



St Augustine's Catholic Voluntary Academy

SEND REPORT

September 2022 - September 2024



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1. How does our school know if our pupils need extra help?

At St Augustine's Catholic Voluntary Academy, children can be identified as having SEND (Special Educational Needs and Disabilities) in a number of ways:

- Liaison with parents/carers before a child starts school
- Notification from previous setting (nursery/school)
- Notification from relevant agencies or health professionals involved with the child





- Daily assessments in class
- Termly reviews of the child's attainment and progress
- Concerns raised by parents, the child or other adults in school
- An indication that the child's behaviour is beginning to affect his/her performance or well-being e.g. frequent lunchtime incidents.

Please also see 'SEND Referral and Identification Procedure' for further details

2. What kinds of SEN are provided for?

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction

We have established a strong professional relationship with the Speech and Language Therapy team. Through partnership working this enables us to ensure all children are receiving the best support through individual therapy, additional classroom support and also learn in communication friendly spaces. Classroom practice in across the school has a heavy focus on developing language and also social communication. Following training attended by the SENCO, all classrooms continue to become more child friendly and new initiatives are continually sought out and implemented.

Cognition and Learning

All activities are planned and tailored to suit the needs of the individual ensuring that we are moving their learning forwards in small achievable steps whilst providing some challenge and maintaining high expectation. Children recognised as having SEND are provided with additional in class support, when necessary, ensuring they reach their full potential whilst maintaining their independence. This may be provided through resources, a personalised curriculum, and additional support from the class teacher and TA/EYP. We ensure that the vast majority of this takes place within the child's usual classroom environment. This means that they are learning alongside their peers, can use classroom aids to support them and also the children find it easier to transfer these newly developed skills into other areas of the curriculum as they are not being developed in isolation of the classroom. We also provide guidance to parents in ways that they can help at home.

Social, Emotional and Mental Health

The social wellbeing of ALL of our children and their families is very important to us. Our school has a very calm and caring atmosphere that is supportive to all needs. We have a very effective behaviour policy based on Gospel values and positive behaviour is praised and celebrated. Our children come first. We always make appropriate and reasonable adjustments to support all children. We offer an open-door policy so that children know they can speak with the Head teacher and other members of staff, both teaching and non-teaching, when they need to. We provide effective pastoral care for our pupils. We have an active school council, who lead change in school practices and procedures where they





feel necessary. This encourages a great deal of involvement and ownership within the ethos of the school. Social, moral, spiritual and cultural (SMSC) development is evident in teaching and learning within school through our statements to live by.

Sensory and/or Physical Needs

We aim to ensure all children can access the school environment fully and we strive for the inclusion of all within the capabilities of our school building. Plans for individual children are written and put into place in discussion with the child and their parents. Referrals are also made to other agencies for further advice and support when necessary. Personal care is provided in a dignified and a discrete way to ensure all children feel included. Medicines are administered by office staff or key people working with the child. A care plan for this is always decided upon with the child’s parent, as they know their child best!

3. How can parents raise concerns?

At St Augustine’s Catholic Voluntary Academy, we operate an open-door policy so in the first instance, please speak to your child’s class teacher. Alternatively, you can arrange to speak to our school SENCO (Special Educational Needs Coordinator), Mrs Cox or Mrs Garland – a member of the school office team will be happy to make an appointment for you.

4. How will the school respond to my concern?

Once any concerns are raised, your child’s class teacher will discuss them with the SENCO and the next steps will be decided (see ‘SEND Referral and Identification Procedure’). Your child’s class teacher will keep you informed of any decisions made, any monitoring or assessments that need to happen and a time frame that these should happen in. If it is decided that your child has SEND, they will be placed on the SEND Register, a profile of their needs will be compiled and targets will be set after a ‘Target Set Meeting’ between you, your child (where appropriate) and their teacher. These targets are then reviewed and updated in similar meetings at least 3 times over the year, at the beginning of the Autumn, Spring and Summer Terms.

Here is an example of the front page for our pupil profile:





	Hello! I'm: 	This is me summary: <hr/> <hr/> <hr/>	Photograph
	Class: 	My trusted adults in school: • • •	
Things that upset me: (triggers) • • • 		What are the signs: • • • 	How can you help: • • •
Please don't: • • • 		What can it look like • • • 	What should you do: • • •
Things I like: _____ 	Things I want you to know: _____ 	Overview of need: _____ 	

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5. How will the school decide if my child needs extra support?

Both formal and informal methods may be used to assess your child's specific needs. These may include:

- Observations by staff over a period of time
- Monitoring the progress your child is making using assessment and moderation data
- Discussions with the child about things they find challenging and how they learn best
- Discussions with parents/carers
- Discussions with outside agencies
- A range of in-school assessments such as:
 - * SNAP (Special Needs Assessment Profile)
 - * LUCID (Indicates of the probability of dyslexia)
- School may also ask outside agencies to carry out further assessments

6. What will the school do to support my child?

Your child's class teacher will be responsible for planning, overseeing and reviewing your child's learning and targets although some support and intervention may be delivered by other adults including Teaching Assistants (TAs). St Augustine's Catholic Voluntary Academy uses an assess, plan, do, review process to monitor the effectiveness of support.





Assess

Measure exactly what your child can do in each specific area of need through informal and formal assessments, discussions and observations, which then inform the target(s) that they need to work on. We will also have a discussion with both you and your child to find out what you feel the main strengths and difficulties are – see profile.

Plan

SMART (Specific, Measurable, Achievable, Realistic, Timed) targets are set and a plan is put together of what will need to be done to help support the child in meeting their targets.

Do

Targets are worked on over that term through in-class support and targeted intervention. Most of this support will be delivered by the class teacher although support is also given through ongoing differentiation of resources and deployment of support staff. Teachers and TAs liaise frequently with the SENCO for advice on appropriate programmes and strategies; we may also work with many other professionals and agencies outside of school who give advice on specific areas of need. We will also advise you on things that you can do at home to help your child meet their targets.

Review

Targets will be reviewed at least three times per year during 'Target Set Meetings'. At these meetings we will review your child's progress against targets and then set new ones if needed - if your child achieves their target sooner than expected, the teacher will set new ones and inform you prior to the meeting.

Pastoral Support Plan (PSP)

If your child has social, emotional, mental health or behavioural needs that are affecting their progress and resulting in repeated incidents of poor behaviour, the SENCOs may invite you to attend a meeting to begin a Pastoral Support Plan for your child, which will allow more detailed planning and support from both school and home settings. These meetings are usually organised and coordinated by the child's class teacher and may be attended or supported by the SENCO along with parents and if appropriate, the child. The meetings are a chance for everybody to talk about the difficulties the child is having in school and at home, and to set some measurable targets in order for their behaviour to improve. These meetings are held at least 3 times per year, in line with Parent Consultations.

Education, Health and Care Plan (EHCP)





If it is felt that the support your child needs is more than the school can provide in the way that they are expected to, the teacher and/or SENCO may talk to you about applying for a needs assessment for an Education, Health and Care Plan (EHCP). This is a lengthy process which starts with gathering lots of information about your child from anyone, including parents, involved in their care. If the Local Authority agrees that your child needs an EHCP, they will also decide how much funding they will give to the school so that they can provide this support. An EHCP is a legal document that gives lots of details about exactly what your child needs in order for them to make progress and be happy.

At St Augustine's Catholic Voluntary Academy, any child with an EHCP will have their targets reviewed by your child's class teacher 3 times a year. Once a year, they will also have a meeting called an Annual Review which a Local Authority Caseworker may also attend, to make sure that the EHCP and targets are still relevant and correct.

Early Help Assessments (EHA) and Team around the Child (TAC) meetings

If it is thought that there are some environmental concerns (things at home) that may also be affecting your child's social and emotional well-being and/or behaviour, you may be invited to a meeting to complete an EHA assessment form. This form allows the Early Help Coordinator in the South Kesteven area to offer further suggestions of local support. This can include signposting to relevant agencies that could help, or providing an Early Help Worker to come and work with you and/or your child(ren) in your home. In this instance a TAC plan will be written which will set targets and actions for all people involved and, over time, progress against these targets will be reviewed frequently.

Here is an example of our schools PSP:

My Needs Profile			
Number		Year Group	Term
Standard Profile		Provisional Support Program	Adopted From Care / Special Guardianship
Name Of Child		D.O.B.	Start Of Plan Date
Class/Teacher		Teaching Assistant	Other Adults
Meeting Date		Present At Meeting	Review Date
Meeting Overview / Aims			
<p><small>Parents & professionals: The purpose of this meeting is to discuss the nature of the child's difficulties and to consider the education and wellbeing of the child while recognising the rights of the child. It is important that all those involved in the child's care are present at this meeting. It is important that all those involved in the child's care are present at this meeting. It is important that all those involved in the child's care are present at this meeting.</small></p>			
Overview of Child			
<p><small>Update this section with any new information from outside professionals such as Community Feedback, 211, BT11 Social Care, Adoption Services including the date.</small></p>			
Professionals that help and support me think			
Name of professional	Service	Date	Info and advice

The school thinks...	
<p><small>The school's view on the child's difficulties should be made explicit in this section, along with a view on impact of support from school, home and the engagement from the child.</small></p>	
<p><small>Please detail what your group discussions and debates for each assessment area including choices, views, notes and actions.</small></p>	
My attainment & learning...	My parents think...
<p><small>The parents view on the child's difficulties should be made explicit in this section, along with a view from all those involved in the child's care, home and the engagement from the child. Parents should rate the effectiveness of the provision.</small></p>	<p>Review Of School Provision & Support</p> <p>How happy are you with the provision that is in place for your child? Please give details.</p> <p>Please rate this between 1-10, where 10 is 'excellent', the provision and support offered by the school could not be better', and 1 is 'poor, the provision and support offered by the school is not helping at all'.</p> <p>Other views and comments about home life and difficulties</p>





Within our teacher and TA team, specialisms include attachment difficulties and trauma, autism, dyslexia and visual stress, counselling (including bereavement), speech and language therapy, sensory integration (including Sensory Circuits which runs each morning), social integration (including FRIENDS, circle of friends, social stories and comic-strip resolution) and various intervention programmes such as Catch-Up Literacy and Numeracy, Write Away Together, Reading Comprehension, ELKLAN and First Call for speech, language and communication difficulties, First Move (for fine and gross motor skills) and Read, Write Inc.

9. Who else might be involved in supporting my child?

At St Augustine's Catholic Voluntary Academy, we have an excellent working relationship with a range of professionals that we may ask to provide specialist support and advice. These may include:

- Educational Psychologist
- Pupil Reintegration Team (PRT)
- Behaviour Outreach Support Service (BOSS)
- Special Teaching Team
- Working Together Team to support social communication difficulties including autism
- Speech and Language Therapy
- Sensory Education Support Team for the Visually impaired
- Sensory Education Support Team for the Hearing impaired
- The School Nursing Team
- Lincolnshire Healthy Minds

The school SENCOs can make referrals to the Community Paediatrician, Child and Adolescent Mental Health Service (CAMHS) and the Education Welfare Service. Mrs Cox is our lead DSL and lead Mental Health Professional, Mrs Garland is the trained deputy DSL. All members of the safeguarding team can also involve other agencies such as Early Help Workers, Targeted Youth Support and Family Action amongst others, in order to provide support for wider issues that may be affecting your child's wellbeing and your family at home.

10. What support will there be for my child's emotional and social well-being and medical needs?

All staff at St Augustine's Catholic Voluntary Academy build strong, positive relationships with our pupils to support and develop their social and emotional needs. All staff receive annual safeguarding training and any safeguarding issues are reported to the DCPO and safeguarding team.

We have ELSAs (Emotional Literacy Support Assistance), who support the wellbeing of specific children that may need extra pastoral support during their time with us. The pastoral team are trained in supporting families and children with a range of needs and difficulties and can offer meetings (e.g. TAC meetings), access to outside agencies, interventions for





children focussing on social, emotional and mental health difficulties along with bereavement and anxiety; they work across the school and are available to all classes as needs arise. They also provide pastoral support to pupils across lunchtimes.

Personal, Social and Health Education (PSHE) and Religious Studies Education (RSE) is an important part of the curriculum at St Augustine’s Catholic Voluntary Academy. We follow the Kapow PSHE scheme and have regular circle time sessions; alongside the catholic RSE programme, “Live Life to The Full”.

At playtimes and lunchtimes, children have access to a huge range of organised activities such as seasonal sports, board games, crafts, computing and many more, all closely supervised by our MSAs who promote positive play and resolving conflict. We also have a very successful ‘Playground leader scheme, involving children from year 4 who support others socially in the playground.

We have a clear behaviour policy which all staff and volunteers are trained to enforce, along with various positive reward systems. From the time that children join us, they are encouraged to follow the St Augustine’s School Golden Rules, which encompasses truth, forgiveness, compassion and peace. Any significant negative behaviour incidents including behaviours which lead to step 4 on the behaviour management policy, will result in the child being sent to the headteacher and a meeting to discuss the behaviour with the parents (carers).

Children who have on-going medical needs will have an Individual Healthcare Plan (IHC), written and reviewed by the class teacher in conjunction with the parents, child and any relevant professionals. If your child takes regular medication out of school please inform the school office, who will give you a form to fill in which begins this process. Any child needing temporary medication should also see the school office, who will ask you to fill out a medicine administration form. If your child has asthma, please also speak to the office and your child’s class teacher, so that we can put together a specific asthma plan that will be kept in their classroom along with their inhalers.

We may identify that your child would benefit from support from an outside agency – we would always ask for your permission before completing any referrals.

11. How will my child be involved in the process and be able to contribute their views?

We feel it is very important for your child to be involved in target setting and to tell us how they feel about school and learning. Once any child has been placed on the SEND register, parents will be informed and invited to attend a ‘Target Set Meetings’ with the class teacher to discuss how your child is getting on and what relevant targets we all feel they should be working towards each term, both in school and at home. Wherever possible, we ask the children to be present for at least part of these meetings to ensure they understand that we are all working together and know their own targets. We may ask them to fill in a questionnaire before the meeting, with an adult at school if necessary, which helps to lead the discussion. They will also be involved in subsequent review meetings where progress





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against current targets is review and new targets are set; these happen at least three times per year.





12. How will the curriculum be matched to my child's needs?

St Augustine's Catholic Voluntary Academy prides itself on the 'Quality First teaching' that we deliver to all children in all classrooms. This includes a curriculum that is fun, relevant and accessible to all through differentiation and scaffolding which we aim to deliver in the most inclusive way possible. However, if your child has SEND they require support that is 'additional to and different from' the rest of the class and staff will use a range of strategies to support their learning and progress. These include:

- Using alternative methods of recording such as an adult scribing, the use of ICT, the use of writing slopes
- The use of coloured paper for working and overlays for reading
- Small group or 1 to 1 support for some focussed intervention activities, both in and out of the classroom
- Giving children extra visual aids such as visual timetables and checklists
- Providing pre-learning and consolidation time to ensure children grasp and embed new concepts
- Different seating positions for engagement and focus
- Calming and fidget aids such as fidget toys, wobble cushions and weighted waistcoats and blankets
- Attending Sensory Circuits every morning to prepare them for the day ahead
- Individual reward systems
- Individualised learning objectives and outcomes where necessary, based on the small steps needed for them to reach their potential
- More regular assessments of their smaller steps of learning and progress
- Special arrangements when taking tests or being assessed e.g. rest breaks

13. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

It is very important to us that you feel well-supported and informed and in the first instance, your child's class teacher and TA will keep you regularly informed of your child's progress in a range of ways. These include:

- General teacher feedback before and after school
- Home/school communication through Seesaw and scholar pack
- Target set meetings and all relevant SEND paperwork
- SEND Parent consultations
- Assessment or observation feedback from school or an outside agency (SENCO may also be present)
- Annual reports

If you wish to have a longer meeting with your child's class teacher, please contact them either by phone or face-to-face to make an appointment for an appropriate time. To make an appointment with a SENCO please contact the school office.





14. How does the school know how well my child is doing?

We carefully track and moderate the progress of every child in school to ensure they are fulfilling their potential and our teachers and TAs are extremely skilled at assessing your child on a day to day basis. Within lessons teachers will regularly ask your child to reflect on their understanding using range of self-assessment strategies; this not only allows the teacher to see where extra immediate support is needed, but also shows your child very quickly that they are making progress and where they need help.

We also carry out more formal termly assessments which inform our data; teachers use this data to plan extra intervention sessions, inform groupings within the class and target those children who need extra support or extension.

Children with SEND may also need extra assessments to identify specific areas that need support. These may be done in school by our trained staff or by outside agencies. You will always be informed of the results and how we are using them to help your child in school and how you can help at home.

15. How will my child be included in activities outside the classroom including school trips?

All year groups attend day trips throughout the year and in Year 6, a 2-day residential trip is offered. Full risk assessments are carried out for any outdoor education opportunity and any specific need will be considered and planned for. Staff may meet with parents of children who need additional support to ensure that provision is suitable.

All children have an equal right to attend afterschool clubs providing the health and safety of all children is not compromised.

If you would like your children to attend our Little Stars wrap around care sessions, please contact the Little Stars on 01780 762094 or littlestars@st-augustine.lincs.sch.uk

16. How accessible is the school environment?

Our site is accessible for all children and their families and all classrooms are chosen and adapted where necessary to cater for any specific needs and disabilities, wherever possible. All areas of the school have ramp access and there is a disabled toilet; we also have a hygiene suite with a shower.

If needed, a specific risk assessment will be done for individuals to address the accessibility of the school for that child and their needs; a resulting Individual Healthcare Plan would be written which would be reviewed termly.

Parents and children who speak English as an additional language (EAL) are supported by our EAL coordinator along with the SENCO. It is possible to arrange translators if needed for meetings. See our EAL policy and procedure for further details.

17. How will the school prepare and support my child to join the school?





Our Foundation Stage Team led by Miss Jenny Darby, have excellent links with our feeder pre-schools and nurseries. Miss Darby visits the nurseries to talk to staff and meet the children prior to them joining us; she will discuss any SEND or behavioural needs at these visits and plan for any extra transition that may be needed. The teachers and TAs then visit the children in their homes in the two weeks before they start school. The class teacher will attend any necessary SEND meetings in the Summer Term if required. All new Foundation Stage children are invited to attend taster days. There is also a 'Open Events' throughout the year to inform all parents about the learning and expectations for the coming year. We also provide curriculum offer videos that are visible on the curriculum link on our website.

Children who join us from other settings begin an Induction Pack which includes a meeting for the parents and child with the child's new class teacher, a settling in checklist to ensure your child has everything they need to quickly feel a part of their new class, along with any assessments that need to be carried out so that we know exactly what your child needs to progress. A 'Joiners Form' is sent to your child's previous school to gather all relevant information; any SEND information will be passed to both our SENCO and your child's class teacher in order to action an initial SEND meeting.

Information from previous settings for all children, including SEND and medical information, will be used to inform planning. Extra transition may be planned if a need is identified.

18. How will the school prepare and support my child to transfer to a new setting/school?

If children leave us prior to Year 6, class teachers complete a Leavers Form with all relevant information and we send all of the child's exercise books and SEND information to the new school. If necessary, an SEND transition meeting is arranged to pass on important information about the child along with any key support or management strategies. If deemed necessary, the SENCO will call the school to speak to the new SENCO to ensure that they are fully prepared for your child.

All children transferring to secondary school undergo a thorough transition plan including PSHE work to prepare them for the changes and planned visits to the school. If we feel a child may have more difficulty settling into secondary school, we arrange extra visits with a TA and a friend, or with a parent after school. The SENCO will meet with the SENCO from the new setting to hand over all relevant information and paperwork and ensure that the school are fully aware of the support they receive with us so that they can prepare accordingly. We will also invite relevant professionals from the secondary setting to attend any final review meetings in the Summer Term.

19. How can I be involved in supporting my child?

We hope that all parents will support their child through:

- Regular reading
- Encouraging them to be organised and independent
- Encouraging them to complete homework well and on time





- Supporting them in learning any sounds, key words, spellings and times tables that are sent home
- Ensuring you sign up to Parentmail and check for letters regularly

For children with SEND the school will share practical ideas to help at home such as:

- Visual timetables and checklists, which we can help you to create
- Games and activities to help develop memory and concentration
- Strategies for improving reading such as paired reading
- Resources to help your child achieve their targets such as flash cards
- Advice from outside agencies

In addition, we very much welcome parent involvement in our school through:

- Becoming a member of the PTFA and supporting their meetings and events
- Sharing any talents or expertise you may have
- Joining us to support your child during open afternoons, performances, sports days etc.

Above all, we encourage you to communicate regularly with your child's class teacher and share any information about your child that will help us to ensure all of their needs are met. We would also encourage you to download all of the relevant apps that keep you informed about your child e.g. Seesaw and scholar pack.

20. How can I access support for myself?

Each year, parents will be invited into school to attend various Parent Information Evenings. These may be welcoming you to the year and giving an overview of the curriculum, or may be delivering more specific information such as how to ensure your child stays safe online. We encourage you to attend as many of these events as possible as they provide a valuable insight into your child's ongoing education with us.

SENCOs may also signpost you to external agencies or support networks. Parents are encouraged to contact their local Children's Centre and register for the 4ALL magazine for further local information; you may also wish to browse the Lincolnshire Parent Carers Forum website, packed full of courses and networking opportunities and the Lincolnshire Local offer and SEND section of the Lincolnshire Family Services Directory online which can be found at <http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

21. Who can I contact for further information?

In the first instance, your child's class teacher or TA would always be your first port of call for any information regarding your child and their progress; for whole school information, please contact the school office on 01780 762094 or enquiries@st-augustine.lincs.sch.uk. If you require specific information regarding SEND, our SENCO and DSL Mrs Cox and Mrs Garland can all be contacted via the school office who will be happy to make an appointment.





There are also many other avenues where you can access help and support such as:

Lincolnshire:

Telephone 0800 195 1635

E-mail h, Advice and Support Service in Lincolnshire)

Our local authority's local offer is published here:

Lincolnshire Local Offer Contribution: <https://www.lincolnshire.gov.uk/send-local-offer>

The current government code of practise is published here:

Government SEND code of practise:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

If you wish to report a complaint, please contact our SEN governor Mrs Catherine Callow on Catherine.callow@st-augustine.lincs.sch.uk

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. The Governor with particular responsibility for SEND is Mrs Catherine Callow

22. Information in our SEND information report	Information included? Yes/no
The kinds of SEN that are provided for	Yes
Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO	Yes
Arrangements for consulting parents of children with SEN and involving them in their education	Yes
Arrangements for consulting young people with SEN and involving them in their education	Yes
Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	Yes
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	Yes
The approach to teaching children and young people with SEN	Yes
How adaptations are made to the curriculum and the learning environment of children and young people with SEN	Yes
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	Yes
Evaluating the effectiveness of the provision made for children and young people with SEN	Yes





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How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	Yes
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 SEN and measures to prevent bullying	Yes
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 SEN and supporting their families	Yes
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	Yes
Information on where the local authority's Local Offer is published	Yes
Information which SHOULD be included in the SEN Information Report	Information included? Yes/no
Arrangements for supporting children and young people who are looked after by the local authority and have SEN.	Yes
Information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns.	Yes
Details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.	Yes
Details of how the curriculum is adapted or made accessible for pupils with SEN.	Yes



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OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST

