



# Our Lady of Mount Carmel Catholic Primary School



## SEN Information Report

2024-2025

All schools have a duty to publish information on their website about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND). Within this report you will find information about the provision we are proud to offer at Our Lady of Mount Carmel Catholic Primary School to support our children with SEND.

At Our Lady of Mount Carmel, we want to give our children the best education that we possibly can. We recognise the fact that all children are unique and have diverse and sometimes complex needs. We strive to be as inclusive as is possible. We have high expectations for all our pupils and never put a ceiling on the learning. For some children adaptations to teaching and arrangements that go beyond quality first teaching are needed for them to succeed and be included as much as possible in the broad, balanced and exciting curriculum on offer.

The kinds of special educational needs and disabilities that are provided for in school

At Our Lady of Mount Carmel, we aim to support all pupils on their journey through education. We have an all-inclusive ethos which is built on core Catholic values. Our aim is to provide high quality teaching and learning opportunities for a wide range of pupils with a variety of different needs.

The SEND Code of Practice 2014 states that a child has a special educational need if they require a provision that is “additional to or different from that made generally for others the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”

The SEND Code of Practice 2014 also explains that “Special Educational Needs and provision can be considered as falling under four broad areas;

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset”

At Our Lady of Mount Carmel, we have experience supporting children and young people with:

- social and communication needs (ASD):

children with social and communication needs access the curriculum through specialist resources where appropriate including structured support from specialist LSAs

close liaison with specialist teachers and outside agencies is used to inform personalised support plans (assess, plan, do, review cycle)

- physical, sensory and/or medical needs (HI/VI):

children with physical, sensory and/or medical needs access the curriculum through specialist resources where appropriate

- social and emotional needs:

pastoral support is available for children who may require it, usually being provided by a designated LSA

- Speech, language and communication needs;

Working with outside agencies closely to provide bespoke speech and language programmes suitable for the needs of the children.

- Attention deficit and hyperactivity disorder

We also have children who have been assessed or are being assessed for additional needs.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

Head teacher: Mrs. Philippa Martin

Chair of Governing Body: Mrs Catherine Stephenson

SENCo: Mrs Alison Storey

Address: Sandringham Road, Intake, Doncaster DN2 5JG

Telephone: 01302 349743

Email: [admin@olmcprimary.co.uk](mailto:admin@olmcprimary.co.uk)

Website: [www.ourladymountcarmel.doncaster.sch.uk/](http://www.ourladymountcarmel.doncaster.sch.uk/)

Families can also access independent support and advice around SEND and any concerns about their child's SEND needs from the SENDIAS Team.

<https://www.doncaster.gov.uk/services/schools/sendias>

For information regarding outside agencies within Doncaster Local Authority and Doncaster NHS trust, please refer to Doncaster's SEND local offer.

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

Policies for identifying children and young people with SEND and assessing their needs

- Inclusion (SEND) Policy
- Accessibility P
- Equal Opportunities Policy
- Supporting Pupils at School with Medical Conditions
- Assessment Policy
- Safeguarding Policy
- SRE Policy
- Health and Safety Policy
- Admissions Policy

Arrangements for consulting parents of children with SEND and involving them in their child's education

- staff and parents/carers work together to support pupils identified as having additional needs
- parents/carers are involved at all stages of the assess, plan, do, review cycle of support
- termly review meetings are held to discuss a child's strengths and areas for development with clear actions identified and ways in which outcomes will be monitored and reviewed
- ideas and materials for supporting learning at home will be discussed and distributed on request
- regular communication between school and home ensures that concerns are promptly acted upon

- Wherever possible, meetings with outside agencies will be held with parents or carers. If this is not possible, families will be informed and feedback given.
- Our Lady of Mount Carmel welcomes parents and carers to speak to initially the class teacher about concerns and then if appropriate, a meeting will be arranged with the SENCo alongside the class teacher.

#### Arrangements for consulting young people with SEND and involving them in their education

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening (One-Page Profiles)

#### Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

- the on-going process of observing, assessing and recording the progress of all children is used to identify the progress they are making.
- progress could be measured by the following:
  - baseline assessment results
  - assessment against EYFS profile descriptors
  - progress measured against the key stage descriptors and objectives in the National Curriculum (shared at half-termly APP meetings)
  - progress measured against P level descriptors
  - standardised screening and assessment tools
  - statutory annual review of statement of SEN
  - half-termly pupil progress meetings
  - assessments by a specialist service identifying additional needs
  - observations of behavioural, emotional and social development

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be very difficult for many children. This can be between classes, phases and schools. We aim to prepare the children as early as possible to ensure a smooth transition.

Joining from nursery provision:

- Reception staff meet with FS1 staff for all children joining our school. Additional meetings are held for any children identified as having an SEN need.
- Increased transition visits with transition materials such as photos, videos, booklets etc.
- Visiting school with nursery staff.
- Transition meetings

Transitioning to secondary school

- transition visits are arranged for all children when transferring to secondary school
- additional visits are arranged for children with SEN if appropriate
- the Year 6 class teacher liaises closely with Year 7 staff, including the SENCo, to discuss and pass on relevant information about any children transferring who will require additional support
- advice is sought from specialist teachers or outside agencies if additional support is needed through the transition process

Joining from other schools

- class teachers of children joining from other schools receive information from the previous school; if there is an SEN concern the SENCo will contact the school to further discuss the child's needs

#### Approach to teaching children and young people with SEND

- All pupils have access to and are supported through quality first teaching delivered throughout school.

- school ensures all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs
- learning opportunities are absorbing, rewarding and effectively adapted and the teaching styles are diverse
- Adaptations take a variety of forms within planning. Learning intentions are always made explicit and activities may be adapted as appropriate
- The school has adopted the Graduated Approach for SEND and will enhance the quality first teaching using the strategies recommended at universal and universal plus levels.
- Ongoing assessments allow teachers to monitor the impact of interventions to ensure that all support offered is appropriate.
- Adaptations in class to support children's learning needs are everyday practice. Staff receive regular CPD in a range of SEND needs and the strategies to be used to support those children especially when identified early.
- children with sensory or mobility needs or specific learning difficulties access the curriculum through specialist resources where appropriate
- school ensures that extra-curricular activities do not exclude any children
- Concrete manipulatives and 'hands on' approach is adopted where appropriate.
- Experiences and 'hooks' are planned for the build enthusiasm and curiosity into a learning area or topic.
- Engaging learning environments.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

- we are a single site school, built on two levels with stairs from ground floor
- entrance to the building is through the main foyer which is suitable for wheelchair access

- there is one accessible toilet for children and adults on the ground floor
- there are no shower, changing or laundry facilities
- there are appropriate lighting and safety arrangements in place for all visually impaired pupils
- our classrooms provide good acoustic conditions so the effects of hearing difficulties are minimised
- children requiring specialist equipment are assessed to provide the resources they require

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- the SENCo attends termly Inclusion network training sessions to inform of any future developments and needs for SEN provision
- in-service training and individual professional development are arranged to support the school development plan and staff's performance management targets
- current developments and school SEN issues are discussed regularly at staff meetings with specialist teachers providing input if required
- Regular care slot in staff meetings.
- Whole staff APP meetings.

Evaluating the effectiveness of the provision made for children and young people with SEND

- the on-going process of observing, assessing and recording the progress of all children is used to identify the progress they are making.
- progress could be measured by the following:
  - baseline assessment results
  - Early Years Foundation Stage Profile
  - progress measured against the key stage descriptors and objectives in the new National Curriculum (shared at termly APP meetings)

- progress measured against P level descriptors
- standardised screening and assessment tools
- statutory annual review of statement of SEN
- termly pupil progress meetings
- assessments by a specialist service identifying additional needs
- observations of behavioural, emotional and social development
- Impact statements on RAP's

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- school ensures that extra-curricular activities do not exclude any children
- the PSHE curriculum includes issues of disability, difference and valuing diversity
- library resources, classroom reading areas are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability perspective. Priority is given to the ordering of books with positive images
- quality circle time is used for raising issues of SEN and other disability equality elements
- Vision statement highlights how we are all unique and this is a quality celebrated. We also celebrate the successes of all.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

- pastoral support is available for children who may require it, usually being provided by a designated LSA
- quality circle time is used throughout school to allow children to share and discuss their thoughts and feelings about a range of issues



- class teachers plan half-termly for opportunities to teach key aspects of the PSHE curriculum
- Ten Ten RSE programme
- Assemblies
- Hallam Caring Services Counsellor

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Our Lady of Mount Carmel work with the support of many external agencies to meet the needs of our pupils and their families. School regularly consults with health professionals. Concerns are initially brought to the attention of the school nurse by the class teacher / SENCo, and referrals are made as appropriate

Local Authority Provision:

- SEND Team
- EYIT
- ASCET's
- Educational Psychology Services
- Visual and hearing impairment services
- SENDIAS
- Virtual Schools
- Specialist Provision Outreach Services
- BOSS

Health Provision:

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy

- CAMHS

#### Other Agencies

- General Development Assessment Team
- Early Help
- Family Support
- Social Care
- Education Welfare Service

All services can be accessed at an appropriate time whilst following the recommendations of the Graduated approach. All teams work in collaboration to provide the correct support and provision for our SEND learners.

#### Arrangements for handling complaints from parents of children with SEND about the provision made at the school

As a school we hope that parents can work with staff to resolve any concerns they have. We endeavour to make an inclusive and supportive learning environment based upon mutual understanding and respect from all. The provision is carefully planned to ensure all pupils have the enabling environment to reach their full potential.

If parents or carers would like to discuss the provision provided for their child, they are encouraged to contact the SENDCo. If concerns need to be discussed further an appointment can be made with the Head Teacher. However, should a parent wish to make any complaints, guidance can be found in the Complaints Policy.

Our Lady of Mount Carmel has a designated SEND Governor.

#### Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

In accordance with the Children's and Families Act 2014, Local authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is the local offer.

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

The intention of the local offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The SEND information report utilises the local offer to meet the needs of SEND pupils and the provision the school is able to provide.

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.