

NEW SEND Information Report 2026 - 2027

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	Our Lady of Perpetual Succour Primary School
School website address:	www.olpsprimary.co.uk
Type of school:	Mainstream Catholic Voluntary Aided Primary School ages 4 -11
Description of school:	The school is a smaller than average primary school. It is a one form entry school and is all on one level. The proportion of pupils known to be eligible for free school meals is above the national average. The percentage of pupils with special educational needs and/or disabilities is just below the national average and, the percentage of children on educational health care plans (EHCP) is below the national average too. We welcome open dialogue with parents/carers. If there are any concerns, please discuss with the class teacher in the first instance then with the SENDCO (Mrs Heston) or Head Teacher. Parents/carers concerns will be investigated, and they will be involved at all stages. If parents/carers have concerns about their child's language, motor skills or emotional health, school can refer to a health professional.
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	193
% of children at the school with SEND:	13.9%
Date of last Ofsted:	September 2019 Section 48 – November 2018 RE Inspection – April 2024 Ofsted Inspection December 2024
Awards that the school holds:	Healthy Schools, Five Ways to Well Being, Active Kids Silver, Eco School Bronze, Reading Quality Mark Silver accreditation, PE Games Gold Award, Money Sense Accreditation, Primary Science Quality Mark, Live Simply Award, OPAL Platinum Award.
Accessibility information about the school:	The school is on one floor: 2 school offices, Head teacher's office, staff room, 1 meeting room, school hall, 7 classrooms, 1 ICT suite, 4x boy's toilets, 4x girl's toilets, 2 staff toilets, library, ELSA room,

	resource/ intervention room, small sensory room, school kitchen off the main hall. The entrance to the school has disabled access and there are 2 disabled use toilets off the reception area.
Please provide a web link to your school's Accessibility Strategy	https://www.olpsprimary.co.uk/website/send/231385
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	• SENDCo National Award for SEND Co-ordination (Edge Hill University) • ELSA – Emotional Literacy Support Assistants • SEND training- half termly meetings • Regular Educational Psychologist Consultations. • Boxall Profile training • Hearing impairment training • MAP training • Reading and writing training. (Read Write Inc.) • Maths No Problem training • Precision teaching training • Asthma and allergy training • Attachment disorder training • Developmental Trauma/ACE training • First aid training • One Page Profile training • Growth Mindset training • Ask don't tell – developing independent thinking skills Halton Educational Psychology Team SENCo • Mental Health First Aid training updated training February 2021 (SENDCo) • Diabetes training • Dyslexia friendly school training – all staff February 2021 • Clicker 7 training – all support staff and SENCo • Autism Awareness training (Stacey Holleron) • AET training Ami McNamee March 2022 • Good Autism Practice in EYFS Training (July 2024) • CBT training with CAMHS • Educare/TES courses – All staff • Bereavement training (September 2023) • Engagement Model training (June 2021) • Lego therapy • MHST training • WELLCOM training • ELKLAN training (2023) • EBSNA training • No worries training • Next steps training. • THRIVE training

	• OPAL Platinum School • Sensory Circuit training (Shine Therapy)
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School Policies/Procedures: Add website links to each individual policy below or explain where policies can be accessed by parents/carers

SEND Policy	https://www.olpsprimary.co.uk/website/send/231385
Safeguarding Policy	https://www.olpsprimary.co.uk/website/_policies/231682
Behaviour Policy	https://www.olpsprimary.co.uk/website/_policies/231682
Equality and Diversity	https://www.olpsprimary.co.uk/website/equality_duty/419951
Pupil Premium Information	https://www.olpsprimary.co.uk/website/pupil_premium/231361
School Complaints Policy/Procedure	https://www.olpsprimary.co.uk/website/complaints_procedure/586167

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad area of need as follows: • Communication and Interaction • Cognition and learning • Social, Emotional and mental health difficulties • Sensory and/or physical needs. Provision is made for these four areas by: • When pupils have identified SEND before they start at Our Lady's, we work with the people who already know them and use the information they already have available to identify what their SEND will be in our school setting. • If parents/carers tell us, they think their child has SEND we will discuss this with them and investigate. We will share with parents/carers what we find out and agree next steps with them as to how we can all help their child, following our SEND policy. • If a child does not appear to be making the same progress as other children of their age, we will undertake assessments

Range of Provision and inclusion information:	
	in school and identify possible barriers to their learning. • If, despite interventions, progress is still not evident, then we will approach other professionals e.g. Educational Psychologists at Group consultation. • Parents and Carers will be involved at all stages. We are child and family-centred so they will be involved in all decision-making about their child's support. • When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with parents/carers so that we are all helping their child in the same way. • We will continue to write School Support Plans (SSP) with pupils, parents / carers. We will inform parents about any interventions their child is accessing. • We use homework to repeat and practise activities that are new and present an achievable challenge. Parents/Carers meetings keep parents informed of their child's progress during the year and give opportunities to make suggestions to support their child's learning.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	• Educational Psychologist • Specialist teachers within Halton • Speech and Language Therapy Service - Communicate • Occupational Therapist – OT- and Physiotherapist • School Nurse • Diabetic Nurse • Visual and Hearing impairment team • Health Visitor • Woodview Child Development Centre (Tel: 0151 495 5400) • Child and Adolescent Mental Health Service (CAMHS) • Primary and Specialist Family Support Workers • Social Workers • EWO/Attendance support service • NSPCC • Local Police Service • iCART • MHST
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	• Specialist equipment to support the curriculum such as coloured overlays/ paper/ reading rulers, seating aids, concentration

Range of Provision and inclusion information:	
	aids, hearing aid microphones, ear defenders to support hearing sensitivity needs etc. • Scanning pens • Individual work spaces • Writing slopes • Posture packs • Access to ICT resources such as iPad, laptop, visualizer, digital cameras, Dictaphone, etc. • Prompt and reminder cards/ visual timetables for organisation, now and next boards • Symbols and visual prompts e.g. word mats, high frequency word lists, number cards, etc. • Social stories to aid understanding and interpretation of events • Small room for ELSA group work • Small sensory room • Task planners, mind maps etc • Knowledge maps • Dictate on laptops • Workstations • Sensory resources • Sensory circuits
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• All staff have had training to support pupils with autism and social communication difficulties. • All staff use visual timetables and are mindful of the use of ambiguous language. • Staff use social stories when appropriate to aid understanding and interpretation of events. • Communication friendly displays • Training for staff • Support during unstructured times eg lunch and break times • Sensory resources • Access to range of resources for use with TA provided by Communicate • AET resources
What strategies/programmes/resources are available to speech and language difficulties?	• All children's speech and language skills are assessed when they enter the school's Early Year's Foundation Stage. (Wellcom screen) • All children are screened using Wellcom. If children are identified as benefitting from additional support, parents will be consulted and small group interventions

Range of Provision and inclusion information:	
	will be proposed e.g. Talkboost and/or a referral to Communicate. • If no progress is evident, school, in consultation with parents/carers, may suggest a referral to obtain further professional advice from Communicate. School staff work very closely with outside agencies and ensure that any recommended individual programme for a child is carried out in school. • Interventions from speech therapists. • Support from TA within class • Assistance from TA for small group or individual work • Range of language resources and programme materials available for use with TA • Use of visual timetables, social stories, workstations, now and next boards, choice cards etc. to aid children with social and communication difficulties. • Staff modelling accurate speech • Simplified instructions from teachers • Wellcom screen
Strategies to support the development of literacy (reading /writing).	• Small group phonic support – using Read Write Inc. programme. • Handwriting support using Letterjoin • Small group support in class for guided reading / writing. • Individual daily reading with the teaching assistant / teacher. • Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills. • Precision teaching • Beat Dyslexia programme • SNIP Dyslexia programme • Dictate on laptops • Pobble 365 • Extra-curricular reading clubs • Extra-curricular writing clubs • Sensory circuits
Strategies to support the development of numeracy.	• Small group support in class through guided teaching via TA and or teacher support. • Withdrawal in a small group for specific maths intervention – pre-teach or post teach activities.

Range of Provision and inclusion information:	
	• Withdrawal by teaching assistant for 1:1 support with basic skills. • Use of 'Maths - No Problem!' scheme. • Use of mastering number activities • Use of TT rockstars for daily practice • Provision of resources to support the 'Concrete' stage of CPA (Concrete, Pictorial, Abstract) approach to teaching mastery in mathematics. • Mastering number lessons
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and adapted curriculum. • Small group support in class from classroom assistant or teacher. • Time spent in a year group more appropriate to the needs of the child. • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources. • Specialist equipment. • The use of personalised support plans. • Quality resources to enhance the curriculum access. • Strategies put into place as provided by professionals. • Varied teaching for different learning styles. • ELSA groups • No worries work • EBSNA support • Targeted questioning • THRIVE whole class and interventions.
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	In addition to the two parents' evenings, if a child is receiving additional support over and above that which is provided for all pupils through good teaching (Quality First Teaching QFT), parents/carers will be invited into school at least once a term to discuss the additional support given and review its effectiveness towards their child's outcomes. The additional support will be recorded on SSP (School Support Plan). Parents with their child will be involved in the setting of outcomes, how we intend to support your child to meet those outcomes and planning of additional support. At the end of the period, they will be invited to review their child's progress and be involved in the next round of planning. Progress towards outcomes may be assessed by: • Observations

Range of Provision and inclusion information:	
	• Target setting • Review of books • Discussions with child • Reviews by professionals/outside agencies • Discussions with parents/carers. Some of these meetings could involve outside agencies and parents/carers are most welcome to bring people with them. • Information Advice and Support Service can offer advice as well as attend meetings with parents. • NTS assessments in English and maths, National Curriculum tests etc. • Maths No Problem assessments Other ways parents may be kept informed as to how their child is doing are: • Home school diaries • Phones calls or emails from the class teacher/SENDCO • Notes from staff in reading records • Certificates, stickers and other rewards • Informal discussions with class teacher/SENDCO • Sharing of reports from professionals • Additional requests from parents to discuss their child's progress with key members of staff.
Strategies/support to develop independent learning.	Our Lady's puts a great emphasis on encouraging the children to become independent learners to help prepare them for the future. Children are encouraged to 'give it a go' under the premise that we all make mistakes and that's fine. Some examples of strategies used to support children include: • Acknowledging the challenge and rewarding the effort • Self-assessment • Peer assessment • Visual aids/prompts e.g. visual timetables. • Individual success criteria • Personal development targets • Growth Mindset approach • High expectations of pupils • Verbal feedback • PSHE education • Pastoral support

Range of Provision and inclusion information:	
Support /supervision at unstructured times of the day including personal care arrangements.	• Play team - mid-day supervisors • TA to support children if beneficial. • Playtime buddy system • School support plans which specify break and lunchtime provision. • Year 6 play leaders • Year 6 OPAL play rangers • Wellbeing ambassadors • Lunchtime clubs • Access to toilets at all times. • TAs support children who need help with personal care. • OPAL lunchtimes and an OPAL Play leader
Extended school provision available; before and after school, holidays etc.	• Breakfast club and after school club is provided by First Steps Nursery, located on the school site. • The school runs a range after school clubs throughout the year. • School residential takes place in Y6 to Plas Menai.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	Our Lady's has an experienced team of 5 Teaching Assistants (TA) and 3 classroom assistants. We effectively use this resource to help support and enable children to access trips and residential visits. All staff are fully trained in the needs of the children, and they put in place individual programmes to ensure each child can benefit and enjoy any outside classroom activities. If additional equipment is required, the school will make the best endeavours to obtain it. We aim to fully include all children. If required, risk assessments are carried out for children and only if the activity would put the child or others at risk would alternative arrangements be sought. In exceptional circumstances a parent may be asked to attend the trip if it is necessary to ensure the child is safe. (e.g. medical cases).
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Our Lady's has a strong ethos of nurturing and pastoral care where all parties are treated as part of its family. Parents/carers are encouraged to contact school should they have any concerns regarding their child/children as soon as possible to help us plan support. Strategies to promote wellbeing and self-esteem include: • Five Great Ways to Wellbeing award • Circle time in class • PHSE lessons. • Character strength cards • Growth mindset approach

Range of Provision and inclusion information:	
	• ELSA groups • ELSA after school craft clubs • OPAL playtimes • Sensory circuits • Robust safeguarding procedures with all staff having had recent training. • Regular monitoring of the Behaviour Policy and how it contributes increased self-esteem for children. • School Council • Wellbeing ambassadors • Planned support from teaching assistants • Referrals and advice from EP and CAMHS and Family Workers and Social Workers. (if/when needed) • Referral to MHST • No Worries intervention • EBSNA support • Meet and greet at the start of the day for all children • Soft landings for children who need them • Regular parental contact in person or through a home school diary • Close links with the school nurse and MHST practitioner who do drop-in sessions in school and attend assemblies and coffee mornings. • Individual support plans • Fit4Life programme • Support from Health Improvement team • NSPCC • School librarians
What strategies can be put in place to support behaviour management?	• Use of the school's Behaviour for Learning Policy • Personal behaviour targets in place if needed • Time-out support • Reward system, support and interventions. • Strategies in place for unstructured times of the day e.g. alternative location for break time, indoor and outdoor provision, supervised by staff members. • Regular staff training and support • Support when needed from behaviour specialist team. (PBSS) • Involvement of specialist services eg. Educational Psychologist service, CAMHS etc.

Range of Provision and inclusion information:	
	• Sensory circuits • OPAL playtimes and OPAL play leader
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	We recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible Our Lady's adopts the following procedures: Transfer in: • Contact with the child's previous school and parents/carers to ensure all relevant information and reports have been received. • Implementation of a School Support Plan if required in consultation with child, parents/carers and other parties involved and preparation of resources • All general school information to be given to parents/carers before their child comes to school • A programme of extra visits arranged for the child before they start • Use of a social story • Initial additional support in unstructured times and for as long as necessary e.g. play time buddies • Risk assessments carried out if needed • Training of staff, if needed Transfer out: • Meetings held, to share information, with new school, parents/carers and other professionals as necessary • All necessary paperwork passed on to new school including a pupil profile summarising child's strengths and areas of need plus successful strategies used • Member of Our Lady's staff to go with the child on a planned programme of extra visits if considered useful for the child • Close links with feeder high schools including SEND meetings to discuss needs • School to ensure that parents/carers are aware of and can access transfer days/meetings that are available to all parents and children. • Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs. • Transition preparation for Y6 children with MHST

Range of Provision and inclusion information:	
	Parents signposted to MHST support around transition delivered through the summer holidays.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	- Intervention from physiotherapy/ occupational therapy team - Assessment and individual programmes - Specialist resources - Delivery of planned intervention programme by specified member of school staff. - Close liaison with medical staff where required e.g. school nurse - Staff training for managing particular medical needs eg diabetes.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	At Our Lady's we believe that a good home-school partnership is one of the keys to successful learning. We will help parents and carers to support their child's learning by: - Sharing our curriculum intent and whole school curriculum with parents via the school website - Being available to discuss your child when they need to and getting back to them in good time - Ensuring they are involved in the planning and review of your child's School Support Plan - Ensuring parents know what interventions their child is accessing and why. - Explaining where possible, the content of professional's reports - Giving advice regarding referrals to outside agencies that may be able to help them and their child - Setting appropriately challenging homework and discussing strategies for supporting learning at home - Providing home school diaries where appropriate - Sharing curriculum topics and if appropriate providing additional homework based on the intervention support being carried out in school - Parents/Carers are invited to assemblies, prayer and liturgy, concerts, coffee mornings etc. - Many parents volunteer to assist in school a variety of ways e.g. reading with children, accompanying children

Range of Provision and inclusion information:	
	on educational visits, transporting/supporting sport events. • We offer a range of family learning opportunities with the Halton Family Learning Team. • Pupils' and parents' views are very important to us, they are regularly canvassed and actioned.
How additional funding for SEND is used within the school with individual pupils.	In common with all maintained schools in Halton, Our Lady's is allocated funding for all pupils including those with SEND and we meet pupil's needs through this (including additional support and equipment). This budget is allocated on an individual child's needs basis following the assessment, plan, do and review of progress cycle and advice provided by outside agencies. In some cases, the child's needs will be such that an application to the authority will be made for an Education and Health Care Plan which will involve statutory assessment. Teaching Assistants are employed to support children with identified needs – this may be 1:1 support but more often than not, a teaching assistant is available to support a group of children in a class or year group encouraging independence and resilience and ensuring that children do not become overly dependent on an adult. Parents and children will be involved at all stages together with any professionals involved.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	• Discussing these children at Group Consultation with Educational Psychologists. • Work with SEND partnership • Working with the Virtual School • Use of social stories and visual prompts • Specific interventions e.g. ELSA group • Teaching assistants in classes or groups to support • School trips to enhance their learning and the curriculum • Identified specific resources e.g. scanning pens purchased using pupil premium funding. • PEP meetings • Additional transition work • Signposting parents to support networks • All staff have had Trauma/ACES training. • Visitors to school eg RNLI

Range of Provision and inclusion information:	
	• Trips to enrich the curriculum eg The Philharmonic
SENCO name/contact: Alison Heston	
Headteacher name/contact: Kelly Nuttall	
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