

Our Lady of Lourdes School SEND information Report



1. How does the school know if pupils need extra help and what should I do if I think my child has special educational needs?

- The school liaises closely with class teachers and the Special Educational Needs Co-Ordinator (SENDCO) to identify children's needs.
- The SENDCo observes children alongside class teachers and if appropriate will liaise with external professionals.
- Children are monitored throughout the school year to track their academic progress and emotional well-being.
- Class teachers can approach the SENDCo at any point during the academic year to discuss concerns or to seek advice and strategies.
- Parents have the opportunity to discuss concerns prior to admittance, during the admissions process and through discussions with class teacher and the SENDCo.

2. How will school staff support my child?

- We have a series of Intervention Programmes that target areas of need as identified by parents, pupils, class teachers and the SENDCo.
- All children have personalised targets aimed at supporting them in achieving their overall school targets.
- Teacher assessment and data are used to track children's progress and attainment.

3. How will the curriculum be matched to meet my child's need?

- All teachers ensure that teaching plans identify learners with additional needs.
- Where applicable personalised targets are set to meet children's individual learning needs within the curriculum.
- Resources are differentiated to ensure all children can access the learning at their level to access the curriculum.

4. How will I know how my child is doing?

- We review the child's individual provision termly.
- Parent teacher consultations are held in which parents can discuss progress with the teacher.
- Person centred review meetings are held annually for children with EHC plans.
- Home/school communication (where applicable) are completed by adults working with the child and sent home on a daily basis where parents can respond.
- Reports from multi agencies are shared with parents, class teachers and any relevant adults working with the child.

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

- Weekly homework is sent home to reinforce the learning which is taking place in school.
- Parent workshops are held throughout the year to support parents with Literacy and Numeracy skills, general development and growth mind set.

6. What is available to support my child's overall well-being?

- SENDCo
- Referral to BACME (Behaviour, Attendance, Child Missing in Education)
- Outreach workers/ Early Years advisory support
- Multi agency links - specialist support (School Nurse, Educational Psychologist, Speech and Language Therapist)
- Learning support assistants (where applicable)

7. What specialist services or expertise are available at or accessed by school?

- SENDCo
- Speech and Language Therapist (SALT) as appropriate
- Educational Psychologist - as appropriate

8. How will my child be included in activities outside of the classroom?

- Some interventions may require children to be withdrawn from mainstream class for short periods.
- If your child's inclusion presents a risk to themselves or others school will liaise with you as needed.
- All learning events outside of the classroom will be risk assessed to ensure your child's safety as well as the safety of others.

9. How will the school support my child in starting school and moving on?

- Transition Meetings and Plans are conducted when there is significant change in the child's provision e.g. at the end of each academic year.
- In some cases, induction meetings are necessary to ascertain children's needs and previous education provisions. These meetings may be held virtually.

10. How are the school's resources allocated and matched to pupil's SEND?

- Areas of needs are assessed such as Speech and Language, Social Interaction, Learning Difficulties, Cognitive Development and Emotional Difficulties and Mental Health.
- Teacher Assessment.

- Assessment Data is used to assess needs.
- Pupils are supported with their personalised targets.

11. How are decisions made about how much support my child will receive?

- Use of assessment data and ongoing discussions with Class Teacher.
- Discussion with specialist outside agencies as appropriate.
- Consultation, if appropriate, with the Local Authority SEND department regarding funding.
- Based on the provisions listed in the child's EHC plan.

12. How will I be involved in discussions about and planning for my child's education?

- Support plan meetings and reviews involve parent/carers, child, SENDCO and class teacher.
- Person centred reviews (EHCP annual review).
- Meetings with SENDCo as and when required.

13. How can I find information about London Borough of Redbridges' local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

<http://find.redbridge.gov.uk/localoffer>

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