Our Lady of Lourdes Catholic Primary School

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

Principal: Mrs R. Gowers

THE ARCHDIOCESE of BIRMINGHAM

SEND Information Report 2026-2027

Special Educational Needs and Disabilities Coordinator (SENDCo): Mrs Sarah Willans

Contact: inclusion@ololwit.org.uk or via the school office.

About Our School

Our Lady of Lourdes RC Primary School is a fully inclusive school, committed to providing the best possible education for all children, regardless of their individual needs, abilities or backgrounds. We believe that every child should feel valued, included and supported to achieve their full potential. We work closely with children, families and other professionals to identify individual strengths and needs, remove barriers to learning and ensure that all pupils can access a broad, balanced and inclusive curriculum. Our practice is regularly reviewed and adapted to respond to the changing needs of our pupils.

We currently have **47 pupils on our SEND register (Nursery to Year 6)**, representing **20.4% of our school population of 230 pupils**. This is slightly above the national primary school average of 19.4%, based on the January 2026 school census. Of these pupils, **12 have an Education, Health and Care Plan (EHCP)**.

Our Lady of Lourdes supports children across the four broad areas of special educational need:

- **Communication and Interaction:** Including speech, language and communication needs (SLCN), autism and social communication differences.
- **Cognition and Learning:** Including moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia.
- **Social, Emotional and Mental Health:** Including children who experience difficulties with emotional regulation, social relationships or mental health and wellbeing.
- **Sensory and/or Physical Needs:** Including hearing or visual impairments, sensory processing differences and physical disabilities.

Some children may have needs across more than one area. We also support pupils with medical conditions, making appropriate arrangements to ensure that they can participate fully in school life. Our most prevalent area of need is Communication and Interaction, with a significant proportion of pupils experiencing speech, language and communication needs, including autism and social communication differences.

What are our school's admission arrangements for pupils with SEND?

Our Lady of Lourdes RC Primary School welcomes children with a wide range of special educational needs and disabilities. We are committed to ensuring that our admissions arrangements are fair and inclusive. We work closely with parents, carers, previous educational settings and other professionals to support a successful transition into our school. Where appropriate, additional visits, transition meetings and individualised arrangements may be offered to help children feel confident and settled. In some circumstances, a carefully planned phased transition may be considered in consultation with families and relevant professionals.

Children with an Education, Health and Care Plan (EHCP) follow the statutory admissions process, and pupils whose EHCP names Our Lady of Lourdes must be admitted.

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Further information about our admissions arrangements can be found in the Admissions Policy on our school website: www.ololwit.org.uk.

What access and facilities do we provide for pupils with SEND?

Our Lady of Lourdes is committed to ensuring that all pupils can access the school environment, curriculum and wider school life. We make reasonable adjustments to meet individual needs and promote inclusion. Our school building and outdoor areas are wheelchair accessible, with ramps and accessible toilet facilities available. We use a range of adapted resources, specialist equipment and approaches to support pupils' individual needs and enable them to participate in learning alongside their peers.

Staff use adaptive teaching approaches to ensure that learning is accessible, making adjustments to teaching, resources and the classroom environment where appropriate. Where specialist advice or equipment is required, we work with relevant external professionals and local authority support services to assess individual needs and identify suitable arrangements. Further information about how we improve accessibility for pupils with disabilities can be found in our **Accessibility Plan**, available on our school website: www.ololwit.org.uk.

How do we identify children with SEND and assess their needs?

At Our Lady of Lourdes, we recognise the importance of identifying special educational needs as early as possible so that children receive appropriate support. Class teachers continually monitor children's learning, progress and development. Where concerns arise, teachers will discuss these with parents and carers, gather information about the child's strengths and needs, and consider adjustments that may help them make progress. We use Oxfordshire County Council's **SEND Framework**, including the **SEND Indicators Tool** and **Ordinarily Available SEND Provision**, to support the identification of needs and the planning of appropriate provision.

A range of information is considered when identifying and assessing children's needs, including:

- Observations and assessments carried out by class teachers and other school staff.
- Progress and attainment information, including assessments linked to the Early Years Foundation Stage and National Curriculum.
- Information shared by parents and carers.
- The views of children, where appropriate.
- The Oxfordshire SEND Indicators Tool.
- Phonics and reading assessments, including those used within our Little Wandle phonics programme.
- Information from previous schools or early years settings.
- Advice and assessments from external professionals, such as Speech and Language Therapists, Educational Psychologists and specialist teachers.

Where additional concerns remain, the class teacher will consult with the SENDCo to consider the child's needs and any further assessment or support required. Decisions about whether a child requires SEN Support and should be added to the school's SEND register are informed by assessment evidence, progress data, the Oxfordshire SEND Indicators Tool and professional judgement, in consultation with parents and carers.

For children identified as requiring SEN Support, we use the **graduated approach**, a four-stage cycle of *Assess, Plan, Do and Review*. This involves identifying a child's needs, planning appropriate support, putting this support into practice and

regularly reviewing its impact. Individual learning plans are used to identify clear targets, appropriate provision and next steps in learning. Our aim is to ensure that support is personalised, purposeful and regularly reviewed so that all children can make progress from their individual starting points.

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

At Our Lady of Lourdes, we recognise that parents and carers know their children best and that working together is essential to ensuring children receive the support they need. Parents and carers are involved from the earliest stages of identifying additional needs and are kept informed about decisions regarding their child's support and provision.

All pupils on the SEND register have an Individual Learning Plan (ILP), which outlines their individual targets, the strategies and provision in place to support them, and how their progress will be reviewed. Parents and carers of children with SEND are invited to meet with their child's class teacher three times a year, separately from the usual parents' evenings, to review progress, discuss support and agree next steps. The SENDCo may also attend these meetings where appropriate. For pupils with an Education, Health and Care Plan (EHCP), termly review meetings are held alongside the statutory annual review process, which provides an opportunity to review progress towards the outcomes identified in their EHCP. We value the views and experiences of our pupils and aim to involve them in decisions about their learning and support. Children's views are gathered through discussions with familiar adults, taking account of their age, communication needs and individual preferences. These views help inform their Individual Learning Plans and the support provided.

We encourage open communication between home and school throughout the year. Class teachers are the first point of contact for parents and carers who have questions or concerns about their child's learning or SEND provision. Additional meetings with the class teacher and SENDCo can be arranged where needed through the school office.

How is pupil progress and attainment tracked?

At Our Lady of Lourdes, we regularly assess and monitor children's progress to ensure that they are receiving appropriate support and making progress from their individual starting points. Class teachers continually assess pupils' learning through classroom observations, ongoing assessment and progress data. This information helps identify strengths, areas of difficulty and any additional support that may be required.

For children with SEND, progress is monitored through their Individual Learning Plans (ILPs), which contain specific, achievable targets linked to their individual needs. These targets are reviewed termly, with teachers, parents and pupils contributing to the review process. For children with EHCPs, individual targets also support progress towards their longer-term EHCP outcomes. Pupil progress is reviewed through the school's assessment and monitoring processes, with class teachers, senior leaders and the SENDCo working together to identify any concerns and consider whether provision needs to be adapted.

We recognise that progress for some children with SEND may not always be reflected in age-related expectations or standard assessment measures. Where appropriate, we use more detailed assessments to identify smaller steps of progress in learning and development. During 2026–27, we are introducing the Birmingham Assessment Toolkit to further develop our approach to assessing and tracking progress for pupils working significantly below age-related expectations.

The effectiveness of additional support and interventions is reviewed using assessment information, observations and progress towards individual targets. This helps us identify what is working well and where changes may be needed to ensure that provision continues to meet each child's needs.

How does the school ensure inclusion?

At Our Lady of Lourdes, we believe that all children should have equal opportunities to participate fully in school life, regardless of their individual needs or disabilities.

We aim to identify and remove barriers that may prevent children with SEND from accessing learning, developing friendships or taking part in the wider life of the school. Children with SEND are encouraged and supported to participate in all aspects of school life, including educational visits, residential trips, sporting activities, school events and extracurricular opportunities.

Where necessary, we make reasonable adjustments to ensure that activities are accessible and appropriate for individual pupils. This may include adapting activities, providing additional resources or adult support, seeking specialist advice or carrying out individual risk assessments to ensure that children can participate safely and successfully. We work closely with parents, carers and other professionals where appropriate to plan the support needed for individual children. Our aim is to promote a sense of belonging, encourage independence and ensure that all pupils have opportunities to learn, achieve and enjoy school alongside their peers.

What approach do we take to teaching children with SEND, and how do we adapt the curriculum and learning environment?

At Our Lady of Lourdes, we believe that high-quality, inclusive teaching is the foundation of effective SEND provision. We are committed to ensuring that all children can access a broad, balanced and ambitious curriculum, with teaching adapted to meet their individual strengths and needs. Our approach is based on the principle that strategies which are **essential for some pupils are often useful for all**. We are continuing to develop and strengthen our inclusive universal offer across the school, establishing consistent approaches to adaptive teaching and classroom practice.

Teachers are responsible for the learning and progress of all pupils in their class, including those receiving additional support. They use their knowledge of individual children to identify potential barriers to learning and make appropriate adaptations to teaching, resources and the learning environment.

Depending on individual needs, these adaptations may include:

- Breaking learning into smaller, manageable steps and providing clear, concise instructions.
- Using visual supports, such as visual timetables, now-and-next boards and visual prompts.
- Providing scaffolding, modelling and practical or multisensory resources to support understanding.
- Adapting tasks and offering alternative ways for children to demonstrate their learning.
- Using appropriate sensory resources, movement breaks and regulation strategies.
- Providing access to quieter spaces for learning or emotional regulation where needed.
- Using specialist resources or assistive technology where appropriate.

We aim to support children to learn alongside their peers wherever possible, with adjustments made to enable them to access shared learning opportunities.

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For some pupils, high-quality adaptive teaching alone may not be sufficient to meet their needs. These children may require additional or different provision, which is planned according to their individual needs and reviewed regularly. This may include targeted interventions, small-group teaching, individualised learning activities or support from specialist professionals. Additional adult support is used strategically to help pupils access learning, develop confidence and build independence, rather than creating unnecessary reliance on adults.

We recognise that children's needs can change over time. Through regular assessment, communication with families and the graduated approach of Assess, Plan, Do and Review, we continually evaluate and adapt our provision to ensure that children receive the support they need to make progress.

How does the school support the wellbeing of children with SEND?

At Our Lady of Lourdes, we recognise that children's emotional wellbeing, confidence and sense of belonging are essential to their learning and development. We aim to provide a safe, supportive and inclusive environment in which all pupils feel valued and listened to.

Class teachers and other school staff work closely with children and their families to identify any social, emotional or mental health needs and consider appropriate support. Children's views are gathered through discussions with familiar adults and are taken into account when planning and reviewing their individual support. We recognise that some children benefit from additional opportunities to develop confidence, relationships and emotional wellbeing. Our sport nurture group provides targeted support for pupils who may benefit from these opportunities. Other individual or small-group support may be considered according to children's needs and the resources available.

We take bullying seriously and promote positive relationships, respect and understanding through our Personal, Social, Health education (PSHE), assemblies and wider school culture. Concerns about bullying are addressed in line with the school's behaviour and anti-bullying policies, with appropriate consideration given to the individual needs and communication differences of pupils with SEND.

How does the school monitor the effectiveness of SEND provision?

We use the graduated approach of **Assess, Plan, Do and Review** to monitor the impact of support and ensure that provision continues to meet children's needs. When a child is identified as requiring SEN Support, their needs are assessed and appropriate provision is planned using the Oxfordshire SEND Indicators Tool, the Ordinarily Available SEND Provision guidance and, where appropriate, advice from external professionals. Support is recorded within the child's Individual Learning Plan (ILP), alongside clear targets and the strategies or interventions intended to help them make progress. ILPs and the provision in place are formally reviewed three times a year, with parents, carers and pupils involved in discussing progress and identifying next steps. Additional reviews may take place where needs change or concerns arise.

Teachers use ongoing assessment, observations and progress towards individual targets to evaluate the impact of support. Where appropriate, specific assessment measures may be used before and after interventions to help establish their effectiveness.

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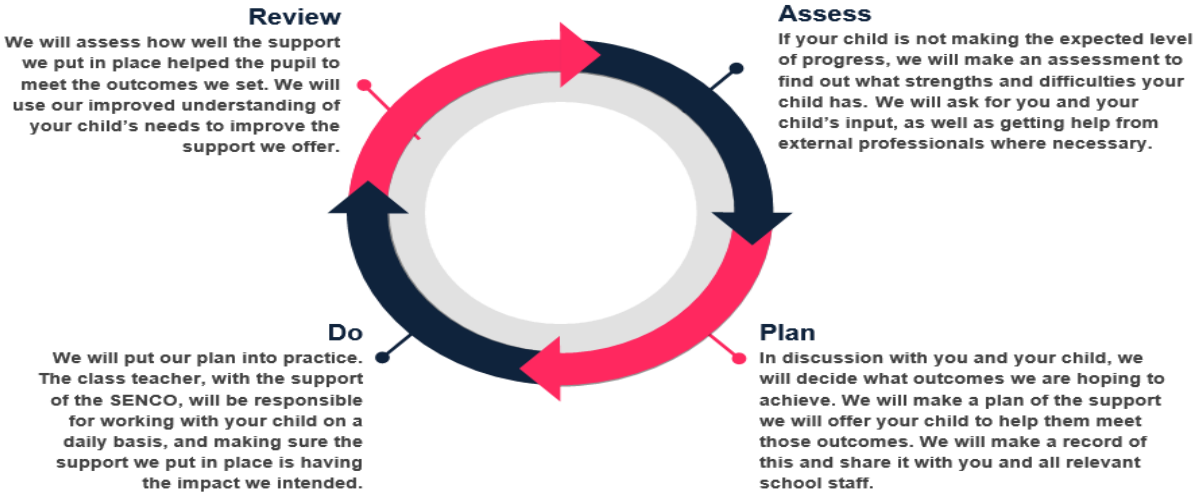
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This information helps us decide whether provision should continue, be adapted or be replaced with a different approach. We also review our wider SEND provision to identify areas for improvement and strengthen the support available across the school.



How are children with SEND supported to access activities outside the classroom?

We are committed to ensuring that children with SEND have opportunities to participate in the wider life of the school alongside their peers. This includes educational visits, residential trips, extracurricular clubs, sporting events, music activities and other school experiences.

Where necessary, reasonable adjustments are made to enable pupils to participate safely and successfully. These may include additional adult support, adapted activities or resources, individual risk assessments and advice from specialist professionals. We work with children and their parents or carers when planning activities to identify potential barriers and agree appropriate arrangements. Our aim is to ensure that all children can enjoy and benefit from the opportunities available throughout school life.

What SEND funding do schools receive?

Schools receive funding to meet the educational needs of all pupils, including those with special educational needs and disabilities.

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A proportion of the school's overall budget is identified as a **notional SEN budget**. This helps schools plan and provide additional support for pupils with SEND, such as targeted interventions, specialist resources, staff support and access to professional advice. Schools are generally expected to meet the first £6,000 of additional special educational provision costs for individual pupils with high needs from their existing budget. This does not mean that every child with SEND receives £6,000 or that their support is limited to this amount. The level of provision is determined by each child's individual needs. Where a pupil requires more costly specialist provision, additional funding may be available from the local authority, depending on their assessed needs and the relevant funding arrangements.

How did we use our SEND funding during 2025–26?

At Our Lady of Lourdes, we prioritise the use of our available resources to support pupils with SEND, remove barriers to learning and promote inclusion.

Our SEND funding supports a range of provision, which may include:

- Teaching assistants and other staff providing additional support for pupils with SEND.
- Targeted interventions and individual or small-group learning opportunities.
- Specialist teaching resources, including practical, visual and sensory supports.
- Professional development to strengthen staff knowledge and confidence in supporting pupils with SEND.
- Access to advice and support from external professionals, where appropriate.
- Dedicated SENDCo time to coordinate provision, work with families and professionals, and oversee the school's approach to SEND.

Our spending decisions are informed by the changing needs of our pupils and the provision required to support their learning, wellbeing and participation in school life.

What steps do we take to prevent pupils with SEND from being treated less favourably than other pupils?

Our Lady of Lourdes is committed to promoting equality of opportunity and ensuring that pupils with SEND are included in all aspects of school life. We work to identify and remove barriers that may prevent pupils from accessing learning, participating in activities or enjoying the same opportunities as their peers. Reasonable adjustments are made according to individual needs. These may include adapting teaching approaches, providing additional resources or support, and making changes to the learning environment. Our Accessibility Plan sets out how we aim to improve access to the curriculum, school facilities and information for pupils with disabilities. This is available on our school website. We regularly review individual needs and provision through our SEND processes to help ensure that all children are supported to participate, achieve and feel valued as members of our school community.

What specialist expertise does the school have access to?

At Our Lady of Lourdes, our SENDCo, Mrs Sarah Willans, works closely with class teachers, teaching assistants, families and external professionals to coordinate support for pupils with SEND.

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Our teaching and support staff have experience of working with children with a range of additional needs. Staff are supported to develop their knowledge and skills through professional development, advice from the SENDCo and guidance from specialist services where appropriate.

We also provide targeted interventions to support pupils' individual needs, including Little Wandle Rapid Catch-up for pupils who require additional support with phonics. Where children require more specialist assessment, advice or support, we work with relevant external professionals to identify appropriate provision.

What multi-agency support is available to children with SEND?

We recognise that some children benefit from support involving professionals beyond the school. We work with a range of external services to help us understand children's needs and plan appropriate support.

Depending on individual needs, these may include:

- Speech and Language Therapy services.
- Educational Psychology services.
- Occupational Therapy services.
- Child and Adolescent Mental Health Services (CAMHS).
- School Nursing services.
- Oxfordshire's specialist SEND support services, including teams supporting communication and interaction, cognition and learning, hearing and vision, and physical disabilities.
- Early Years SEND support services.
- Local authority behaviour and inclusion support services.
- Children's social care and safeguarding services, where appropriate.

We work collaboratively with these professionals to seek advice, access assessments where appropriate and develop strategies to support children in school.

We also work with Oxfordshire's specialist Communication and Interaction service and can access the **Schools With Families Together (SWiFT)** programme. This provides opportunities for school staff and families to develop a shared understanding of children's communication and interaction needs and explore supportive strategies for home and school.

Access to external services is based on individual needs and the referral criteria of the relevant service. We discuss referrals with parents and carers and involve them in planning support wherever appropriate.

What training is provided for staff?

We recognise the importance of ensuring that staff have the knowledge, skills and confidence to support children with SEND effectively.

Staff access ongoing professional development through school-based training, external courses, guidance from the SENDCo and advice from specialist professionals. Training is informed by the needs of our pupils and the school's priorities for improving inclusive practice.

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During 2026–27, our key development priorities include strengthening adaptive teaching, developing a consistent inclusive universal offer across the school and introducing the Birmingham Assessment Toolkit to support the assessment of pupils working significantly below age-related expectations.

We also provide opportunities for staff to develop their understanding of individual children's needs and the strategies and resources that can support their learning, communication, emotional wellbeing and independence.

How do we support children with SEND when moving between classes and educational settings?

We recognise that transitions can be particularly challenging for some children with SEND. We aim to make these changes as smooth and positive as possible by planning carefully and working closely with children, families and other professionals.

Moving between classes

When children move to a new year group, information about their strengths, needs and effective support strategies is shared between their current and new teachers. For children who require additional preparation, arrangements may include extra visits to their new classroom, opportunities to meet their new teacher and personalised transition booklets containing photographs and key information.

Joining or leaving our school

When a child joins Our Lady of Lourdes from another setting, we work with families, previous teachers and relevant professionals to understand their needs and plan appropriate support. Where a child moves to another school, we share relevant SEND information and liaise with receiving staff to help ensure continuity of provision.

Moving to secondary school

We work closely with secondary schools to support children as they prepare for the next stage of their education.

Alongside the usual transition arrangements, children with SEND may benefit from additional visits, including quieter visits where appropriate, meetings with secondary school staff and opportunities to become familiar with their new environment. We liaise with secondary school SENDCos to share relevant information about children's individual needs, strengths and effective support strategies. The views of children and parents are taken into account when planning additional transition support.

What safeguarding arrangements are in place at our school?

Safeguarding and promoting the welfare of all children is a priority at Our Lady of Lourdes. We recognise that children with SEND may face additional safeguarding challenges and that staff need to be attentive to individual communication, emotional and physical needs.

All staff have a responsibility to identify and report safeguarding concerns and receive appropriate safeguarding training.

Our designated safeguarding team includes:

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Designated Safeguarding Lead (DSL)

Mrs R Gowers – Headteacher

Deputy Designated Safeguarding Leads (DDSLs)

- Miss Tobin
- Mrs Hemsley
- Mrs Windsor
- Miss Domican

We work with external safeguarding and children's services where appropriate to ensure that children and families receive the support they need.

Further information about our safeguarding procedures can be found in the school's Safeguarding and Child Protection Policy, available on our website.

How are governors involved in our SEND provision?

Our governing body has an important role in overseeing the school's SEND provision and ensuring that the needs of pupils with SEND are considered as part of school improvement and development. Governors receive updates on SEND provision, pupil needs and progress, and priorities for improvement. They also have oversight of how the school's resources are used to support pupils with SEND. Our SEND link governor works with the SENDCo to monitor and review provision and support the school's ongoing commitment to inclusive education.

What arrangements are in place for parents and carers who have concerns or complaints about SEND provision?

We encourage parents and carers to raise any questions or concerns about their child's learning or SEND provision as early as possible so that we can work together to resolve them. In the first instance, parents should speak to their child's class teacher, who is responsible for their day-to-day learning and support.

If further discussion is needed, parents can arrange a meeting with the SENDCo, Mrs Sarah Willans, by contacting **inclusion@ololwit.org.uk** or through the school office. If concerns remain unresolved, parents can request a meeting with the Headteacher, Mrs Gowers.

Where a concern cannot be resolved informally, parents and carers can follow the school's formal Complaints Procedure, available on the school website. A paper copy can also be requested from the school office. Parents and carers may also seek independent advice and support from SENDIASS Oxfordshire. Information about mediation and disagreement resolution relating to Education, Health and Care assessments and plans is available through Oxfordshire County Council's SEND Local Offer.

Where can I find further information about SEND?

Further information about our school's SEND provision, policies and accessibility arrangements can be found on our school website:

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Website: https://www.ololwit.org.uk

SENDCo: Mrs Sarah Willans

Email: inclusion@ololwit.org.uk

School office: office@ololwit.org.uk

Telephone: 01993 702480

Our SEND Policy, Accessibility Plan, Equality Policy and Complaints Procedure are available through the school website. Paper copies can be requested from the school office.

Oxfordshire SEND Local Offer

The Local Offer provides information about education, health, care and support services available to children and young people with SEND and their families across Oxfordshire.

Website: https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer

SENDIASS Oxfordshire

SENDIASS provides free, impartial and confidential information, advice and support to children and young people with SEND and their parents and carers.

Telephone: 01865 810516

Text: 07786 524294

Email: sendiass@oxfordshire.gov.uk

Website: https://www.sendiass-oxfordshire.org.uk

Disagreement Resolution and Mediation

Parents and carers can find information about resolving disagreements, mediation and appeals relating to SEND through Oxfordshire's Local Offer:

https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer/resolving-disputes-mediation-complaints-and-appeals

Review of this report

This SEND Information Report is reviewed annually and updated during the academic year when significant information or arrangements change.

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