



Our Lady Immaculate Catholic Primary School Parent Information
Special Education Needs and Disabilities (SEND) Information Report (Local Offer)

How does your school know if my child needs extra help?



Many children need additional support at some time in their education. Where this support needs to continue over a sustained period of time, where the child's level of ability is well below that of the national expectation or where the child has a specific difficulty or disability then they will be identified as having a Special Educational Need or Disability (SEND). At Our Lady Immaculate, we identify our children with special educational needs as early as possible through contact with parents/carers, our feeder Early Years settings and by assessment at the start of the Foundation Stage Year. Throughout the school we continuously monitor and track the progress of all children by a robust, ongoing process of planning, teaching and assessment. If you have a concern regarding your child's academic, social, behavioural or emotional well-being then please do speak to the class teacher or the SEND Coordinator (SENDCO). Your concerns will be taken seriously.□

Who do I have to speak to if I have concerns about my child progress in school?



We endeavour always to have positive relationships with parents/carers and welcome you to share any concerns you may have about your child with us:

- Class teacher
- SENDCo
- Headteacher

In the first instance, talk to your child's class teacher. If you have some more specific questions relating to Special Educational Needs Disability (SEND) then you will need to speak to the Special Educational Needs Disability Co-ordinator (SENDCo). Our Headteacher is always willing to listen to any concerns you may have.

How will school staff/

At Our Lady Immaculate, we ensure all pupils are supported to reach their full potential

Governors support my child?



regardless of starting point. This includes provision for pupils identified with SEND. Our Special Education Needs Coordinator (SENDCo), Ms Rodgers oversees all support and progress of any child requiring additional support across the school. However, the classroom teacher will take responsibility for the daily provision for your child and will liaise with the school SENDCo if a concern about a child arises. The teacher/SENDCo will discuss with you any support they think is needed which is additional and different to what we would offer to children as part of our usual practice. Any additional support will be discussed with you and will only take place with your consent. We use a range of teaching methods, strategies and intervention programmes in school to support children with SEND. These may be delivered by a teacher, senior, Higher learning Teaching Assistant (HLTA) or highly skilled Teaching Assistant (TA)

The Governors of Our Lady Immaculate are responsible for making sure that all children have equal opportunities to learn and make good progress. The SENDCo Governor, Mrs Lyde has regular meetings with the SENDCo to discuss Action Plans, children's progress, assessment, training and any other issues relevant to inclusion. This is fed back to all governors.

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



All children are given access to a rich and diverse curriculum that is differentiated to their individual needs. All teachers are teachers of SEND and as such, are skilled in providing the right level of support at the right time for your child. The class teacher plans lessons according to the specific needs of all children in the class and will ensure that your child's needs are met. Teachers' have the children's Individual Education Plans (IEPs) alongside their planning to ensure individual's SEND needs are met. Under the direction of the teacher, experienced support staff may adapt the teachers planning to support the needs of your child where necessary. Opportunities will be provided for children with additional needs to work in different ways (for example in mixed ability groups, similar ability groups for peer support, adult supported small groups, 1:1 support with an adult, and independently). At Our Lady Immaculate, we make all reasonable adjustments to ensure that every pupil can take advantage of the full range of opportunities within the curriculum.

How will both you and I know how my child is doing and who will help me to support my child's learning?



At Our Lady Immaculate, we want to ensure we work as a team alongside the family of any child who is receiving support in school. We offer an open door policy and you are welcome to make an appointment with the class teacher or SENDCo to discuss how your child is progressing. We can offer advice on how to help your child at home. In addition to this, we ensure we keep parents up to date through:

- Parents evenings
- Individual Education Plans (I.E.P.s)
- Review meetings
- Reports

What support will there be for my child's overall wellbeing?

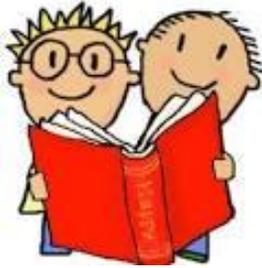


At Our Lady Immaculate, our children's mission statement is, *School is a happy place where we are looked after, share and make friends and always do our best.* This at the heart of our Christian ethos, we believe that well-being is crucial to ensuring that children are happy, feel secure and reach their potential in all areas of school life. An appropriate curriculum and provision underpins the social and emotional wellbeing of the children. Positive behaviour plans are drawn up to support individual pupils. Achievement and success is regularly celebrated in the form of certificates awarded at a weekly assemblies and are also mentioned in the weekly newsletter. Where appropriate, children are also invited to take part in review meetings and may make a contribution to reviews. Where a child requires on-going administration of medicine or personal care we follow the school protocols and write Health Care Plans with parents and with the support of a medical practitioner to ensure the correct provision for individual children is in place.

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

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise and ensure the correct and appropriate provision is in place. The SENDCo maintains a professional dialogue with all external agencies involved with a child. External agencies who attend Our Lady Immaculate include:

- the Education Psychology Service (EPS)
- the Language and Learning Support Service (LLSS)
- the Education Support Behaviour & Attendance Service



- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Targeted Education Support Service (TESS)
- Gateway -(Early Intervention and Prevention Service)

What training are the staff supporting children with SEND had or are having?



At Our Lady Immaculate, all staff undertakes continuous continuing professional development from external providers and through in house training. Our school development plan identifies 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. Training takes place on a regular basis and 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 Deputy Head or Headteacher.

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

As a school, we aim to be as inclusive as possible; we will make reasonable adjustments to ensure that all trips are accessible to all children. Parents may be asked to be involved in developing an Individual Child Risk Assessment in order to ensure health and safety arrangements are in place during a trip. Where appropriate, parents might wish to attend trips and we will endeavour to accommodate this. School will provide an additional competent adult to support a child if this is ever necessary



How accessible is the school environment?



To support your child to access the school facilities we have:

- A disability and accessibility action plan and policy available on request.
- A wheelchair accessible school site.
- Disabled toilets large enough to accommodate changing.
- Visual timetables are used in all classrooms.

How will you prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

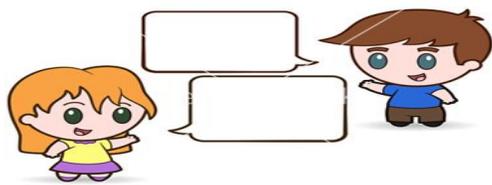


We understand that starting and moving school may be stressful for your child, therefore; we ensure strategies are in place to enable the pupil's transition to be as smooth as possible. In Reception, we hold induction events during the summer term for all children who are joining the Foundation Stage in September. Our reception class teacher/senior, HLTA will arrange individual home visits, the SENDCo may also arrange additional visits for children identified as having SEND, as well as meetings with you and any other agencies who have been involved with your child. If your child is moving to another school we will ensure that all relevant information is forwarded.

When moving classes, every child will spend time with their new class teacher in their new classroom in July of every academic year. This enables children to become familiar with their new teacher and the change in physical environment. Information regarding your child's additional needs will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher at which IEPs will be discussed.

When children are preparing to leave to go to Secondary education, we arrange additional visits. Our 'feeder' secondary school, St Edmund Arrowsmith runs a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is

	<p>passed on and all needs are discussed and understood. The SENDCo from the high school will be invited to attend the Year 6 review meeting.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p> 	<p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.</p> <ul style="list-style-type: none"> • The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. • Further support or resources may be allocated to your child following assessments by school staff or outside agencies. • Funding may be used to buy in specialist support • Individual Pupil Premium payments are used to support that pupil's learning.
<p>How is the decision made about what type of and how much support my child will receive?</p> 	<p>Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed. All class teachers meet with the Headteacher and Deputy/SENDCO during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning. Additional assessments from outside services, such as an educational psychologist, Language and Learning Support Service, Speech and Language therapist, will help us decide what type of support and resources are needed. Pupils with a Statement or Education Health Care Plan (EHCP) will have an annual review.</p>
<p>How will my child's voice be heard?</p>	<p>We value and celebrate each child being able to express their views on all aspects of school life. We encourage children to talk to adults, to talk to their peers and to write down comments if needed, in a worry box which is situated in the main corridor. Children are actively encouraged to be involved in setting targets on their child friendly Individual Education Plans (IEPs). Children with a statement / EHC are given the opportunity to complete their pupil views and are invited to discuss them at the end of the annual review</p>



meeting. We have a school council where class councillors lead regular meetings in class so all children get the opportunity so voice their ideas/ concerns about school issues. A number of children are involved with the Eco Committee at which they discuss environmental issues.

How are parents and carers involved in the school? How can I be involved?



We strive to ensure that Our Lady Immaculate school is a welcoming, communicative and friendly place for parents and carers. We are very proud of our achievement in gaining the *Leading Parent Partnership Award* in February 2012 and we are committed to maintaining the high standards set in gaining this national award. Research proves that children achieve best at school when their families are involved in their school life and the more supported a child feels at home, the more effectively they will learn at school. Therefore, we welcome your participation, the class teacher/SENDCo / senior, HLTA will always be happy to advise. We hold information sessions in order to give parents/carers opportunities to find out more about some of the teaching strategies we use in school, as well as ways you can support your child at home. In addition to this, parents and carers are encouraged to come into school to help in classrooms, assist on school trips, help with extra-curricular school clubs or to share expertise in a particular field.

Communication tools include:

- the school website: <http://www.ashtonourladys.wigan.sch.uk>
- weekly newsletters informing parents of dates, events and items of school news

Where can parents/carers get extra support?



- SEND Information, Advice and Support Service (SENDIASS) Postal Address: Wigan Special Educational Needs and Disability - Information, Advice and Support Service, Wigan Council, PO Box 100, Wigan, WN1 3DS 01942 486136
 - British Dyslexia Association <http://www.bdadyslexia.org.uk/>
 - The National Autistic Society <http://www.autism.org.uk/>
 - Dyspraxia Foundation <http://www.dyspraxiafoundation.org.uk/>
- Local Authorities must publish a local offer setting out the provision they expect to be available across education, health and social care for children and young people who have Special Educational Needs or are disabled. To access The Wigan Local

Offer click here: www.wigan.gov.uk/sendlocaloffer.

What to do if you are not satisfied with a decision or what is happening.



Your first point of contact is always the person responsible - this may be the class teacher; the SENDCo, Deputy Head Teacher or the Headteacher. Explain your concerns to them first, if you are not satisfied that your concerns have been addressed then ask for the school Governor representative. If after this, you do not feel the issues have been resolved, we will arrange a meeting with the Chairman of Governor's who can be contacted via the school.

If your concern is with the Local Authority, contact the:

Governing Body Clerk
People: Children's and Families
Wigan Council
Waterside House,
Waterside Drive,
Wigan,
WN3 5AZ
01942 486225
07810 070905

