



Special Educational Needs (SEN) provision at Our Lady's Catholic Primary School

Our Local Offer to children and their families.

At Our Lady's Catholic Primary School, we acknowledge that all children learn in different ways and have varying learning styles: including those children with Special Educational Needs. The educational provision for each child is carefully considered and well-planned in order to ensure high-quality outcomes.

What is the local offer?

We provide information for parents and carers of children who have Special Educational Needs (SEN) or a Disability (SEND); and for all those who support children with additional needs. The information outlines the support and provision they can expect to receive or access whilst attending our school. At Our Lady's Catholic Primary School, the staff strive to ensure that the individual needs of each learner are catered for so that children make good progress in their learning and development.

How does Our Lady's Catholic Primary School define Special Educational Needs?

We adhere to the Special Educational needs Code of Practice 2014 which outlines that:
'A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them'

In line with the Code of practice, at Our Lady's Catholic Primary School, the identification of SEN happens when:

- A child has a significantly greater difficulty in learning than the majority of children of the same age and/or;
- When a child has a disability, which prevents or hinders them from accessing the educational facilities within our school.

A child can have a Special Educational Need for a variety of reasons, some of which are listed below:

1. Medical/Physical/Sensory Needs
2. Cognition and Learning Needs
3. Social, Emotional and Mental Health Needs
4. Communication and Interaction Needs

How will Our Lady's Catholic Primary School identify if my child has Special Educational Needs?

If you have concerns talk to our designated Special Needs Co-Ordinator:

[Mrs Sian Storey](#)

We have rigorous ongoing observation and assessment procedures in place at school which support the accurate identification of children with additional needs. These systems support us in the identification of children with a range of difficulties. Close liaison and communication exist between class teachers, support staff and the SENDCO to ensure that we are proactive to the fluctuating needs of our children. We strive to maintain an ongoing, informative dialogue with parents so that children's needs are met.

This is what happens at our school...

- The teacher will discuss your child's progress with you at our parent's evenings.
- At these meetings, you will be informed of your child's progress and any additional support that is being given.
- When a teacher or yourselves (as parents/carers) raise concerns about your child's progress, you will discuss what provision has already been put in place and how your child has responded.

- If this provision has not met your child's needs then this will be discussed further with the SENDCO.
- We also have a meeting every term between each Class Teacher and the Headteacher to ensure that all children are making good progress - your child may be identified as not making as much progress as expected at this stage.
- If your child is identified as not making progress, we will make a decision about whether to monitor or write a plan setting individual targets.
- This plan may involve changing the provision in class, or using specific intervention programmes, and will be shared with you.
- These intervention programmes are delivered by trained staff and are monitored carefully.
- We will review your child's progress towards their targets and share the results of the progress towards these targets at a subsequent meeting.
- If your child continues to not make the expected rate of progress then we will discuss with you the next possible steps. These could include the following:
 - Continuation of in-school interventions – we may consider an alternative intervention, or smaller group support, or 1:1 support;
 - Consultation and advice from outside agencies (e.g. Educational Psychologist, Speech Therapist, Occupational Therapist etc).

At this point, if your child(ren) require(s) support from an external agency, or increased support regarding their learning needs, we will add your child to our SEN register. This will ensure that they are tracked carefully and receive all support required.

If you do have any concerns, we recommend that you initially speak to your child's class teacher at the earliest opportunity. These concerns will then be shared with Mrs Storey (SENDCO) and appropriate actions can be set to ensure that child receives the support necessary.

[What is the teaching process for my child with learning needs \(SEN and/or SEND\)?](#)

Class teacher input with quality-first teaching to enable quality-first learning:

- Our teachers and support staff have high expectations for your child and of all the children in their class.
- All teaching builds on what your child already knows, can do and understands.
- Learning experiences will be appropriately challenging.
- Class teachers are responsive to the individual needs of the children. This may involve a more practical style of learning for some children or the incorporation of specially-adapted resources.
- Teachers liaise closely with the SENDCO and support staff to put into place the strategies to enable your child to access learning and make good progress.

Adapted work

- Where possible work will be adapted to allow easier access. Examples of adaptations could include:
 - An adult may re-write a piece of text or questions for a child to make it easier for them to read and understand.
 - Use of practical resources to all the work to be presented in a different way.
 - Mathematical concepts taught using smaller numbers.

Small group work

- This provides an increase in support and is allocated to those children who are not making age related learning development or progress.
- These groups are led by the Class Teacher/ Teaching Assistants in your child's class.

Intervention Groups

- Your child may be in a target group for a specific learning area. This means that they receive additional adult input to address the current areas of need for example knowledge of letter sounds (phonics).

Specialist input

- If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support us in enabling your child to receive the best support.
- Before referrals are made you will be asked to attend a meeting in order to discuss your child's progress and help plan possible ways forward - this is usually with the Class Teacher and SENDCO.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your consent for the school to refer your child to a specialist professional.

A Statement of Special Education Needs/Education, Health Care Plan

If your child's level of need is of a high/complex level, school and/or parents/carers may decide to apply for an EHCP. This application requests that a statutory assessment be carried out on your child from the Local Authority.

Usually, if your child requires this high level of support they may also need specialist support from a range of professionals, such as:

- The Child Development Centre
- CAMHS
- Paediatric Specialists
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatrician

The school or parents/carers can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process and you can find out more information from the Local Authority via their Local Offer page on the Warrington Website.

After the request has been made, the Local Authority (LA) will decide whether your child's needs are complex enough to require a statutory assessment. If this is the case, the LA will request paperwork and reports from all the agencies involved with your child.

If the LA feel that your child's needs are being met without the need for a statutory assessment the support will continue to be implemented in-school and an assessment will not be conducted.

Parents/Carers can appeal this decision.

After all the reports have been compiled, the LA will decide if your child's needs are severe, complex and lifelong. They also consider if your child needs more specific support in school in order to make progress. If this is the case, the LA will write an Education Health Care Plan (EHCP).

This plan will outline specific targets for your child in their areas of need. This will be reviewed annually to ensure that education, health and care services are fully implementing the EHCP.

If this process was necessary for your child, multiple meetings would take place between yourself, school, outside agencies and the Local Authority.

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

We believe that strong communication is the best method for best supporting your child. Therefore, if you ever feel that your child's progress or a specific behaviour or difficulty is causing you concern, please contact the school office and arrange a meeting with either the class, teacher or SENCO.

If your child is undergoing Statutory Assessment you will be supported by the Local Authority and the SENCO.

You can also request independent advice and support from support groups such as Warrington SEND Information Advice and Support Service (SENDIASS).

We actively encourage you to attend all Parents Evenings and Review meetings so that you have your input in your child's education.

How will my child be included in activities outside the class?

All of our planned activities and school trips are accessible for all. We complete detailed risk assessments before trips in order to ensure that Health and Safety procedures are in place to enable participation by all. Adult/child ratios are altered according to the age and need of the children. We also ensure that our after-school clubs are accessible for pupils with SEND and ensure appropriate staffing ratios and equipment for SEND pupils. We use pupil voice to find out what clubs our SEND pupils would like to access.

How have we made our school physically accessible to children with SEND?

All of our school is accessible to children with a physical disability and we have wheelchair access where necessary.

We have a designated toilet with changing facilities.

We ensure that we provide any extra equipment for any child with SEND as recommended by an external agency.

How will we support your child with identified Special Needs when leaving our school or moving on to another class?

Transition to another school or another class can be difficult for any child. At Our Lady's Catholic Primary School we recognise that 'moving on' can be particularly challenging for a child with SEN/SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the SENDCO at the new school and ensure that he/she knows about the support and interventions your child has received, the progress made and if any other external agencies have been required.
- We will make sure that all records about your child are passed on immediately after transferring.

When moving classes in school:

- Information will be passed on to the new teacher and teaching assistant in advance and any appropriate records, e.g. progress and specific targets.
- Your child will spend time with their new teacher and in their new classroom – the number of visits will be individual to the child as some children will require more visits than others.

In Year Six:

- The SENDCO will meet with the key staff from High School in order to discuss the specific needs for your child. We will outline what support your child has needed; what interventions they have accessed; how much support they have require; if any external agencies have been accessed.
- Your child will attend taster sessions at the High School with their peers.
- We arrange transition activities for specific children, such as: travelling to school, fastening a tie, packing school bags with necessary equipment etc.

- Some High Schools hold summer sessions for children who may find the transition to High School difficult.

How is extra support allocated in our school?

Our school budget includes money for supporting children with SEN/SEND.

The Headteacher decides on how the budget for Special Educational needs is allocated in consultation with the School Governors. These decisions are made on the basis of the needs of the children currently in our school.

The Headteacher and the SENCO discuss all the information that they have about SEN/SEND in our school, including:

- The children already receiving additional support
- The children needing additional support
- The children who have been identified as not making as much progress as would be expected
- The need for particular adaptive resources for specific children
- The need for training opportunities for staff

Who can I contact for further information?

If you require any further information with regards to Special Educational Needs Provision at Our Lady's Catholic Primary School, please do not hesitate to telephone us on 01925 633270

Please speak to our Office Staff and ask for Mrs Sian Storey (SENDCO)

We will be more than happy to speak to you and answer your questions.

We are here to provide excellent educational provision for your child and strive to maintain high quality provision for all children and their families.

Warrington's local offer is available at:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0>

Special Educational Needs and Disability- Our Local Offer

Our Lady's Catholic Primary School

Sian Storey (SENCO)

Reviewed September 2026