



Our Lady of Dolours Catholic Primary School

Special Educational Needs and Disability (SEN-D) Information Report – Questions and Answers for Parents & Carers

Complies with SEN-D Code of Practice: 0-25 years (2015)

Report Reviewed	Next Review	Cycle
February 2021	February 2022	Annual

At Our Lady of Dolours Catholic Primary School, we aim to 'Provide a secure, joyful and supportive environment where children feel valued and safe so that they can fully express themselves as self-confident and resilient learners.' (Our Lady of Dolours Catholic Primary School Mission Statement, 2019)

More information about services and support available in your borough can be found on the following websites:

- **Westminster Council SEN-D Local Offer**
<https://www.westminster.gov.uk/local-offer>
- Royal Borough of Kensington and Chelsea SEN-D Local Offer
<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>
- Hammersmith & Fulham SEN-D Local Offer
<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>
- Brent SEN-D Local Offer
<https://www.brent.gov.uk/localoffer>

1. Who should I speak to if I am concerned about my child's learning or wellbeing?

We encourage parents to speak to staff early on about any concerns, so that the school can ensure the right support is in place for every child.

- Talk to your child's class teacher about your concerns by making an appointment at a convenient time for both you and your child's teacher for a meeting or telephone meeting. Appointments can be made via the Reception office.
- The class teacher is likely to discuss your concerns with the school **SEN Coordinator**. If you wish, you can make an appointment with the SEN Coordinator to discuss your concerns further. For more information, see the **Roles and Responsibilities** section below.

- If you continue to have concerns about your child's difficulties with learning, special educational needs or disability, you should arrange to discuss these with **Sarah Alley**, the **Headteacher**.

2. How will the school tell me if they have concerns about my child's learning, special educational needs or disability?

School staff will speak to parents early on about any concerns, so that we can work together with parents to ensure the right support is in place for every child.

- If your child's teacher has concerns, they may share these with you at the **beginning or end of the school day**, at an **arranged meeting** or at our **Parent Teacher meetings** held in the Autumn and Spring terms.
- The SEN Coordinator may attend meetings to find out more about parents' or teachers' concerns, or to offer advice on provision or next steps.
- The SEN Coordinator may also contact parents directly to arrange a meeting to discuss your child's strengths and needs, and any possible strategies the school may use to support your child.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- All parents can share their views and discuss their child's progress at Parent Teacher meetings. There is also an opportunity to meet with your child's class teacher in the Summer Term to discuss their End of Year Report.
- Every child on the SEN-D Register has an **Individual Learning Plan (ILP)**, which outlines strategies to support children in working towards termly outcomes. These ILPs are reviewed every term and shared with parents at Autumn & Spring Parent teacher meetings.
- If your child has an EHC Plan, you and your child will be given the opportunity to share your views at the **Annual Review**. During these meetings, we identify and discuss next steps for your child and any changes that need to be made to your child's EHC plan, provision or funding level.

4. How does Our Lady of Dolours School ensure the teaching staff are appropriately trained to support my child's special educational needs and / or disability?

- At Our Lady of Dolours School, we believe that your child's learning needs will first be met through **high quality and differentiated teaching** delivered by his/her class teacher.
- We provide a standard programme of induction for all teachers and support staff to enhance understanding of differentiation and inclusion strategies. The SEN Coordinator works with individual staff

members to develop additional expertise based on the types of need in the classes where they work.

- The school is able to access training programmes from different organisations including the Educational Psychology Consultation Service and the Bi-borough Training and Outreach Team based at Queen Elizabeth II School. Individualised training is organised as necessary to support children with particular needs or disabilities.
- Additional training is organised for particular members of staff, including training on awareness of Autism and understanding of sensory sensitivities, supporting children with speech, language and communication needs and with Hearing or Visual Impairments.

5. How will the curriculum and the school environment be matched to my child's needs?

- Your child's learning needs will first be met through high quality teaching delivered by her / his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children. We use a Creative, integrated Curriculum to support children to make links between areas of learning.
- Teachers make reasonable adjustments to lesson planning and teaching to match your child's special educational needs and / or disability. It may be appropriate for your child's teacher to adopt different strategies, use different resources, or adapt outcomes to meet your child's learning needs.

Additional specialist advice is sought when necessary. The school has access to specialist advice from Advisory Teachers working in the Training and Outreach Team at Queen Elizabeth II School. Accessibility aids and technology may also be used to support your child's learning.

6. How will the curriculum and the school environment be matched to my child's needs?

Our educational provision matches the needs of the four broad areas of need as defined in the SEN Code of Practice 2015;

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and / or physical needs

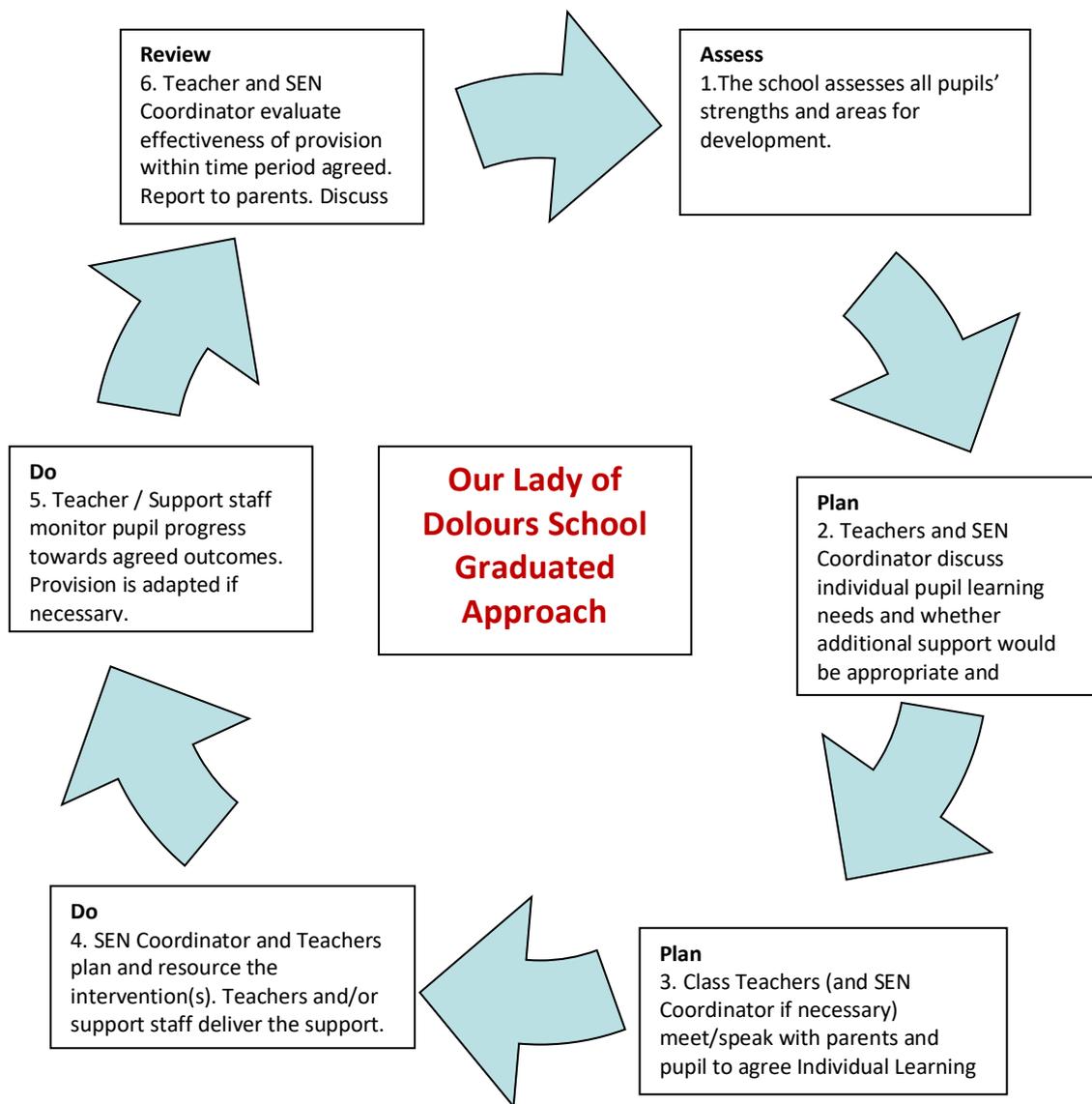
At Our Lady of Dolours School, we have a 3-tiered 'Waves of intervention' approach to support children's learning:

Waves of Intervention Model



- **Wave 1:** At **universal** level all pupils receive high quality teaching delivered by the Class Teacher.
- **Wave 2:** At the **targeted** level, children may receive specific and targeted one-to-one or small group interventions. These will be limited to a number of weeks to minimise disruption to the regular curriculum.
- **Wave 3:** The school will seek **specialist** support for a small number of children, and this may include liaising with external agencies including Educational Psychology, Advisory Teachers and the Child Development Service. The school may need to prioritise referrals to these services. For a very small number of pupils, access to these specialists may be through an Education, Health and Care (EHC) Plan. Once an EHC Plan has been allocated by the Local Authority Speech and Language Therapy, Occupational Therapy, Physiotherapy and other external services may be provided according to the specific needs of the child.

We use the Graduated Approach as set out in the Code of Practice (2015) to ensure the environment and curriculum are matched to children's needs. This involves a process in which staff collaborate to Assess, Plan, Do (take action) and Review.



7. How will the school support my child to reach his / her learning outcomes?

- The Class Teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their goals. Your child's Individual Learning Plan, strategies to support your child and their progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. What is an Education, Health and Care (EHC) Plan and who can request one for my child?

The Code of Practice (2015) states that:

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

An EHC Plan will contain:

- The views and aspirations of you and your child,
- A full description of his/her special educational needs and any health and social care needs
- Established outcomes for your child's progress
- Specified provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SEN Coordinator or Headteacher, can submit an application requesting that the Local Authority conduct an assessment of your child's needs. This may lead to an EHC Plan being written for your child.

9. How will the school help me to support my child's learning?

- Your child's class teacher, the SEN Coordinator or specialist advisors may suggest strategies or activities for you to do at home to support your child's learning.
- We regularly run parent & carer workshops in school to help you understand the strategies we use to support children's learning. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- You may have an opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to children and how do children move between the different levels of support in school?

- Our Lady of Dolours School receives funding from the Local Authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Headteacher, in consultation with the school Governors, decides the budget for SEN-D provision on the basis of the needs of the children in the school.
- The Headteacher and the SEN Coordinator discuss and review the effectiveness of the school's current interventions and provisions, and ensure support is allocated appropriately. This review may include consideration of additional or alternative interventions, staff training and equipment needs.

11. How will the school know that the support has made a difference to my child's learning, and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her learning within the class and with regard to specific intervention programmes.

- The impact of the intervention support given is carefully measured to ensure that the learning outcomes have been achieved and, if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- Termly Pupil Progress Meetings are held to discuss every pupil's progress with the Class Teacher. The SEN Coordinator and Headteacher are always present at these meetings to discuss the progress of children on the SEN-D Register, and any children causing concern because of their progress and/or attainment.

12. What support will there be for my child's happiness and wellbeing at Our Lady of Dolours School?

- At Our Lady of Dolours School, we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that your child's class teacher, the support staff and SEN Coordinator are available to provide support to match your child's needs.
- You should feel free to contact your child's class teacher if you have any concerns.
- All staff at Our Lady of Dolours undertook SCERTS model training an approach to enhancing communication and social-emotional abilities of children with ASD. This training also included strategies to support all pupils who have social and emotional needs.
- We work with therapists from the **Catholic Children's Society** to meet the needs of children requiring additional support for social, emotional or mental health needs. These therapists work closely with parents, the class teacher and the SEN Coordinator to support children's happiness and wellbeing.
- Our Lady of Dolours School works with an allocated Education and Mental Health practitioner from MIND, who provides us with mental health support for our whole school community. This support is delivered in a variety of forms including; whole class and small group pupil workshops, family sessions, parent coffee mornings and mental health newsletters.

13. How is my child included in all the same activities as his/her peers at school?

- Our Lady of Dolours School is an inclusive school, and is committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

- You should feel free to contact your child's class teacher if you have any concerns.

14. How will Our Lady of Dolours School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child. We can arrange transition visits for your child to support them in becoming familiar with the environment.
- While at Our Lady of Dolours School, we take care to ensure that during transition points (between classes each year and at the end of Key Stages), all staff are aware of individual pupils' needs, learning progress and best support strategies. Some children are supported by using transition books which help them to become familiar with their new class environment, teaching and support staff, and routines.
- Our Lady of Dolours School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Secondary Transfer Meetings are held for children with a Statement or EHC Plan in Year 5.
- If your child has an EHC Plan, we will participate in and/or facilitate the Annual Review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the review meetings.

15. If I have other questions about my child at Our Lady of Dolours School, who can I ask?

At Our Lady of Dolours School, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- Your child's Class Teacher
- Your child's Key Stage Coordinator
- The SEN Coordinator or Deputy Head teacher
- The Head teacher

SEN-D Provision Map

Our Lady of Dolours Catholic Primary School SEND Provision Map 2020-2021						
Type of Need	Intervention	Year Group	Frequency & Duration	Anticipated progress range	Staff & Ratio	Approx. cost per programme
Specific Learning Difficulty – Literacy (e.g. phonics, dyslexia)	5 Minute Box	Reception – Year 4	3x per week, 15mins per session 12 week blocks	Secure Phase 2 Letters and Sounds skills	Support staff 1:1	£112 per child
	2 nd 5 Minute Box	Year 1 – Year 5	3x per week, 15mins per session 12 week blocks	Secure Phase 3, 4 or 5 Letters and Sounds skills	Support staff 1:1	£112 per child
	Beat Dyslexia	Year 3 – Year 6	2x per week, 30mins per session 12 week blocks	1 step progress (Reading, Writing and/or SPaG)	Teacher 1:1	£600 per child
	Small Group Phonics / Writing / SPaG	Year 2 – Year 6	2x per week, 30mins per session 12 week blocks	1 step progress (Reading, Writing and/or SPaG)	Teacher 1:4	£150 per child
	Targeted Literacy Booster	Year 6	1x per week, 1 hour per session 12 week blocks	1 step progress (Reading, Writing and/or SPaG)	Teacher 1:6	£100 per child
	1:1 classroom support (High Needs)	Reception – Year 6	Up to 5x per week, 1 hour per session 12 week blocks	1 step progress (Reading, Writing and/or SPaG)	Support staff 1:1	£750 per child
Specific Learning Difficulty –	Number Box	Reception – Year 4	3x per week, 15mins per session 12 week blocks	1 step progress (Maths)	Support staff 1:1	£112 per child

Maths (e.g. dyscalculia)	Numicon	Year 2 – Year 6	3x per week, 15mins per session 12 week blocks	1 step progress (Maths)	Support staff 1:1	£112 per child
	Small Group Maths (Numicon)	Year 2, Year 6	2x per week, 30mins per session 12 week blocks	1 step progress (Maths)	Teacher 1:4	£150 per child
	Targeted Maths Booster	Year 6	1x per week, 1 hour per session 12 week blocks	1 step progress (Maths)	Teacher 1:6	£100 per child
	1:1 classroom support (High Needs)	Reception – Year 6	Up to 5x per week, 1 hour per session 12 week blocks	1 step progress (Maths)	Support staff 1:1	£750 per child
Speech, Language or Communication Needs	Speech and Language Group	Reception – Year 6	2x per week, 30mins per session 12 week blocks	Achievement of individual outcomes agreed by teaching team from 'Communicating the Curriculum'	Support staff & SALT 1:1 / Small group	£150 per child
	Speech and Language Programme Delivery – Specialist NB Only available to children with an EHC Plan	Reception – Year 6	Maximum 1x per week, 45mins per session 12 week blocks	Achievement of individual outcomes agreed with SALT	SALT, Support staff	£112 per child
	ABA intervention 1:1 Applied Behaviour	Reception- Year 6	3 hours daily (AM) Ongoing	Progress towards individual outcomes set out in EHC Plan	ABA tutor 1:1	£75 per session

	Analysis intervention Only available to children with an EHC Plan with specified SLNC					
Social, Mental and Emotional Health Needs	Catholic Children's Society Art Therapy 1:1 (x2 children)	Year 1 – Year 6	1x per week, 45mins per session 12 week blocks	Improvement in wellbeing (e.g. participation in class / playground, interaction with peers, social communication, resilience)	Art Therapist 1:1	£756 per child
	LEGO therapy group	Year 1 – 6	2x per week, 45mins per session 12 week blocks	Improvement in social interaction, turn-taking, group work in class and in playground	Support staff 1:3	£75 per child
	MIND Mental Health Support Team intervention programme/ Workshops	Year 1-6	Varying frequency, allocated to Year 6 groups, individuals or families in need of Mental Health Support	Improvement in wellbeing & mental health	MHST Practitioner (Brent, Wandsworth & Westminster MIND)	Free of charge
Global Developmental Delay, including gross or fine motor difficulties	Physiotherapy / Occupational Therapy Programme	Year 1 - 6	3x per week, 30mins per session 12 week blocks	Achievement of objectives set by Physiotherapist / Occupational Therapist	Support staff, Physiotherapist / Occupational Therapist 1:3	£75 per child

Roles and Responsibilities at Our Lady of Dolours School

Below you will find a brief overview of the role of staff and outside agencies working at Our Lady of Dolours.

The Role of School Staff:

Class Teacher

The Class Teacher is responsible for delivering high quality teaching that meets the needs of all children in their class. This includes:

- planning, preparing and delivering lessons that cater to the needs of all children in the class
- assessing and recording pupils' development and progress
- providing feedback to parents and carers on pupils' progress

Support Staff (Teaching Assistant / Learning Support Assistant)

Support Staff support teaching and learning in many ways, some of which are:

- working with individuals or small groups of pupils to provide additional support during lessons
- delivering interventions to individuals or small groups of pupils to support them in meeting personalised targets
- supporting pupils with English as an additional language
- Work alongside Teachers to prepare resources for lessons

SEN Coordinator

The SEN Coordinator is responsible for collaborating with the Head-teacher and Governing Body to determine and deliver the strategic development of the SEN-D Policy and Provision in the school, in order to raise the achievement of pupils with SEN-D.

The SEN Coordinator takes day-to-day responsibility for:

- overseeing the operation of the school's SEN-D Policy
- coordinating provision for children with SEN-D
- liaising with and advising teaching staff
- managing Learning Support Assistants
- liaising with parents and carers of children with SEN-D
- Organising SEN training of staff
- liaising with external agencies including Local Authority's SEN service

Head teacher

The Head teacher is responsible for collaborating with the SEN Coordinator and Governing Body to determine the strategic development of the SEN-D Policy and Provision in the school.

The Role of External Agencies:

Speech and Language Therapist

The Speech and Language Therapist (SALT) works with children with EHC Plans who have communication difficulties which have an impact on their ability to learn.

The role of the SALT includes:

- assessment of communication difficulties, including discussion with parents, classroom observation, discussion with teachers and formal assessment
- providing active support (e.g. providing targets, programmes and strategies, and reviewing these) to school staff and working collaboratively with parents to set out targets and approaches
- contributing to reviews of a child's progress, including Annual Reviews for children with a Statement or EHC Plan
- providing training for school staff to support them in meeting the needs of children with communication needs
- providing direct speech input for certain children

Educational Psychologist

Educational Psychologists (EPs) support children who are experiencing difficulties at school, with the aim of enhancing their learning. EPs aim to apply psychology to help the development, emotional health and wellbeing of children.

They work in consultation to support the school, pupil and family, however they do not give diagnosis of specific Special Educational needs

The role of the EP includes:

- statutory assessment for the Local Authority where a request for an EHC Plan has been made
- attendance at Annual Review meetings for children if they have carried out a recent assessment on the child
- observation, assessment and discussion with parents and teachers for children about whom there are concerns
- development of strategies for supporting children with Specific Learning Difficulties (e.g. dyslexia, dyscalculia) or cognitive difficulties (e.g. attention, memory).

Occupational Health Therapist

Occupational Therapy (OT) focuses on helping children with physical, cognitive or sensory needs to be as independent as possible in all areas of their lives. OT can support a child to develop the skills necessary for learning and performing specific tasks, and also addresses social and behavioural skills. OT helps children to develop sensory awareness and motor skills.

The work of an Occupational Therapist includes:

- Assessment of children with EHC Plan **only** who have social or practical difficulties (e.g. feeding, dressing, toileting; pencil or scissor skills; play skills; sensory abilities, balance; fine motor and gross motor skills), and development of strategies for supporting individual children

- For pupils with EHC Plan **only**; providing intervention or a programme of activities to support the child's development of social and physical skills
- Statutory assessment for the Local Authority where a request for an EHC Plan has been made

Art and Play Therapist

Our Lady of Dolours school employs a Play Therapist from the Catholic Children's Society (CCS) 1.5 days per week. The Play Therapist provides services including:

- One-to-one play therapy for children with Social, Emotional or Mental Health needs
- Advice for parents and staff with regard to Social, Emotional and Mental Health needs

School Nurse & Nursing Service

Our Lady of Dolours School is also provided with a School Nursing Service by the Local Authority. The allocated school nurse may visit the school once every week or liaise with the SENCo remotely. The School Nurse Team carry out services including national measurement programmes, child protection health reviews and consultation with parents. Children can be referred to the School Nurse for support with issues around children's health and wellbeing, attendance at school and advice regarding healthy lifestyles.