



Our Lady Immaculate Catholic Primary School

**"With God in our hearts, we follow Jesus' footsteps,
as we love and learn together".**

SEND Information Report

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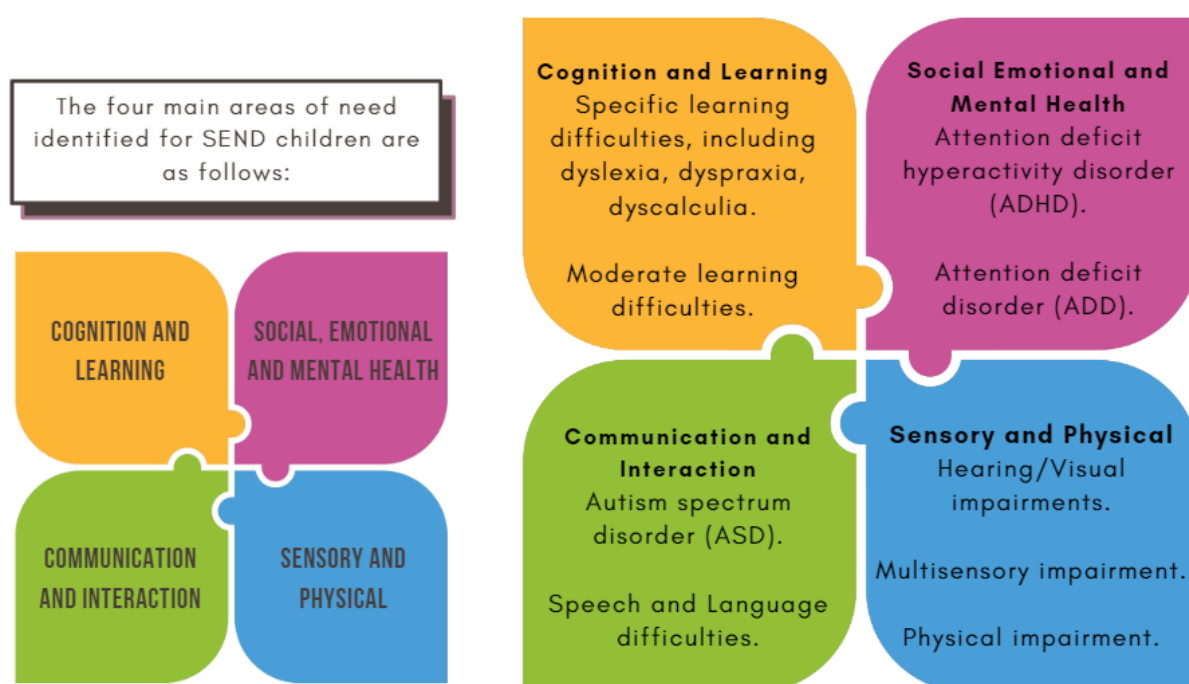
Dear Parents and Carers,

This information report aims to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. If you want to view our SEND policy you can find it on our website: [Our Lady Immaculate Catholic Primary School - SEND Process](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for children with the following needs:



2. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher. This can happen by asking to meet at drop off or collection time or calling/emailing into the school for a scheduled meeting. The class teacher will liaise with our SENCO, Mrs Stimson, who will be in touch to discuss your concerns that were felt needed to be explored further. You can also contact the SENCO directly Mrs Stimson - lstimson@oli.school We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on the next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

3. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and regularly monitor pupils who aren't making the expected level of progress in their schoolwork or socially. This might include, reading, writing, number, disengagement with learning tasks, or social and emotional challenges.

If the teacher notices that a child has gaps in their learning, they will give the pupil extra support to try to fill them. They may adapt the learning environment, curriculum, or resources to better support the child. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled or a different approach has been tried.

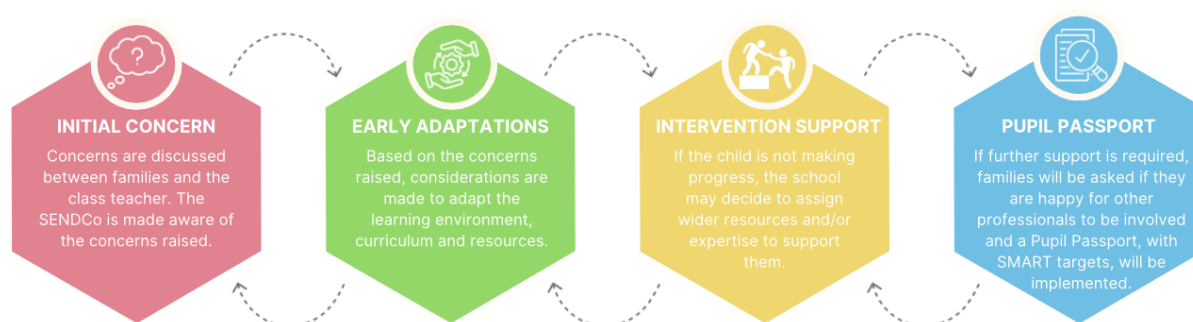
For further support the SENCO will observe the pupil in the classroom and the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

Despite high-quality teaching and adaptations, some children may continue to make insufficient progress. The class teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEN.

The SENCO will ask for your opinion and speak to your child to get their input as well. At this point, they may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan called a Pupil Passport. This programme is carried out by teachers and support staff. If necessary, outside agencies may be consulted for further specialised expertise. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress.



In rare cases, where more intensive intervention is required, the school may discuss applying for an Education, Health, and Care Plan (EHCP).

NOTE: in very few cases, a high level of support is required for some children which may require the following steps to be actioned:



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

We follow the 'graduated approach' to meet your child's Special Educational Needs. This approach consists of a 4-part cycle: assess, plan, do, and review. If your child is not making the expected level of progress, we will carry out an assessment to understand their strengths and areas of difficulty. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Before we run an intervention with your child, we will assess them. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. This process will involve input from:

- You, as the parent or carer
- Your child, to capture their perspective
- External professionals, if additional expertise is needed

Based on the assessment, we will work together with you and your child to:

- Identify clear outcomes we aim to achieve.
- Create a detailed plan (A Pupil Passport) outlining the support your child will receive to meet these outcomes.

We will document this plan and share it with you and all relevant school staff, ensuring everyone involved is aware of the strategies and goals.

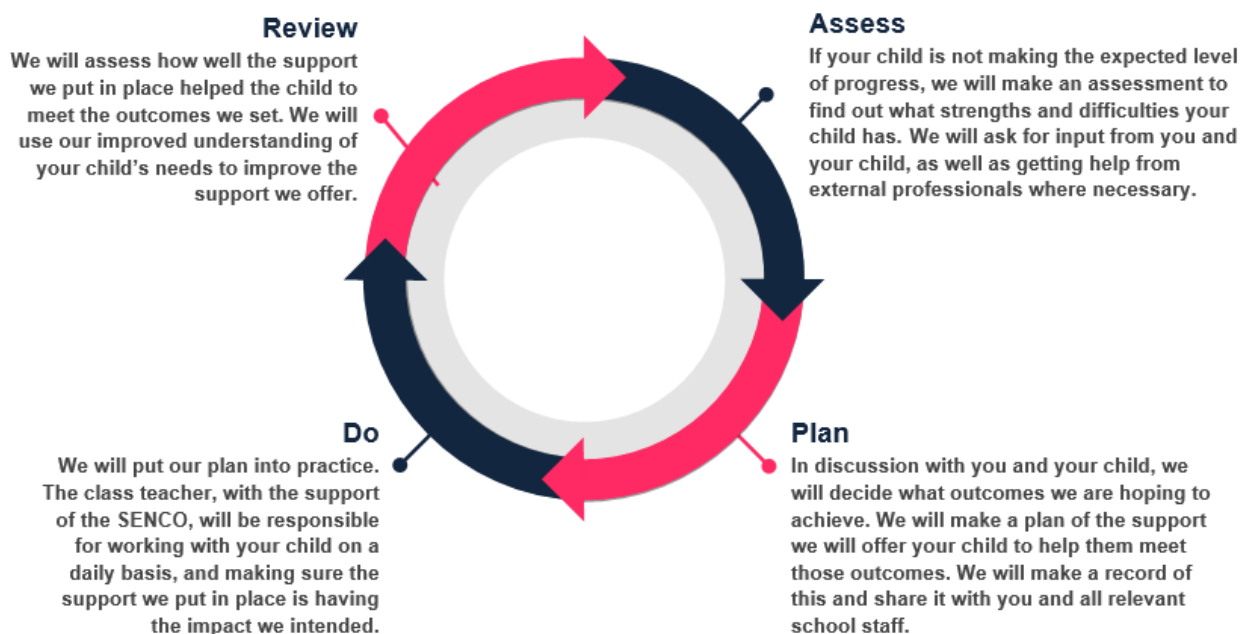
We will implement the agreed plan. The class teacher, with guidance from the SENCO, will:

- Provide the day-to-day support outlined in the plan.
- Monitor your child's progress to ensure the support is effective and achieving the intended impact.
- Track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

After a term, we evaluate how well the support is helping your child achieve the desired outcomes at a Pupil Passport Review. These happen around the same time as Parent Consultations. During this review:

- We will reflect on what worked well and identify further areas for improvement.
- We will use our updated understanding of your child's needs to refine the support plan and write new SMART targets.

This cycle will repeat as needed to ensure your child continues to make progress and receive the best possible support. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. If after 2-3 cycles of little or no progress made, even with adjustments, a decision will be made with you and other professionals that a higher level of support is required and a Needs Assessment will be carried out by the SENDCo to apply for an EHCP.



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

We will arrange termly Pupil Passport Review meetings on your child's progress, where your child's class teacher will meet with you to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so you can provide insight into what you think may work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

At the meeting, you will update your child's Pupil Passport to include progress and any new outcomes, actions, and support that have been agreed upon. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please talk to your child's class teacher.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Meet to discuss their progress and outcomes
- Write a statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire

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

MEET THE PASTORAL TEAM:



Teaching Assistants (TAs)

Our team of TAs are trained to deliver SEN provision across the school, with staff members specialising in specific programs and interventions. They support children through:

- Providing Targeted Interventions by delivering specialised programs such as ELSA, phonics support, or social skills development to address specific needs.
- Supporting Learning in the Classroom by assisting children with SEN or those struggling with classwork by offering tailored guidance and scaffolding learning.
- Promoting Social and Emotional Wellbeing by helping children develop friendships, manage emotions, and build confidence through small groups or one-to-one sessions.
- Encouraging Independence by teaching children strategies to manage their learning and behaviour, fostering autonomy over time.
- Collaborating with Teachers and Specialists by working alongside teachers to adapt lessons and with specialists to implement therapy or intervention plans.
- Monitoring Progress by helping teachers by observing and recording children's achievements and challenges to inform future teaching and support strategies.

External Agencies and Experts

We collaborate with external support services whenever required to ensure we meet the needs of pupils with SEN and their families. These include:

- Speech and Language Therapy services (SALT)
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Services
- Health Services (school nurse, dietician, therapists)
- Education Inclusion Primary Support Services
- Emotional Health Services (MHST)
- Education Welfare Officers
- Voluntary sector organisations, such as Jigsaw

These partnerships help us provide tailored support and resources for our pupils.

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

Your child's teacher is responsible and accountable for all the pupils' progress and development in their class.

High-quality teaching is our first step in responding to your child's needs. We will ensure that your child has access to a broad and balanced curriculum every year at our school.

We will differentiate (or adapt) how we teach to suit the way your child works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure our adaptations are meaningful to your child.



LEARNING ENVIRONMENT

- Flexible seating arrangements
- Outdoor calm play zone
- Well-being suite
- Classroom calm corners
- Smaller workstations



CURRICULUM DIFFERENTIATION

- Adapted teaching style
- Specific grouping
- Transition cues
- Pre-teaching of vocabulary
- Additional time for processing



RESOURCE ADAPTATIONS

- Personal, visual timetable
- Coloured overlays
- Use of technology
- Ear defenders
- Larger font

Examples of Different Types of Adaptations

Differentiating Our Curriculum

We ensure all pupils can access learning by:

- Grouping pupils based on their needs or abilities.
- Providing 1-to-1 support for targeted instruction.

- Adapting the teaching style (e.g., visual, auditory, or kinesthetic) or modifying lesson content.

Differentiating Our Teaching

We make adjustments such as:

- Allowing longer processing times for tasks.
- Pre-teaching key vocabulary to aid understanding.
- Reading instructions aloud to ensure clarity.

Adapting Our Resources and Staffing

We use tools and supports such as:

- Laptops or other assistive technology.
- Coloured overlays to reduce visual stress.
- Visual timetables to support routine and transitions.
- Enlarged font for pupils with visual difficulties.

1-to-1 Support by Teaching Assistants

Teaching assistants will support pupils on a 1-to-1 basis when:

- Pupils need intensive help to stay on task.
- Specific learning goals require individualised teaching.
- Behavioural or emotional support is needed to engage in lessons.

Small Group Support by Teaching Assistants

Teaching assistants will support pupils in small groups when:

- Collaborative learning can enhance understanding.
- Social skills or peer interaction are being developed.
- Focused interventions are needed for groups with similar learning needs.

We may also provide the following interventions as our Ordinary Provision:

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder (ASD) Speech and language difficulties	Visual timetables Social stories Speech and language therapy Language for Thinking programme

		Social skills development Small group play skills School Start (concept language) Attention Autism (attention and focus) SALT-directed work (Speech and Language Therapy)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties	Colourful Semantics (sentence structure) Precision Teaching Memory Magic (working memory skills) Narrative Programme RWI Phonics intervention Additional small-group maths 1:1 daily reading
Social, emotional and mental health	ADHD, ADD Adverse childhood experiences and/or mental health issues	Drumming group Soft Start and morning check-ins Rainbows (bereavement support) Wake and Shake (sensory circuits) ELSA
Sensory and/or physical	Hearing impairment Visual impairment	Wake and Shake (sensory circuits)

	Multi-sensory impairment Physical impairment	Fine motor/pencil control development
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These interventions are part of our contribution to Kingston's local offer.

Accessibility

The school is designed to be fully accessible for children with physical disabilities:

- The front entrance is wheelchair accessible, and there are ramps at two main entrances to the building.
- The building includes an accessible disabled toilet and a shower in the same cloakroom.
- A lift provides access to the first floor, ensuring pupils can access the Year 5 and 6 classrooms.
- We ensure that equipment used in the school is accessible to all children, regardless of their individual needs.

A risk assessment, called a PEEP (Personal Emergency Evacuation Plan), will be completed with you and if appropriate your child.

After-school provisions and extra-curricular activities, including trips, are accessible to children with SEND. Parents may be invited to participate in the planning of such events to ensure their child's specific needs are met.

Please see our 'Accessibility, Equality and Disability Policy' for more details [Accessibility Plan](#)

9. How will the school evaluate whether the support in place is helping my child?

At our school, we evaluate the effectiveness of provision for your child through a comprehensive and ongoing process. This includes:

- Reviewing Progress: We will review your child's progress towards their goals each term as part of a Termly Pupil Passport Meeting. These involve data and discussions on your child's progress.
- Impact of Interventions: The impact of interventions will be reviewed after a set period, typically 8-12 weeks.
- Pupil Feedback: We may gather your child's views through pupil questionnaires on the support they are receiving.
- Monitoring by the SENCO: The SENCO will regularly monitor the progress and effectiveness of the support provided.
- Provision Maps: These maps will be used to track and measure the progress of interventions for individual children

- Annual Reviews (for children with an EHCP): If your child has an Education, Health and Care Plan (EHCP), an annual review will be held to evaluate their progress and provision.

Regular monitoring and reviews will focus on whether the planned outcomes have been achieved, taking into account the views of your child, you, and their class teachers. Teachers' assessment information will show whether adequate progress is being made.

Adequate Progress is defined by the [SEN Code of Practice](#) (2014) as:

'Progress that is similar to that of children of the same age who had the same starting point, Progress that matches or improves upon your child's previous rate of progress or progress that helps close the attainment gap between your child and others of the same age.'

Whole-School Evaluation

The effectiveness of our provision for children with SEND is also evaluated through the school's ongoing monitoring cycle, which includes:

- Learning Walks: Senior leadership team members conduct these walks to observe teaching and learning.
- Numeracy and Literacy Audits: These audits help assess how well support is provided in key subject areas.
- Lesson Observations: Teachers' practices are observed to ensure effective teaching strategies for children with SEND.
- Parent Questionnaires: We may gather feedback from you to assess your satisfaction and gain suggestions for improvement.

We will specifically gather evidence on:

- Staff awareness of your child's individual needs.
- The effectiveness of early interventions (e.g., early help assessments).
- Your child's academic progress, including progress towards their individual targets.
- Behavioural improvements, where appropriate.
- Your child's attendance.
- Your awareness and your child's awareness of their targets and achievements.
- The successful involvement of outside agencies.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise
- Specialist charitable organisations

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Our Lady Immaculate School, we ensure that there are no barriers preventing pupils with SEN from enjoying the same activities as their peers, including physical activities. We believe in full inclusion, and as such, all our extra-curricular activities and school visits are available to all pupils, including those with SEND. This includes before and after-school clubs, school trips (including residential trips), sports day, school plays, and special workshops.

If your child has specific needs that require additional support, we will work with you to make reasonable adjustments to ensure they can participate fully. For example, during school visits, we conduct risk assessments and, if needed, provide additional adult support to ensure your child's needs are met.

Support for Pupils with an EHCP

For pupils with an Education, Health and Care Plan (EHCP), the Local Authority will consult with the school to determine how to best meet the child's individual needs. If the school can provide the necessary support, we will work together to create a plan for your child that ensures they are fully included in all activities.

Admissions for Pupils with SEND

All pupils, regardless of their SEND, are welcomed into the school without reference to their aptitude or ability. We have a non-discriminatory policy and strive to meet the needs of every child. We ask that any prior knowledge of SEND, parental concerns, or issues raised by previous settings be shared with the school so we can make appropriate provisions for your child's needs from the start. For further details, please refer to our Admissions [Policy](#).

Preventing Less Favourable Treatment

We are committed to providing a school environment where disabled pupils and those with SEND are not treated less favourably than others. If reasonable adjustments are

needed to help your child access the curriculum or activities, we will work in partnership with you to agree on the best approach.

The school adopts a graduated response to supporting pupils with SEND, making full use of classroom and school resources before seeking external support. This ensures that we are providing personalised support to meet your child's individual needs. Teachers and the SENCO will keep regular records of your child's progress and actions taken to support their development.

Flexible grouping, differentiated curriculum tasks, and tailored teaching styles ensure that all pupils, including those with SEND, can access the learning. All school activities, including clubs, trips, and workshops, are open to pupils with SEND, and reasonable adjustments will be made as necessary.

Please see our 'Accessibility, Equality and Disability Policy' for more details [Accessibility Plan](#)

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

If your child has an Education, Health and Care Plan (EHCP), the Local Authority will consult with us to assess whether we can meet your child's individual needs. If we can meet those needs, we will work together to create a plan to support your child's transition into Our Lady Immaculate School.

For children without an EHCP, your child will be treated the same as all other children in terms of admission. We do not consider aptitude or ability, and our governors follow a non-discriminatory policy when it comes to children with SEND.

We ask that, upon admission, you share any prior knowledge of your child's SEND, your concerns, or any issues raised by previous settings. This will help us make the right provisions to ensure the best possible start for your child.

For further details, please refer to our Admissions [Policy](#).

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

At Our Lady Immaculate School, we are committed to supporting the emotional and social development of all pupils, including those with Special Educational Needs (SEN). We understand that these needs are diverse, and our approach is tailored to ensure that your child has the support they need to feel safe, valued, and heard. Here is how we foster this support:

Listening to the Views of Pupils with SEN:

- School Council: Children are actively encouraged to be part of the School Council, where their opinions can influence decisions and improvements within the school.

- Pastoral Support: We have a range of support systems in place for listening to the views of pupils with SEN, including regular check-ins with teachers, teaching assistants, and the SENCO (Special Educational Needs Coordinator). This ensures that your child's voice is heard when discussing their educational experience and emotional needs.

Pastoral Support:

We provide a variety of emotional and social development programs to help your child build confidence, express their feelings, and manage social interactions:

- ELSA (Emotional Literacy Support Assistant): Our ELSA is available to provide 1:1 and small group emotional support. This is especially beneficial for children if they are experiencing worries, anxiety, low self-esteem, or coping with changes in their family life.
- Mindfulness and wellbeing teaching: We offer mindfulness resources to all staff, who are encouraged to incorporate these practices into their daily classroom routines to help children regulate their emotions and increase their focus.
- Social Skills Groups: Every year, groups participate in Social Skills Groups, which focus on building awareness of emotional regulation and understanding social expectations. We incorporate the Zones of Regulation framework to support children in managing their emotions and interactions with others.
- Reflect Ed: As part of the PSHE (Personal, Social, and Health Education) curriculum, Reflect Ed encourages pupils to develop their metacognition, helping children gain self-awareness as a learner and individuals.

Emotional Support Interventions:

- Drawing and Talking: This is an informal, child-led emotional support intervention. It provides a space for children to express their feelings through drawing and then talk about what they have drawn, helping them to articulate emotions they may find difficult to express verbally.
- Circle Time: This is a structured time used to address specific issues, promote a sense of class cohesion, and ensure that children feel valued and included within their class community. It's also a time when pupils can express concerns or seek support in a safe, open environment.
- Quiet Time in cam corners: For children, who may need some time away from the hustle and bustle of school life, we encourage them to take Quiet Time. This allows them to recharge and regulate their emotions, helping them to return to their lessons feeling calm and focused.
- Lunch Club: For your child, who prefers a quieter space during lunch, we provide a lunch club where they can play and relax in a safe, supportive environment.

Preventing Bullying:

- We have a 'zero tolerance' approach to bullying at Our Lady Immaculate School. Bullying is not tolerated in any form, and we actively work to create an environment of mutual respect and inclusion.

- To prevent bullying, we provide regular lessons and assemblies focused on kindness, empathy, and respect. We also make sure that children feel supported and safe at all times, with adults available to intervene if any issues arise.
- Proactive Monitoring: Teachers and support staff are trained to identify signs of bullying or distress early, and we ensure prompt action is taken to address any concerns. We foster a culture where children feel confident reporting any concerns to trusted adults in the school.

For further information see our Anti-bullying [Policy](#)

Collaboration with External Agencies:

In addition to the support we offer within school, we also work closely with external agencies to ensure that your child gets the help they need. These include:

- School Nursing Service
- Family Support Workers
- Educational Psychology Service
- Speech and Language Therapists
- Occupational Therapists
- Education Inclusion Primary Support Services
- Emotional Health Service
- Social Care Services

By working together with these partners, we are able to provide a more holistic approach to supporting your child's social, emotional, and educational development. Your child's well-being is a top priority, and we work in partnership with you to make sure they feel heard, supported, and included at all times.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Our Lady Immaculate School, we understand that transitions can be a challenging time for pupils, especially those with Special Educational Needs (SEN). We are committed to supporting your child throughout each stage of their school journey, from moving between years, transitioning to a new school, or preparing for adulthood. Here's how we support your child through each transition:

Starting in Reception

When your child starts school in Reception:

- Reception class teachers and support staff will meet with you for a home visit before your child starts school to discuss their individual needs.
- We may also plan additional visits to your child's preschool or nursery with the SENCO and class teacher. If needed, we will agree on personalised transition arrangements to support your child as they begin their primary school journey.

- Ask you to provide any information regarding contact you have had with other professionals to ensure we can work together.

Moving to the next year group

We understand that moving to a new class at the end of the school year can be challenging for your child with SEN. To ensure a smooth transition, we personalise the process to meet your child's needs. This may include:

- Your child has the opportunity to spend time with the incoming teacher during the summer term to build familiarity and confidence in the new setting.
- A transition booklet for you and your child to use over the summer holiday to help prepare for the new year.
- Encouraging your child to take messages to the new class teacher and become familiar with the new classroom environment.
- Your child's current teacher and next year's teacher meet at the end of the school year to discuss your child's SEN needs and how best to support them.

Moving to a New School

When your child is moving to a new school, we work closely with the new school to ensure a positive transition and help your child view it as an exciting opportunity. We take the following steps to support this process:

- We ask you and your child what information you'd like us to share with the new school, ensuring that the transition is smooth and tailored to your child's needs.
- The SENCO will transfer your child's records, including all relevant SEN documentation, to the new school to ensure continuity in care and education.
- We offer guidance and support throughout the transition, helping your child feel confident and prepared for the change.

Transitioning to a Specialist Setting

If your child requires a specialist educational setting, we:

- Work with you, school staff, and the Local Education Authority (LEA) to ensure a smooth transition to the new setting.
- The SENCO may accompany you on visits to prospective schools, discussing how the setting meets your child's academic and emotional needs.
- Once a decision has been made to accept a place at a specialist setting, the LEA will manage the transfer, and we will ensure your child's records are sent to the receiving school.

Transitioning to Secondary School (End of Year 6)

As your child moves from primary to secondary school, we take several steps to ensure a smooth transition, particularly for pupils who are receiving SEND support or with an Education, Health, and Care Plan (EHCP). Here's how we support this process:

- The SENCO from the secondary school will attend a transition meeting at the end of Year 6 to discuss your child's specific needs.
- Additional visits to the secondary school may be arranged depending on your child's individual needs.
- Your child will participate in focused activities to address aspects of the transition, helping reduce anxiety and prepare them for the changes ahead.
- Staff from the secondary school may also visit your child at Our Lady Immaculate School to build a relationship and ensure your child feels comfortable in their new environment.

We understand that each transition is unique, and we are committed to supporting your child every step of the way to ensure a smooth and successful move, whether it's to a new year, school, phase, or onto adulthood. We work closely with you and external agencies to make sure your child feels confident, prepared, and supported through every change in their educational journey.

15. What support is in place for looked-after and previously looked-after children with SEN?

Mrs. Stimson, our designated teacher for looked-after children and previously looked-after children, will work to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked after or previously looked after will be supported in the same way as any other child with SEN. Additionally, these pupils will also have a Personal Education Plan (PEP) in place. We will ensure that the PEP, any SEN support plans, and Education, Health and Care (EHC) plans are consistent and complement one another to provide the best support for your child's educational needs.

For further information or to discuss your child's support, please contact Mrs. Stimson at lstims1@oli.school

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

At Our Lady Immaculate School, we are committed to ensuring that your child receives the support they need and that any concerns you may have regarding SEN provision are addressed promptly and effectively. We are committed to ensuring that any concerns are addressed fairly to ensure the best possible educational experience for your child.

How to Raise a Concern or Complaint

Complaints can be made in writing, by telephone, or in person. Upon receiving a complaint, the Head Teacher will log it and either investigate it personally or refer it to the relevant staff member for further action. We take all concerns seriously and aim to address them promptly. If a resolution cannot be reached informally, the issue may then be escalated to a formal complaint. If you are not satisfied with the response, you can

escalate the matter by following the formal procedure outlined in our school's [complaints policy](#).

Disagreement Resolution

If you are dissatisfied with the school's response to your concern, you have the right to follow up according to the procedures laid out in our complaints policy. For a detailed explanation of the available routes for complaints, please refer to pages 246 and 247 of the [SEN Code of Practice](#).

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

If you have any questions about your child's SEN or are finding it difficult to manage, please don't hesitate to get in touch. We are here to support you, your child, and your family.

As part of the Children and Families Bill, local authorities are required to develop a *Local Offer*, which brings together services and support for children and young people with SEN and their families in a single accessible place. Kingston publishes information about their local offer on their website: [AfC Info website - Kingston and Richmond :: SEND Local Offer](#)

Our local Special Educational Needs and Disabilities Information, Advice and Support

[Richmond & Kingston SENDIASS](#)

In addition, there are local charities that offer information and support to families of children with SEN:

[Jigsaw4u](#)

[Skylarks Charity](#)

[Express CIC](#)

[Young Carers' Project - Kingston Carers Network](#)

National charities that offer information and support to families of children with SEN include:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

18. Glossary

Access arrangements – Special arrangements made to allow pupils with SEN to access assessments or exams.

Annual review – An annual meeting to review the provision in a pupil's EHC plan.

Area of need – The four areas of need that describe different types of needs a pupil with SEN can have: communication and interaction, cognition and learning, physical and/or sensory, and social, emotional and mental health needs.

CAMHS – Child and Adolescent Mental Health Services.

Differentiation – When teachers adapt their teaching methods in response to a pupil's needs.

EHC needs assessment – The first step towards securing an EHC plan. The local authority assesses whether a child requires an EHC plan.

EHC plan – An Education, Health and Care (EHC) plan is a legally binding document that outlines a child's needs and the provision that will be put in place to meet those needs.

ELSA – Emotional Literacy Support Assistant.

Graduated approach – An approach to providing SEN support in which the school offers support through cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing its impact.

Intervention – A short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local offer – Information provided by the local authority that outlines the services and support available for pupils with SEN in the local area.

MHST – Mental Health Support Team.

NPQ – National Professional Qualifications.

Outcome – A target for improvement for pupils with SEN. These targets may not necessarily be related to academic attainment.

PEEP – Personal Emergency Evacuation Plan.

Reasonable adjustments – Changes that the school must make to remove or reduce disadvantages caused by a child's disability.

SALT - Speech and Language Therapy

SENCO – Special Educational Needs Co-ordinator.

SEN – Special Educational Needs.

SEND – Special Educational Needs and Disabilities.

SEND Code of Practice – The statutory guidance that schools must follow to support children with SEND.

SEN information report – A report that schools must publish on their website, explaining how the school supports pupils with SEN.

SEN support – Special educational provision that meets the needs of pupils with SEN.

Transition – When a pupil moves between years, phases, schools, or life stages.