

Our Lady of Pity RC Primary and Nursery School



SEND Information Report 2026/27

School Offer

Statutory Compliance & Framework

This report is produced in accordance with:

- **Regulation 51 & Schedule 1** of the *Special Educational Needs and Disability Regulations 2014*.
- **Section 6** of the *Special Educational Needs and Disability Code of Practice: 0–25 years* (2014, updated May 2015).
- **Section 69** of the *Children and Families Act 2014*.
- **Paragraph 3, Schedule 10** of the *Equality Act 2010* (Accessibility Plan).

Our Ethos & Offer

Guided by our mission, “*Do everything with love,*” we aim to meet every child's unique needs through close collaboration between staff, parents, the pupil, and external specialists.

Key Information for Parents

1. Identification & Initial Contact

- Early monitoring and assessments help us identify additional needs as soon as possible.
- **First Step:** Contact your child's class teacher if you have concerns. They will consult with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) to plan next steps or further assessments.

2. How Support is Provided & Planned

- **In-Class & Targeted Support:** Support includes flexible groupings, 1:1 or small-group work, specialized resources, mentoring, and interventions (e.g., *Little Wandle*, *Talk Boost*, emotional/social groups, fine motor skills).
- **Staffing:** The class teacher plans adapted work for all pupils. Support is delivered by teachers and skilled Teaching Assistants (TAs), overseen by the SENDCo.
- **Reviews & EHCPs:** Pupil progress meetings occur regularly. Children with complex needs may have an Education, Health and Care Plan (EHCP) or an Individual Education Plan / Personal Centred Plan (PCP). A formal review is held annually.
- **Governance:** The Governing Body oversees SEND provision, with Mrs M Ward serving as the designated SEND Governor.

3. Curriculum & Accessibility

- **Curricular Adaptation:** The National Curriculum is adapted using multi-sensory strategies, tailored resources (e.g., Nesy, ICT apps, coloured overlays), and specialized equipment (e.g., pencil grips, posture cushions).
- **Building Accessibility (Equality Act 2010):**
 - **Annexe:** Single-story and fully accessible, including a disabled toilet
 - **KS1 :** Single-story and fully accessible, including a disabled toilet with a 'Rise and Fall' changing facility.
 - **KS2:** Fully accessible on the ground floor with a disabled toilet (two classrooms are on the first floor).

4. Pupil Wellbeing & Pastoral Support

- Pastoral care includes trained Emotional and Literacy Support Assistants (ELSA), Personal Centred Plans (PCPs), and extra adult support during unstructured times like lunchtimes.
- **Medical Needs:** Individual Health Care Plans are developed alongside the SENDCo, parents, and School Nurse. Trained first aiders administer medication with written parental consent. Key staff are trained in managing epilepsy, asthma, anaphylaxis, and defibrillator use.

5. External Services & Staff Training

- With parental consent, we collaborate with external specialists, including:
 - Speech & Language Therapists, Occupational Therapists, and Educational Psychologists.
 - Mental Health Support Teams (MHST / CYPMHS), Autism Social Communication Team, SENAAT, School Nurse, and Social Care.
- Staff undergo continuous professional development in areas such as Dyslexia, Autism, Attachment, Safeguarding, First Aid, and Memory Support.

6. Inclusive Activities & School Trips

- All extra-curricular activities, trips, and residential visits are adapted so children with SEND can participate alongside their peers.
- Pupils also take part in local SEND-targeted competitions, clubs, sports teams, and school committees.

7. Transitions (Joining or Leaving)

- **Joining/Moving Classes:** We offer transition visits, teacher meetings, and phased settling-in periods tailored to the child's needs.
- **Secondary Transition:** Extra visits are arranged, and all educational, medical, and pastoral records are shared directly with the receiving secondary SENDCo.

8. Resource Allocation & Decision Making

- Resources, funding, and TA support are allocated based on ongoing assessments and discussions between class teachers, senior leaders, and outside agencies.
- Pupil Premium funding is targeted to close attainment gaps.

9. Parent & Pupil Involvement

- **Parents:** Involved via ongoing discussions, parent evenings, annual EHCP reviews, workshops, and home-school contact books where needed.
- **Pupils:** Shared involvement through their Personal Centred Plans (PCPs) and class reviews.

Contacts & Feedback

- **Class Teacher:** Your primary contact for day-to-day queries.
- **SENDCo / Headteacher / Office:** Contactable via the school office or email to arrange meetings.
- **Concerns:** Please refer to the School Complaints Policy available on the school website or office.