



## Our Lady of Lourdes Catholic Primary School

Curbridge Road, Witney, Oxfordshire OX28 5JZ  
01993 702480  
office@ololwit.org.uk



THE ARCHDIOCESE  
of BIRMINGHAM

Headteacher: Mrs R. Gowers

### 2025 - 2026 Inclusion Report to Parents

SENDCo: Mrs Luisa Kilby-Salt

#### About Our School

Our Lady of Lourdes RC Primary School is a fully inclusive school that is committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. As a school, we work hard to effectively support and actively include all pupils, regardless of their individual needs and seek to remove barriers to learning to help them to succeed. This Report is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with SEND. As a school we constantly review and evaluate our practice to meet the changing requirements of individual children.

Currently, we have 52 children on our school's SEND Register (Nursery-Y6) who are identified as having an additional need. This is 20.6% of our pupil roll which is above the national average of 18.2%. Of these, 9 pupils have Education, Health and Care Plans.

Our Lady of Lourdes provides for children with a range of special educational needs including those with:

- Cognition and Learning needs, including:  
Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia.  
Moderate Learning Difficulties
- Speech, Language and Communication Needs, including Autistic Spectrum Condition
- Social Emotional and Mental Health needs
- Medical needs.
- Multi-sensory needs
- Physical needs

Our biggest area of need is that of communication and interaction which covers speech, language and communication needs as well as autistic spectrum condition and social communication differences.

#### What are our school's admission arrangements for pupils with SEN or disabilities?

Our Lady of Lourdes RC Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and, if it would benefit them, children may begin their time with us on a part time basis. We liaise closely with parents and carers to ensure that the correct arrangements are in place. For further information on admissions please refer to the Admissions Policy on our website [www.ololwit.org.uk](http://www.ololwit.org.uk).

#### What are our school's access facilities for pupils with SEN?

Our school is committed to making reasonable adjustments wherever possible. We have a wide range of adapted resources to support differentiation of teaching and learning activities and our staff have high levels of expertise and know where to find information regarding inclusion of children with SEND. Our building is accessible for wheelchairs and adaptations have been made to make all areas of the school safe and easy to get around for all our pupils.



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Where specialist equipment is needed, we contact the Local Authority Physical Disability Support Service (PDSS) team to assess needs and provide advice and/or equipment.

You can find out more about our school accessibility in our Accessibility Plan, which is on our school website [www.ololwit.org.uk](http://www.ololwit.org.uk).

### How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The school uses Oxfordshire County Council's guidance 'Oxfordshire Guidance for SEN Support', the OCC Indicators Assessment Tool and the OCC Ordinarily Available SEND Provision.

Early identification of pupils with SEND is a priority. At Our Lady of Lourdes we use appropriate screening and assessment tools, and assess pupil progress through:

- Use of OCC Indicators Assessment Tool
- Evidence obtained by teacher observation/assessment;
- Pupil progress in relation to objectives in the English and Mathematics national expectations;
- Standardised screening or assessment tools;
- Evidence/observations/information from parents;
- Pupils' performance in Early Years Foundation Stage
- Information from outside agencies e.g. Specialist teachers, Speech and language service, Educational Psychologist etc
- Reports or observations
- Records from previous schools/early years settings

### How are children and parents/carers of children with SEND consulted and involved?

Parents are informed when the school first considers offering special needs provision for a child and are actively involved in decision making regarding SEND. All pupils who are on the SEND Register have a carefully planned Individual Education Plan and Pupil Passport which lay out the strategies to support learning in class, additional support, interventions, and outcomes to be achieved over the year. The views of pupils are important to the way in which we support them during their time at Our Lady of Lourdes. We are constantly working to give all the children in our care as much involvement as possible in their learning, and to give them choices regarding their learning. Teachers include children's views in any discussion or reviews of the child's progress and needs. Pupil Voice is something we take very seriously to ensure that children feel their needs are being best met for them to thrive with us.

Parents of children with SEND meet with their child's class teacher at least twice a year to review their child's progress, drawing on current performance data. If necessary, I, as SENDCo may be present at these meetings. I am also available to meet with parents at other times, for more informal discussions about their child. Pupils with an Education, Health and Care Plan (EHC Plan) have termly meetings with their child's class teacher as well as an annual review meeting. All parents receive regular communication from their child's class teacher, formally in the end of year reports; at termly parents' meetings; as well as informally via email, phone calls or face-to-face. Class teachers are the first port of call for parents to discuss possible SEND issues regarding their children. This is because class teachers have the best understanding of children's presentation of needs and are responsible for the delivery of provision. Meetings are available with them at any point throughout the year. Please make an appointment with the school office.



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### How is pupil progress and attainment tracked?

Three times a year, teachers the Headteacher and SENDCO meet to look at pupil progress data. The data for each child is analysed via our assessment and tracking systems. The achievements and progress of each SEND pupil is discussed to ensure s/he is progressing well; provision to accelerate progress is carefully planned from these discussions.

### How does the school ensure inclusion?

Barriers to inclusion are identified in Individual Education Plans and we endeavour to remove these to ensure that all pupils can participate fully in activities alongside other pupils. This may occasionally mean additional equipment or staff are required to support certain activities or there may be a need for extra training or a risk assessment to ensure children are safe and well-provided for, especially if going on residential trips or taking part in extra-curricular activities. No pupil would be excluded from an activity where adjustments could be made for them to take part.

### What approach do we take to teaching children and young people with SEND? What adaptations are made to the curriculum and learning environment of children with SEND?

All children are entitled to receive Quality First Teaching where, through engaging and adaptive teaching, all groups have their needs met. Some children may have difficulties making expected progress and/or are not achieving the attainment expected for their age or may experience difficulties socially or emotionally.

At this point we identify groups of children who may need specific support to help boost and accelerate their learning. Their progress is monitored and if they are still experiencing difficulties then we look at identifying if they have a special educational need. As identified in the SEND Code of Practice (July 2014) – paragraph 6.15 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

Our aim is to include all children within our everyday teaching and activities. At times this involves scaffolding and use of 1:1 support or small, adult-supported, groups to allow individuals to learn at their pace while using resources suitable for their needs such as models, images and multi-sensory resources to promote understanding. We make use of quieter rooms and quieter areas for children if being in the class is causing sensory overload and/or distracting learning. Any adaptations we can make to the physical environment through purchase of specialist resources are made to help provide access to learning. We use a range of resources and specific interventions to meet individual needs and support children to access the curriculum.

### How does the school support the wellbeing of children/young people with SEND?

At their review meetings, all children with SEND are invited to comment on their own progress, what they feel works well for them and what could be better. This is recorded on their IEP. Their next-step termly outcomes are also developed and clarified in discussion, as is the support they think will help them achieve these. We listen to the views of children and take bullying very seriously. We help to prevent bullying of children with SEND through direct teaching and discussion in class PSHE and school assemblies. Social skills groups are set up as and when the need arises and we have an ongoing nurture programme available throughout the year.



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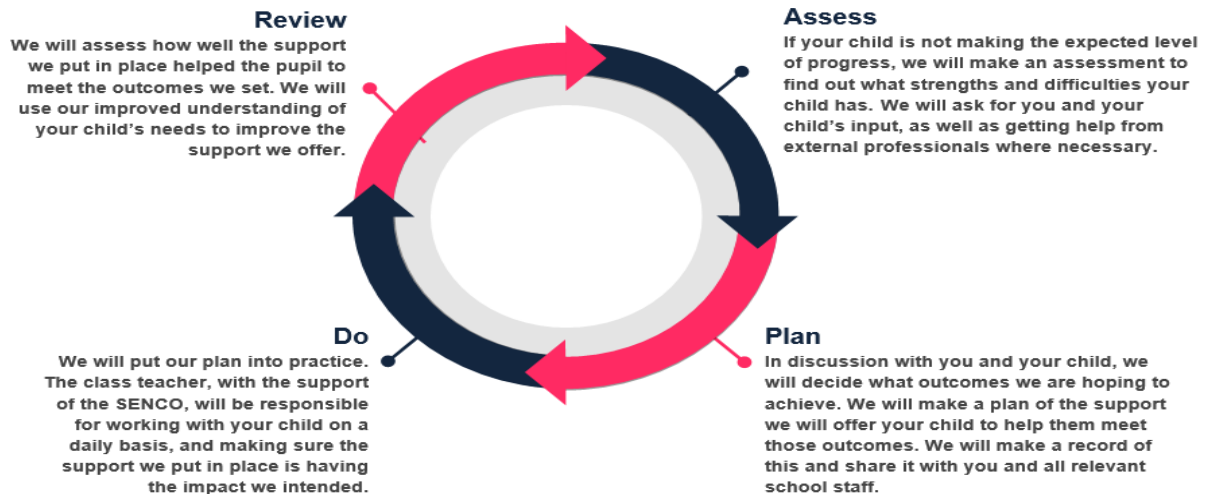


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## How does the school monitor the effectiveness of SEND provision?

We follow the Assess, Plan, Do, Review Cycle (see diagram below).



Once a child's needs have been identified and assessed, using the Oxfordshire County Council SEND Indicators Tool, the team around the child plan support and provisions accordingly, using the OCC Ordinarily Available SEND Provision Guidance or advice from outside specialists. These are discussed with parents and pupils, to gain their views on what they think would help them. The team then delivers these provisions and monitors the impact of them. 3 times a year, provisions and their impact on children's progress are formally reviewed (although ongoing reviews take place as and when needed), in discussion with parents and pupils. According to what progress children have made towards their outcomes, decisions are then made about whether to continue with provisions, put new ones in place or to end them. The child's needs may then need re-assessing.

The progress of all children is tracked throughout the school year by ongoing teacher assessment together with formal testing. More specific assessments may be used to make pre-and post-intervention comparisons such as Reading Age Assessments or SDQ Questionnaires for SEMH interventions

## How are children and young people with SEND helped to access activities outside of the classroom?

All pupils are included in activities and educational visits, following individual risk assessments, where needed, and in accordance with duties under the Equalities Act 2010. We discuss plans about what will happen during a visit with parents and pupils, so that everyone is clear. All children are given opportunities to attend school clubs and join in with representing our school in things such as sports and music events. There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

## What SEND funding do schools receive?



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Government funding to school is based on three factors:

- Core Education Funding, the AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs.
- Additional Support Funding (ASF) - On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. This is an average figure, as not all pupils with SEN require special educational provision up to the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.
- Top-up Funding - If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil an application may be made to Oxfordshire County Council to access some additional funding to meet specific needs or for an Education, Health and Care needs assessment to take place.

### How did we spend our SEN budget last year?

As a school we prioritise spending to support the needs of our children who have additional educational needs and those who are at risk of underachieving. During 2024-2025, we spent our funding on:

- educational support staff
- training to prioritise the needs of all pupils including those with special needs and disabilities. For example, this year all staff received training on Zones of Regulation, Emotion Coaching and Point 5 Emotional Support Strategies. We have also provided staff training on Window of Tolerance, Visual and Sensory Supports Within the Classroom, Using Scaffolds to Support Learning and use of the OCC Ordinarily Available SEND Provision.
- accessing support from outside agencies including input from an Educational Psychologist.
- SEND resources-concrete and visual
- SENDCo Management time - two days per week.

### What steps have we taken to prevent pupils with SEN from being treated less favourably than other pupils?

Our Lady of Lourdes has an Accessibility Plan that sets out the steps we take to do this and how we plan to improve and increase accessibility over time (please see our website [www.lolwit.org.uk](http://www.lolwit.org.uk).)

Each term, teachers complete Individual Education Plans on Provision Map for each pupil with SEN needs and each intervention carried out is baselined and re-assessed after six - ten weeks to determine the impact of this additional provision. Interventions provided have included:



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- Precision Teaching
- Therapeutic Forest School
- Fresh Start reading recovery (years 5 and 6)
- RWI reading recovery (years 3 and 4)
- Zones of Regulation-whole school emotional regulation support programme.

### What specialist expertise does the school have access to?

There are members of staff within the school who have completed specific training in SEND and we seek guidance from external experts:

#### *Internally:*

- Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Trained teachers and Teaching Assistants who can deliver different interventions
- Staff regularly attend training on Special Educational Needs and feedback to other colleagues.

### What Multi-Agency Support is available to support children with SEND?

There are a range of professionals and services that the school can call upon for advice and support in meeting the needs of a child with SEN or disabilities including:

- Speech and Language Therapists
- Special Educational Needs Support Services Team - Communication & Interaction Service
- Educational Psychology
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Services)
- Other Special Educational Needs Support Service Teams (SENSS) – Hearing and Vision Impairment teams, Physical Disabilities team
- Safeguarding: MASH (Multi Agency Safeguarding Hub); Child & Family Assessment Team
- School Nurse Service
- Early Years Special Educational Needs Inclusion Team
- Behaviour and Inclusion Officers Team

The school can help parents get support from these teams if it is appropriate for the needs of their child. In some cases the child's GP can also make a referral. This year, we have secured access for several families to the SENSS C&I Team's SWiFT (Schools With Families Together) Programme, a programme designed for school staff, parents, and carers of children on the autistic spectrum or with general communication and interaction needs.



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### What training is provided for staff?

We ensure the quality of teaching and learning for pupils with SEND are a core part of the school's performance management and professional development arrangements for all staff. Staff receive regular training on specific needs and conditions as they arise. In addition to training around medical conditions, all staff receive regular updates of SEND practice and regulation, appropriate methods for differentiation in the classroom and how to plan for inclusion of all pupils as part of our regular whole school staff meetings.

Recent staff training, both external courses and in-house, included:

- Sharing Best Practice through peer observations and monitoring
- First Aid/Paediatric First Aid
- Use of Epipen
- IEP training
- Safeguarding Generalist training
- Effective strategies for quality first teaching and Universal Level SEND support in every classroom, including Scaffolds for Learning, Visual and Sensory Supports .
- Zones of Regulation
- Scaffolds for Writing
- 'Window of Tolerance'
- Social Stories
- Lego Therapy
- May I Join You? Social Communication Support

### How do we manage smooth transition between years and between settings?

We aim to make every pupil feel secure and confident for a smooth transition through the stages of their education. Transition within our school is arranged to meet the needs of every child and we recognise that some children require more support at this time. For some children the process begins in early July with visits to the new class teacher and new classroom. For some children, a transition book is created with photographs to help the child prepare over the summer holiday period. Records for all children are passed on during discussion times between the present and new class teacher to ensure key information is shared.

We recognise that for any child, at any time, when there is transition to another school, it is very important that all the key information about the child is passed onto the new school. We do all that we can to facilitate this process which can vary from school to school and Local Authority to Local Authority. Usually a face to face meeting or telephone conversation will occur between teachers and SENDCos from each school to share vital information for inclusion. Every child is an individual and we do our best to meet these individual needs.

Transition days to secondary schools take place in the summer term. There are also meetings between staff and pupils from the secondary schools throughout the summer term. Extra visits and 'quieter time' visits to secondary schools are offered to those children for whom it would be beneficial.



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### What safeguarding measures are in place in our school?

Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted and where safeguarding is very effective. Leaders and staff work effectively with external partners to support pupils who are at risk or who are known to be vulnerable.

### Our Designated Safeguarding Team, responsible for Safeguarding issues that arise in school:

#### Designated Safeguarding Lead (DSL)

- Mrs Gowers, Head teacher.

#### Deputy Designated Safeguarding Leads (DDSLs):

- Miss Tobin, Deputy Head teacher
- Mrs Kilby-Salt, SENDCo
- Mrs Davies, office manager
- Mrs Hawkins, Home School Link Worker
- Mrs Hemsley, Nursery Manager
- Mrs Windsor, Deputy Nursery Manager
- Mrs Domican, Nursery Practitioner

Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation; each week our Staff Meeting agenda includes an item to give staff the opportunity to raise any safeguarding concerns. Once per fortnight we hold a safeguarding briefing for key members of staff involved in the pastoral care of pupils. Policies and procedures are in place within school to deal with any safeguarding issues, effectively. All DSLs are up to date with training. All staff, governors and regular volunteers receive Generalist Safeguarding training when they start at OLOL and then every year or after a change in guidance. All staff, governors and regular volunteers undergo enhanced checks by the government Disclose and Barring Service (DBS). Further, all Early Years staff and staff working with Foundation Stage children complete documentation in relation to the updated DfE Disqualification by Association guidance.

### How are the governing body involved in our SEND provision?

Governors on the Finance & Personnel Committee review the school's spending regularly, and at termly meetings of the full Governing Body, governors receive a detailed SEND Report from the SENCO each year; they have opportunity to discuss its contents at meetings of the full Governing Body in the Autumn, Spring and Summer Terms. The Link Governor for SEND works closely with me, as SENCO and works collaboratively in the achievement of targets in the School's Development Plan to constantly review and evaluate SEND provision for pupils.

### What arrangements are there for handling complaints from parents/carers of children with SEND about provision made at the school?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the



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teacher, you should then ask for a meeting with the SENCO - I will do my best to help resolve the issue. The next step would be to meet with the Headteacher, Mrs Gowers. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing, addressed to the Headteacher. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

### Where can I find further information on SEND?

Our SEND Policy, Accessibility Plan and Equality Policy can be downloaded or read online via our school website [www.ololwit.org.uk](http://www.ololwit.org.uk) If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

If you wish to access the Local Offer from Oxfordshire County Council you can do so using the link <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contacted by: Telephone: 01865 810516 Text: 07786 524294 Email: [sendiass@oxfordshire.gov.uk](mailto:sendiass@oxfordshire.gov.uk) Website: [www.oxfordshire.gov.uk/sendiass](http://www.oxfordshire.gov.uk/sendiass)

If parents have any questions or concerns regarding SEND, they should contact Mrs Luisa Kilby-Salt on [inclusion@ololwit.org.uk](mailto:inclusion@ololwit.org.uk) or via the school office on [office@ololwit.org.uk](mailto:office@ololwit.org.uk)