

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should
"have life and have it to the full".

John 10:10

SEND
Information Report
2025 - 2026



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Dear parents and carers,

The aim of this SEND Information Report is to explain how Our Lady’s Catholic Primary School supports pupils with Special Educational Needs and Disabilities.

It sets out how we identify needs, plan support, review progress and work in partnership with families and external professionals.

Our SEND Policy is available on the school website. Paper copies can also be requested from the school office. If there are any words or terms used in this report that you are unsure about, please refer to the glossary at the end of the document.

1. Introduction

This report provides information about how Our Lady’s Catholic Primary School supports all pupils, including those with Special Educational Needs and Disabilities (SEND).

We are a fully inclusive school and are committed to ensuring that every child, regardless of their individual needs, is supported to achieve their full potential both academically and socially.

We ASPIRE that through the love of Jesus everyone should “have life and have it to the full”.

What is the Local Authority Local Offer?

The Children and Families Act 2014 requires all schools to publish and regularly review information about the support available for children and young people with SEND aged 0–25.

The Local Authority Local Offer provides clear information about services available in the local area, including education, health and care provision. It is designed to help families understand what support is available and how to access it.

Further information about the Herefordshire Local Offer can be found on the Herefordshire Council website.

What is the SEND Information Report?

This report explains how Our Lady’s Catholic Primary School uses the Local Offer, alongside our own policies and practice, to meet the needs of pupils with SEND.

It provides clear information for parents and carers about the support available and how we work in partnership to help all children thrive.

2. What types of SEND does the school provide for?

At Our Lady’s Catholic Primary School, we are committed to being an inclusive school. We support pupils with a wide range of Special Educational Needs and Disabilities.

In line with the SEND Code of Practice, needs are grouped into four broad areas:

AREA OF NEED	EXAMPLES OF NEED
Communication and Interaction	Speech, language and communication needs; Autistic Spectrum Condition (ASC)
Cognition and Learning	Specific learning difficulties such as dyslexia, dyspraxia or dyscalculia; moderate learning difficulties; difficulties with processing information
Social, Emotional and Mental Health	Anxiety, emotional regulation needs, attachment needs, Attention Deficit Hyperactive Disorder (ADHD), Attention Deficit Disorder (ADD), difficulties with relationships or behaviour



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AREA OF NEED	EXAMPLES OF NEED
Sensory and/or Physical Needs	Hearing impairment, visual impairment, sensory processing needs, physical difficulties

Some pupils may also have medical needs that affect their access to learning. Where this is the case, support may be planned alongside the school's Medical Needs Policy.

3. Which staff will support my child, and what training have they had?

SENDCo

The school's Special Educational Needs and Disabilities Co-ordinator is **Mrs Major**.

She can be contacted via the school office or by email: SENDCO@our-ladys.hereford.sch.uk

The SENDCo is responsible for:

- overseeing SEND provision across the school
- supporting staff to meet pupils' needs
- maintaining the SEND register
- monitoring the progress of pupils with SEND
- liaising with parents, carers and external professionals
- supporting the review of provision and outcomes

Class Teachers

Your child's class teacher is responsible for the progress and development of all pupils in their class, including pupils with SEND.

Class teachers:

- monitor progress carefully
- identify any concerns
- adapt teaching where needed
- deliver high-quality teaching
- work with the SENDCo to plan support
- communicate with parents and carers

Teaching Assistants

Teaching assistants support pupils in class, in small groups and through targeted support where appropriate. Support is planned carefully and reviewed to ensure it helps pupils make progress and develop independence.

External Professionals

Where appropriate, we may work with external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- GPs & Paediatricians
- School Nurses
- CAMHS - Child and Adolescent Mental Health Services
- specialist advisory teachers
- Early Help and other local authority services

Parental consent will always be sought before referrals are made.

Training

Staff receive regular training to support pupils with SEND. This may include training linked to:



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- adaptive teaching
- speech and language
- emotional regulation – ELSA (Emotional Literacy Support Assistant)
- emotion coaching
- autism and ADHD
- trauma-informed practice
- safeguarding
- phonics and reading interventions
- social and emotional support

Training is reviewed in response to pupils' needs.

4. What should I do if I think my child has SEND?

If you are concerned about your child's learning, development or wellbeing, please speak to your child's class teacher in the first instance.

You can also contact the SENDCo directly through the school office or by email.

We will:

- listen to your concerns
- discuss your child's strengths and difficulties
- gather information from school and home
- agree next steps together
- record any agreed actions

If we decide that your child needs SEND support, you will be informed and your child may be added to the school SEND register.

5. How will the school know if my child needs SEND support?

Class teachers monitor pupils' progress through everyday teaching, assessment, observation and discussion. If a child is not making expected progress, staff will consider whether there are gaps in learning or other factors affecting progress.

These may include:

- attendance
- emotional wellbeing
- health or medical needs
- English as an Additional Language
- changes at home
- wider social or family circumstances

If concerns continue, the class teacher will speak to the SENDCo and parents.

The SENDCo may:

- observe the pupil
- review work and assessment information
- speak with staff
- meet with parents
- talk with the pupil where appropriate
- seek advice from external professionals

This helps us decide whether SEND support is needed and what provision should be put in place.



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6. How will the school measure my child's progress?

We use the **graduated approach**, also known as **Assess – Plan – Do – Review**.

Assess

We identify your child's strengths, needs and barriers to learning.

Plan

We agree outcomes and decide what support will be put in place.

Do

Support is delivered, usually led by the class teacher with support from other staff where appropriate.

Review

We review the impact of support and decide whether it should continue, change or stop.

Progress may be measured through:

- teacher assessment
- intervention reviews
- pupil progress meetings
- work in books
- observations
- discussions with pupils and parents
- annual reviews for pupils with EHCPs

If support is effective, it may continue or be reduced. If progress remains limited, support will be reviewed and adapted.





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7. How will I be involved in decisions about my child's education?

Parents and carers are essential partners.

You will be involved through:

- parent consultation meetings
- review meetings for pupils receiving SEND support
- conversations with the class teacher or SENDCo
- discussion of outcomes and support
- opportunities to share what works well at home

We want parents to understand the support being provided and to contribute to planning next steps. If concerns arise between planned meetings, parents should contact the class teacher or SENDCo.

8. How will my child be involved in decisions about their education?

We believe pupils should have a voice in their learning.

Depending on age and need, pupils may be involved by:

- sharing what helps them learn
- talking about what they find difficult
- contributing to targets
- attending part of a review meeting - prepare a presentation, written statement, video, drawing, etc
- completing pupil voice activities
- speaking with a trusted adult

This helps pupils develop confidence, independence and ownership of their learning.

9. How will the school adapt its teaching for my child?

At Our Lady's Catholic Primary School, we believe that **high-quality teaching is the foundation of support** for all pupils, including those with Special Educational Needs and Disabilities (SEND).

Class teachers are responsible and accountable for the progress and development of all pupils in their class. Teaching is carefully planned and adapted to ensure that all children can access a broad and balanced curriculum.

We do not adopt a "one size fits all" approach. Adaptations are made on a case-by-case basis, based on each child's individual needs, strengths and preferred ways of learning.

Quality First Teaching

All pupils benefit from high-quality teaching which includes:

- clear lesson structure and modelling
- carefully sequenced learning
- regular assessment and feedback
- opportunities for repetition and overlearning
- use of visual, auditory and practical approaches

How teaching may be adapted

Teachers use a range of strategies to support different areas of need.

Communication and Interaction

- visual timetables and now/next boards
- simplified language and clear instructions
- use of visual prompts and symbols (including PECS where appropriate)
- structured opportunities for talk and rehearsal
- vocabulary pre-teaching and reinforcement
- use of resources such as Talk Tins



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Cognition and Learning

- breaking learning into small, manageable steps
- scaffolding through writing frames, word banks and prompts
- additional modelling and guided practice
- adapted tasks and outcomes
- repetition and overlearning
- pre-teaching key concepts
- use of practical and visual resources

Social, Emotional and Mental Health (SEMH)

- consistent routines and clear expectations
- positive behaviour strategies and individual targets
- emotional regulation support and check-ins
- pastoral support and Emotional Literacy approaches
- ELSA (Emotional Literacy Support Assistant) support where appropriate
- use of Social Stories
- Morning Meet and Greet support where needed

Sensory and/or Physical Needs

- adapted classroom environments (e.g. reduced visual distractions where needed)
- specialist equipment such as writing slopes, pencil grips or alternative tools
- movement breaks and sensory strategies
- fine motor support (e.g. finger gym activities)
- gross motor support and physical programmes
- collaboration with external professionals such as physiotherapists

Attention and Memory

- shorter, structured tasks
- chunked instructions
- additional processing time
- repetition and reinforcement
- pre-teaching and revisiting learning
- adult support to maintain focus where needed

Use of Teaching Assistants

Teaching assistants support pupils in a range of ways, including:

- working alongside pupils in lessons
- supporting small group learning
- delivering targeted interventions
- promoting independence and confidence

Where pupils have an Education, Health and Care Plan (EHCP), support may be more structured and individualised.

We aim to ensure that support builds independence and avoids over-reliance on adult support.

Targeted Interventions

Where additional support is required, pupils may access targeted interventions. These are:

- carefully planned and linked to identified needs
- time-limited and regularly reviewed
- delivered by trained staff

Examples of interventions and programmes used at Our Lady's include:

Communication and Language

- NELI (Nuffield Early Language Intervention)



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- Speech and Language programmes (following SaLT guidance)
- Use of visual communication approaches including PECS

Cognition and Learning

- Little Wandle Phonics (adapted where appropriate)
- Rapid Reading
- Nesy Reading and Spelling
- Precision Teaching
- Direct Phonics (for targeted support)
- The Write Stuff (adapted to support writing development)
- Colourful Semantics

Speech and Sound Development

- Popat Programme

Social, Emotional and Mental Health (SEMH)

- ELSA (Emotional Literacy Support Assistant)
- Emotion Coaching approaches
- Social Stories and structured emotional support

10. How will the school evaluate whether the support is helping my child?

We review support regularly to ensure it is effective.

This may include:

- reviewing progress towards agreed outcomes
- checking the impact of interventions
- monitoring work and assessment information
- gathering pupil views
- discussing progress with parents
- SENDCo monitoring
- annual reviews for pupils with EHCPs

If support is not having the intended impact, it will be adapted.

11. How will resources be secured for my child?

Most support is provided through the school's delegated SEND budget.

This may include:

- adapted resources
- additional adult support
- specialist equipment
- staff training
- targeted interventions
- external professional advice

If a pupil requires support beyond what the school can provide from its usual resources, the school may apply for additional funding or request an Education, Health and Care Needs Assessment.



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12. How will my child be included in activities alongside pupils who do not have SEND?

All our school and extra-curricular activities are available to all our pupils.

All pupils are encouraged to take part in the full life of the school.

This includes:

- school trips
- clubs
- sports events
- performances
- workshops
- curriculum enrichment
- wraparound care where appropriate

Reasonable adjustments are made to support inclusion.

No pupil is excluded from activities because of SEND or disability.

13. How does the school make sure the admissions process is fair for pupils with SEND or disabilities?

Admissions follow the school's Admissions Policy, Local Authority procedures and Diocesan guidance.

Pupils with SEND are welcomed in line with the Equality Act 2010 and the SEND Code of Practice.

Where a child has an Education, Health and Care Plan and the school is named in the plan, the school will admit the child.

We work with parents, previous settings and professionals to ensure transition is well planned.

14. How does the school support pupils with disabilities?

We are committed to ensuring that pupils with disabilities can access all aspects of school life and are fully included in our community.

To support this, we make reasonable adjustments in line with the Equality Act 2010 and our Accessibility Plan.

- To support transition and settling in, we encourage visits to the school by the child and their family before starting.
- Our website helps children become familiar with staff, and where helpful, personalised resources such as photos or short videos can be provided to support transition.
- Additional transition arrangements, such as extra visits or a phased start, may be offered where appropriate.

Physical Access

- Classrooms have direct access and ramps where possible to support entry and exit.
- The school has accessible toilet facilities and a medical room.
- Where needed, alternative drop-off arrangements (such as Boycott Road) can be agreed to support access.

Support and Provision

- Teaching, resources and routines are adapted to support individual needs.
- Specialist equipment may be provided where appropriate.
- Individual healthcare plans are in place for pupils with medical needs.
- Staff are trained to support a range of physical, sensory and medical needs.

Safety and Inclusion

- Personal Emergency Evacuation Plans (PEEPs) are put in place where required.
- Risk assessments are carried out where necessary to support participation in school activities.



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- We aim to ensure that all pupils can take part fully in lessons, trips and wider school life.

Where the school can reasonably accommodate an individual's needs, every effort will be made to do so in partnership with parents, carers and external professionals.

15. How will the school support my child's mental health, emotional and social development?

We recognise that emotional wellbeing is essential for learning and development.

We provide a supportive and nurturing environment where children feel safe, valued and able to thrive.

Support may include:

- building positive relationships with trusted adults
- pastoral support from trained staff
- emotional regulation strategies and support with managing feelings
- social skills development, including support with friendships and communication
- opportunities for pupil voice, ensuring children feel heard and valued
- structured support at key times, such as playtimes and transitions
- support through the PSHE and RSE curriculum
- access to targeted support such as ELSA where appropriate

Additional support may include:

- Morning Meet and Greet for pupils who need support at the start of the day
- small group or individual interventions
- support plans for pupils with identified social, emotional or mental health needs

Where needed, we may also work with external professionals, such as:

- Educational Psychologists
- CAMHS
- Early Help services
- other specialist services

We promote inclusion through:

- school council and pupil leadership opportunities
- clubs and extracurricular activities
- a strong sense of community across the school

We have a clear and consistent approach to behaviour, underpinned by positive relationships and high expectations.

We have a zero-tolerance approach to bullying. We actively prevent bullying through our PSHE curriculum, regular assemblies (including NSPCC programmes), and by promoting a culture of respect, kindness and inclusion. All concerns are taken seriously and addressed promptly in line with our Behaviour and Relationships and Safeguarding policies.

16. What support is available when my child moves class, school or phase?

We recognise that transitions can be difficult for some pupils.

Support may include:

- transition meetings between staff
- sharing key information with the next teacher or school
- additional visits
- visual supports or transition booklets
- meetings with parents
- liaison with secondary schools
- involvement of external professionals where appropriate



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For pupils moving to secondary school, the SENDCo will share relevant information with the receiving school to support a smooth transition.

17. What support is in place for looked-after and previously looked-after children with SEND?

The Designated Teacher works closely with the SENDCo to ensure that looked-after and previously looked-after children receive appropriate support.

Where a pupil has SEND and is also looked-after or previously looked-after, we ensure that:

- SEND provision is clearly planned and reviewed regularly
- the Personal Education Plan (PEP) and SEND support plans complement each other
- staff are aware of the child's needs and provide consistent support
- external professionals are involved where appropriate

We recognise that some pupils may have additional needs relating to attachment, trauma or emotional wellbeing, and appropriate support is provided to help them access learning and feel safe in school.

18. What should I do if I have a complaint about my child's SEND support?

We aim to resolve any concerns quickly, positively and in partnership with parents and carers.

If you have concerns about your child's SEND support, we encourage you to follow the steps below:

1. Speak to your child's class teacher
2. Contact the SENDCo
3. Arrange a meeting with the Headteacher
4. Follow the school's formal Complaints Policy if the issue is not resolved

Our Complaints Policy sets out the formal stages of the process.

If you require independent advice or support, you may contact SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

Parents also have the right to pursue a disability discrimination claim through the First-tier SEND Tribunal where appropriate.

19. What support is available for me and my family?

We want to work with families and support you wherever possible.

Support may include:

- meetings with school staff
- signposting to local services
- support from the Herefordshire Local Offer
- SENDIASS
- Parent Carer Voice Herefordshire
- national organisations such as IPSEA, Family Action and Special Needs Jungle

If you are unsure where to go for help, please contact the school office or SENDCo.



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20. Glossary

Access arrangements – adjustments that help pupils access tests or assessments.

Annual review – a yearly review of an Education, Health and Care Plan.

APDR – Assess, Plan, Do, Review; the cycle used to plan and review SEND support.

CAMHS – Child and Adolescent Mental Health Services.

EHCP – Education, Health and Care Plan; a legal document setting out needs and provision.

Graduated approach – a cycle of identifying needs, planning support, delivering support and reviewing progress.

Intervention – targeted support designed to address a specific need.

Local Offer – information from the Local Authority about SEND services available locally.

Outcome – a target or goal for a pupil's progress or development.

Reasonable adjustments – changes made to reduce barriers for pupils with disabilities.

SEND – Special Educational Needs and Disabilities.

SENDCo – Special Educational Needs and Disabilities Co-ordinator.

SEND Information Report – a statutory report explaining how the school supports pupils with SEND.

SENDIASS – Special Educational Needs and Disabilities Information, Advice and Support Service.

Transition – when a pupil moves between classes, schools or stages of education.