



# Our Lady Immaculate Catholic Primary School

## SEND (Special Educational Needs) Information Report

### December 2024 – December 2025

SENCO: Mrs C Bowcock

SEND (Special Education Needs and Disabilities) Governor: Joint Responsibility SEND Team:

Mrs C Bowcock, Mrs E Cousins

Contact: 0151 260 8957

The School SENCO can also be contacted through the SEND Email: [send@oliprimaryschool.co.uk](mailto:send@oliprimaryschool.co.uk)

Dedicated SEN time: All day Monday / All day Wednesday / every morning Our SENCO Team aims to meet weekly on a Wednesday.

Local Offer Contribution: (website link) [oliprimaryschool.co.uk](http://oliprimaryschool.co.uk)

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

Welcome to our SEND Information Report. At Our Lady Immaculate Catholic Primary School, we value and are committed to working together with all members of our school community.

**We would welcome your feedback and future involvement in the review of our offer, so please do contact us.**

This report will be reviewed annually. If you have specific questions about Our School Local Offer, please contact school.

### **Our Approach as a School:**

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Our Lady Immaculate Catholic Primary School is a mainstream primary school not a special school or provision however we are committed to inclusion and ensuring all our pupils can achieve their best possible outcomes. Inclusive teaching practices and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about considering the holistic needs of pupils when making decisions regarding provision. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach, and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements. Ofsted Report (Oct 2023) documented

“Pupils, including those with SEND, benefit from a carefully constructed, broad and ambitious curriculum.

When Our Lady Immaculate Catholic Primary School receives a request for placement for a child with an EHCP we review that on a case by case basis in consultation with the family and in the context of the child's needs, current staffing and other needs within the school to ensure we can meet the child's needs.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities. (**Reference:** Teaching & Learning Policy)

**Assess:** Children are assessed against nationally set criteria to check their progress across all areas of learning. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

**Plan:** Class teachers are responsible for planning an adaptive curriculum for all children in their care. The SENCO and parents will also be consulted and involved in this process. If outside agencies have been involved, they will also give advice to staff and help to plan a programme of work. We write a school support plan for our pupils with Special Educational Needs and Disabilities which we call SSP's, and we review these as often as required but at least three times per year. The provision set out in these SSP's is arranged through our termly whole school provision maps.

**Do:** The School's SENCO Christine Bowcock supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

**Review:** - Reviews are carried out on the agreed date. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. Our

meetings are child-centred reviews which involve key adults supporting the pupil in school, family members and the child themselves. Our meetings are designed to be open discussion forums where we can share ideas of what works for the child in different settings, what we appreciate about them and how we can help them to achieve the best outcomes. The views of parents and the child themselves are pivotal in planning next steps, and it is through this partnership working that any supportive strategies will be most successful. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

Having consulted with children, young people and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach, and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

## **SEND Needs:**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

### **1. Communication and interaction:**

Children may access several programmes in school, some of which are identified below.

*Massage in Schools Project, Circle Time, outdoor learning environment, Communication Friendly Spaces, Learning Conversations, use of key worker groups.*

*Visual Timetables, Social Stories, Mind Friendly learning techniques, English as an Additional Language Support.*

Children who have specific communication difficulties can be referred to Speech and Language Therapy Services; or in the Early Years Foundation Stage to SENISS or MAST, which is our designated Early Years Intervention. We have a consultant MAST Speech Therapist who supports us in school every Monday for a period of 20 weeks. We have trained a HLTA in EYFS to collate and administer the WELLCOMM programme, all children are screened in EYFS – Nursery, Reception and Year 1. The programme is available for those that need support in LKS2.

All classes engage Zones of Regulation programme to help and support regulation and understanding of feelings and emotions.

OSSME supports school and the children once a month as part of a Service Level Agreement. OSSME supports our children using Lego Therapy techniques.

### **2. Cognition and learning:**

For children who have learning difficulties, we offer a wide range of specialist intervention programmes tailored to individual need. Learning Support Assistants support children in class, or through specific interventions to enable children with SEND to access the curriculum or give close

adult proximity support through Top up Funding and identified EHCP support - for specific children. Some children are working on the pre-curriculum levels.

Children may access several school-based interventions and strategies, some of which are identified below to close the gap for children, who are experiencing difficulties.

*Small group interventions.*

*Planning from children's interests,*

*Literacy Gold. Rapid Catch up in Phonics, Little Wandle Letters and Sounds SEND phonics intervention.*

Mrs. Bowcock and Mrs. Partington are Reading Recovery Trained Teachers and support the school as Reading Lead.

Dr Lee Randall is our Educational Psychologist who assesses pupil's needs and delivers high quality training to all school staff.

Teaching staff and support staff work closely with SENCO to ensure teaching practices and resources are appropriate for the needs of individual pupils. We liaise closely with outside agencies to implement their advice and plan further steps of support.

### **3. Social, emotional and mental health:**

As an Attachment and trauma friendly school Our Lady Immaculate Catholic Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD) • Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

School works closely with the ADHD foundation and accesses support for staff development and direct child support. The school access Early Years Neurodevelopmental Team through the ADHD Foundation through Consortia.

Children are additionally supported by staff and can access several programmes in school, some of which are identified below. The Senior Leadership Team and Pastoral Team of the school actively support children from across school. Several school-based programmes can be accessed to support children these include:

Circle Time, Rainbows, Sunbeams, Massage in Schools Programme, Play Therapy, Seedlings, Paws b, and DOTS.

Our Lady Immaculate works closely with Liverpool CAMHS and has access to an Educational Mental Health Professional, (EMHP), who works with pupils, parents and staff.

The school Oratory also provide an oasis for quiet prayer, reflection and contemplation. Our bungalow is also a space where a variety of interventions can take place through external providers or our own school staff.

Children are supported through: Assemblies, Religious Education Curriculum, Collective Worship, RSE and our PSHE Curriculum.

Dr Lee Randall – Educational Psychologist - School also have access to his learning portal for additional training and access to SEMH support through the RISE programme.

Mrs Beattie also delivers training to staff and supports Reflect, Repair and Rebuild strategies to support restorative practice. Interventions. More recently she has introduced PawsB and Dots to our KS1 children, to support SEMH needs.

With the agreement of parents' further support may be accessed for pupils through Play and Art Therapy, CAMHS or Seedlings, OSSME, ADHD Foundation, SENISS, BIT Team, School Family Support Team and MAST.

Transition sessions are held in the Summer Term supported by local High Schools whole class courses are held on resilience and anxiety to support our learners.

Year 6 are supported annually by Gangs, which involves seminars and activities, these are to make sure our children leave the school fully informed.

It is also recognised by the school that children may display certain behaviours because of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. We achieved Bronze for Attachment and Trauma Friendly schools award following on from a series of whole school training supported by a specialist in the field Dr Jennifer Nock. This included specific training on the impact of Lockdown on the wellbeing of children, parents and staff.

#### **4. Sensory and/or Physical Needs**


Our Lady Immaculate Catholic Primary School supports children with a range of physical needs. These needs may be met through a health care plan, agreed in collaboration with health services. SLT work with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources. Our whole school environment is designed with sensory processing difficulties in mind to ensure a reduction in the impact of sensory information. We have achieved this through maintaining a clear, orderly environment, hessian backed displays throughout, matching chairs and natural colourings for desks. We also offer an extensive outdoors provision that provides a wide range of sensory experiences. All our staff are involved in our playtime curriculum to support SEMH development in children and model high quality interactions. We have LSA's trained in sensory circuits to provide much needed activity breaks. The SENCO can make referrals to Alder Hey for a range of medical

services following discussions with parents/carers and the allocated school nurse. These services may include Occupational Therapy, Physiotherapy, Community Paediatrics, Audiology and speech and language therapy

(Reference: SEND Policy).

We are further developing designated spaces within the school to support children who may require a low-sensory or quiet environment for short periods of time. These are used to deliver targeted interventions to pupils with Social, Emotional, and Mental Health (SEMH) needs. We have two small, low-stimulus, sensory-focused areas designed to provide direct support during times when a calm setting is essential. These reflective workspaces provide a structured environment for children experiencing dysregulation, where a high level of adult support can be provided for a short duration.

Other groups of children across school also access this facility.

Priority 1	Priority 2	Priority 3	Priority 4
<b><u>Communication and Interaction</u></b>	<b><u>Cognition and Learning</u></b>	<b><u>Social, Emotional and Mental Health Difficulties</u></b>	<b><u>Sensory and/or Physical Needs</u></b>
<ul style="list-style-type: none"> <li>• Speech, Language and Communication Difficulties</li> <li>• ASD including Autism and Aspergers</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Severe Learning Difficulties (SLD)</li> <li>• Profound Multiple Learning Difficulties (PMLD)</li> <li>• Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Depression</li> <li>• Self-harming</li> <li>• Substance Misuse</li> <li>• Eating Disorders</li> <li>• Physical symptoms which are medically unexplained</li> <li>• Attention Deficit Disorder (ADD)</li> <li>• Attention Deficit Hyperactive Disorder (ADHD)</li> <li>• Attachment Disorder (AD)</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Impairment (VI)</li> <li>• Hearing Impairment (HI)</li> <li>• Multi-sensory Impairment (MSI)</li> <li>• Physical Disability</li> </ul>
			

As of (05/12/2024), we have 95 children receiving SEND Support. 19 of these pupils have an EHCP, (an Education and Health Care Plan) and a further 5 are at the evidence gathering stage.

We have internal processes for monitoring quality of provision and assessment of need. These include a range of monitoring processes:

- Data analysis,
- Assessment levels of progress,
- Learning walks,
- Planning,
- Scrutiny of books,
- Displays,
- Questionnaires, pupil and parent
- And lesson observations.

Our Governors are also involved in the monitoring process.

Pupils on roll	Communication and interaction	Cognition and Learning	Social, Emotional and mental Health Difficulties	Sensory and or Physical needs
379	10% of Pupils	4% of pupils	9% of pupils	2% of pupils

## Co-producing with children, young people and their parents

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's Involved.	Frequency
Reviewing School Support Plans and setting new targets.	Parents, pupils and staff.	Termly
Parents Meetings	Parents, pupils and staff.	Termly
Co-Production meeting and review for pupils with EHCP.	Families, pupils, staff and outside agencies.	When required but at least every 12 months.

## Staff development and qualifications

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We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification ( <i>i.e. Masters, NVQ, Degree, HLTA</i> )
JB	Special Educational Needs and Disability	National SENCO Award (NASCO)– accredited Degree, LJMU Trained through John Moore's University and SIL
CB ED	Special Educational Needs and Disability	National SENCO Award NASCO 2020-2021 – Post Graduate Certificate. Training through John Moore's University and SIL
AB, JB	Numbers Count Trained Teachers	Training through SIL, School Improvement Liverpool
Learning Support Assistants PD, AH, LS,	Trained for Mathematics interventions	Trained SIL

LP and CB	Reading Recovery Trained Teachers	Degree Trained SIL
Learning Support Assistants CG	Literacy support	Trained SIL
Learning Support Assistant JH, RS	Sign-a long	Trained NHS
Learning Support Assistant JH, HM, EC, PF, AO, RB, RMM, RB, RM, AM & RS	Makaton	Trained NHS
All Early Years, KS1 and LKS2 Learning Support Assistants and teaching staff.	WELCOMM Training – support of EYS/KS1/ LKS2 pupils	Trained MAST practitioners
ELKAN Training. AM, SS	Elkan Speech and Language.	LSA Level 2+
ADHD Advocate for EYS Teacher, ED	Early identification and support for neurodiversity pupils	ADHD Foundation
Learning Mentor, DF Learning Support Assistants, CG, NL	Bereavement and loss training	Trained SIL
DETSY training Learning Mentor DF Learning Support Assistant CG	CLA pupils through Virtual Schools Attachment and Trauma	Trained Virtual School
Whole School - Attachment and Trauma Training Restorative practices	SEMH Support –whole School Approach – designated INSET whole School Approach – designated INSET	Jenny Nock_& Hearts Project
Attachment & Trauma Post Grad Training TC, CB	Attachment & Trauma informed practice.	Chester University / Virtual Schools.
Staff training – Care and Control	Safe Handling reaccreditation	November 2024
Mental Health First Aider MD	Mental Health Lead	October 2024

**This last year, (24) we have put in additional training into the following areas:**

- Attendance at SEN Consortia - by SENCO and Head teacher
- Our SENCO attends the School Improvement SEND Briefings in March and November
- Safeguarding training
- Mental health and emotional wellbeing- Mental Health First aid for adults.
- WellComm–LKS2 and KS1 focus.



## **Staff Deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure all children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. Our support staff have a high level of expertise in supporting pupils and delivering interventions. They are deployed throughout school to target cohorts of children including some with specific needs. Their targeted support is decided at termly progress meetings, during which a new provision map is formulated, and support staff take part in the ongoing cycle of monitoring and planning. Some members of support staff are designated to one-to-one roles with pupils which is arranged through LA SEN Team at Liverpool City Council for eligible pupils.

### **Parents can also access support through our school:**

- Educational Psychologist
  - Play therapist
  - Seedlings Consultant
  - MAST practitioner
  - School Family Support Worker
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- ASD and ADHD Pathway
  - ADHD Foundation and OSSME continue to support parents
  - The Learning Mentor and SENCO

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## **Finance**

Our SEND budget is allocated in the following ways:

- Additional members of support staff.
- High Needs Funding provisions towards support for pupils with complex needs. (This amount does not match a full time 1:1 adult salary).
- A SENCO off timetable for 0.5
- A SENCO off timetable for 0.2
- Extensive CPD opportunities for staff.
- Resources to support physical/sensory needs.
- The purchase of specialist resources to enhance the access to the curriculum for all learners.
- Specific training for interventions.

- Commissioned external services.

## School External Partnerships and Transition Plans

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools through our Link-Learning Network and external partners i.e. SENISS.

This year, we welcomed **12** children into EYFS with special educational needs or disabilities and we will support 15 children's transition to the secondary phase of their education. We also supported 1 child to transition to and from support centres or specialist provision schools.

When Our Lady Immaculate Catholic Primary School receives a request for placement for a child with an EHCP we review that on a case by case basis in consultation with the family and in the context of the child's needs, current staffing and other needs within the school to ensure we can meet the child's needs

Our approach involved:

- Liaising with local nurseries; in particular Everton Nursery School and Children's Centre.
- Home visits.
- Team around the child meetings.
- Direct liaison with secondary schools to discuss individual pupil's needs.
- Our SENCO and our Year 6 teachers negotiated additional meetings for vulnerable pupils and met the SENCOS.

## Complaints

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Our complaints procedure can be viewed on the school website at <http://www.olipprimaryschool.co.uk/school> policies/parent's information; alternatively, a paper copy can be obtained from the school office.

This year we have had no complaints.

## What has worked well this year?

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- Training for SENCO to have an understanding of the SEN Tribunal Process Ellen Martin to conduct small group work for SEMH support The course is called the Feelings Group and involves Art Therapy practices.
- Teacher and Learning Support Assistant interventions in narrowing the gap between our SEND pupils and their peers and supporting their SEMH Needs o1.
- N Development of CPD (Continuing professional development), for all staff has supported and impacted upon learning for our SEND pupils.
- Transition of SEND pupils to specialist provisions across the city.
- Use of CPOMS for sharing, storing and retrieving SEND documentation securely within our school systems and with our external partners. This has increased knowledge share at all appropriate levels.

- Link Governor for SEND involvement; regular meetings, talking with pupils and feeding back findings and future developments to full Governors.
- The increase in the number of pupils with an EHCP and High Needs Funding to support their progress and development.
- Open partnership with parents and carers within the code of practice – keeping the child central.
- Continued Development of trauma and attachment informed practices throughout the whole school.
- Supervised sessions for SENCOs through Consortia

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100% parent satisfaction feedback for SEND from Ofsted questionnaire. **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Accreditation of the ADHD Foundation award.
- Further monitoring school provision for SEND pupils, effectiveness and impact upon interventions.
- Attendance target for those pupils who require it to be shared with pupil/parents and recorded within PP/SSPs. SENCO to support high attendance of SEND pupils.

**Relevant school policies underpinning this SEN Information Report include:**

SEND Policy, Inclusion Policy, Teaching and Learning Policy, Marking and Feedback Policy, Equal Opportunities Policy, Anti-Bullying Policy.

**Legislative Acts considered when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010

**Date presented to/approved by Governing Body: 27<sup>th</sup> February 2025**