

Email: Admin@ourladyorrows.doncaster.sch.uk

Website: <http://www.ourladyorrows.doncaster.sch.uk>

SEND Policies and SEND Information Report link(s):

www.ourladyorrows.doncaster.sch.uk/safeguarding-and-send/special-needs-information