



Special Educational Needs and Disabilities (SEND) Information Report

Updated 15th September 2026

SENCO: Mrs Ruth Los

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Dedicated SENCO time: Tuesday, Wednesday, Thursday and Friday afternoons

SEN Governors: Nick Watson and Sharon Dematteis

The aim of this report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

Our School approach	At Our Lady of Victories, we are ambitious for all children whatever their ability or needs. We want them to learn, enjoy, be excited and achieve. We want all children to excel and make the most of their God given talents, and have the opportunity to develop interpersonal skills, build resilience and become creative, critical thinkers. We aim to achieve this by removing any barriers to learning and participation and providing all children with quality first teaching in every lesson. Through appropriate provision, we respect the fact that children: • Have different needs and aspirations • Require different strategies and approaches for learning • Acquire, assimilate and communicate information in different ways.								
 Meet the SENCO	The SENCO is Mrs Ruth Los If you would like to contact Mrs Los, please call school on 01535 607149 or email r.los@olv.bcwcacat.co.uk Mrs Los has 15 years experience in this role and holds the National SENCO qualification. Mrs Los works in partnership with the Academy Trust and Local Authority and has recently qualified as a specialist dyslexia assessor and teacher. During the last academic year, the SENCO completed training with the specialist outreach support service at Delius Special School and has completed training in: Attention Autism, Curiosity Approach, Intensive Interaction, team teach, the sensory engagement model, Down Syndrome and a reading intervention for children with down syndrome.								
 Special educational needs and disabilities	At Our Lady of Victories School, we are ambitious for all children whatever their ability or needs. We want them to learn, enjoy, be excited and achieve. We support children with a variety of special educational needs. SEND is categorised into four broad areas of need as described in the SEN Code of Practice. These areas can, and do, overlap. <table border="1" data-bbox="507 1462 1058 1966"> <tbody> <tr> <td data-bbox="507 1462 707 1597"></td><td data-bbox="707 1462 1058 1597">Cognition and Learning</td></tr> <tr> <td data-bbox="507 1597 707 1731"></td><td data-bbox="707 1597 1058 1731">Communication and Interaction</td></tr> <tr> <td data-bbox="507 1731 707 1854"></td><td data-bbox="707 1731 1058 1854">Social, Emotional and Mental Health</td></tr> <tr> <td data-bbox="507 1854 707 1966"></td><td data-bbox="707 1854 1058 1966">Sensory / Physical</td></tr> </tbody> </table>		Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health		Sensory / Physical
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 Identifying and assessing need	If a teacher has a concern about a child, a provision checklist will be used in the first instance to identify any potential adaptations which may help support the child. Discussions take place between teachers and the SENCO to identify next steps. This may include specific assessments or screeners to help identify specific areas of difficulty. The SENCO will work with the class teacher, child and parents / carers to identify any possible changes in progress, attainment or behaviour and will possibly speak to outside agencies to get their input as well. If it is felt that your child needs SEN support, their name will be placed on the record of need and an individual learning plan will be made. This will set out specific targets to work on. The graduated response approach of assess-plan-do-review (APDR) is followed, with targets reviewed and revised where necessary. Some children may require more support than is ordinarily available and their SEND support may develop into requesting an EHCA from the local authority.
 Our approach to teaching children with SEND	Teachers adopt the EEF 5 a day principles to ensure their teaching is adaptive and meets the needs of all learners. - Scaffolding - Flexible grouping - Meta-cognition strategies - Assistive technology - Explicit instruction Teachers may plan individual timetables, small group interventions or plan for 1:1 support. All children have access to quality first teaching in every lesson. Any additional support and provision is linked to the graduated response approach 'assess-plan-do-review' and is reviewed at least termly. This is recorded on an individual learning plan.
 Curriculum adaptations	We use a range of strategies to ensure we offer an inclusive curriculum and allow access to the classroom. We provide a document for staff to refer to to ensure everyone is aware of how we can make adaptations across the whole curriculum. We may seek advice from other agencies for support. We ensure that our learning environments support access to the curriculum through ensuring: - Classrooms are clutter free - Resources are clearly labelled - There is an active visual timetable - Vocabulary is supported with a visual symbol - Working walls are clearly structured with neutral backgrounds - Children have access to regulation areas in their classroom
	The Ark is our internal SEN provision base. It is located at the heart of the school and everyone works closely together to ensure children who access it are supported to become as independent and successful as possible. <u>Who is The Ark for?</u> The Ark is for children who have an Education, health and care plan (EHCP) where a highly bespoke curriculum is required. Children in The Ark have communication and interaction needs. <u>Aims</u> - We want children to have a curriculum which meets their needs.

	- We want children to learn, enjoy, be excited and achieve. - To support the sensory needs of all children. - To support the communication needs of all children. - To use an intensive interaction approach. - To help individuals develop a sense of self. - To promote independence. - To provide an individualised and adapted curriculum. The Ark has two smaller provisions linked to it. These are designed for children who require an adapted curriculum from their year group and where children have communication and interaction needs. - The Branch supports children in KS1 - The Bridge supports children in KS2
 Parent consultations	We work closely with parents and carers to support children with SEND. Mrs Los is available in person, on the phone, by email and is available at parents evenings to discuss any concerns. We signpost parents to courses, groups and information where appropriate. Parents are invited to contribute to children's individual learning plans which are reviewed three times a year. If a child has an EHCP, parents are invited to take part in the annual review. This celebrates your child's learning and progress and identifies next steps.
 Child consultations	Children's views are very important and inform our day to day provision. We aim to seek children's views about their learning, aspirations and experience at school and do this in a variety of ways, choosing the most appropriate for the individual child. Children have the opportunity to share what helps them learn. This information is collated onto the child's learning plan and is shared with all staff who work with the child.
 Evaluating provision	We evaluate the effectiveness of provision by: • Termly review meetings for children with SEND • Pupil progress meetings • Carrying out pupil questionnaires or talking mats • Reviewing interventions • Monitoring provision alongside specialist teachers and other agencies • Holding annual reviews for children with EHCPs • Sharing ideas in staff meetings to ensure up to date information is being followed • Using tracking tools to monitor progress
 Staff training	We have a programme of continuous professional development to ensure staff have the correct knowledge they need to support all learners. New staff are provided with a staff handbook to help them understand school systems. Learning plans are shared with all staff. Recent training has included: - Team Teach - Adaptive teaching - Stammering - Autism including a PDA profile

	- Reading, phonics and precision teaching interventions - SEN learners - Attention autism - Intensive interaction and the curiosity approach - Level 5 specialist teaching assistant course - Level 3 specialist teaching assistant courses last year
Transition support	We offer enhanced transition for children joining our school who are known to have special educational needs or disabilities. This includes meeting with parents, the current setting, possibly a home visit and lots of opportunities for visits to our school - at different times of the day. We meet children in their familiar setting and provide a booklet about their new class / key staff and routines and encourage children and families to do something similar for us. Between classes and key stages, we share key information about children and their specific needs through our learning plans. Additional visits to classrooms, and booklets with key information and pictures in, are made if necessary. Staff meet regularly to discuss children and find out about any additional needs. Sometimes staff go on school trips with their future class to start building relationships with the children. Between primary and secondary schools, we ensure children are given time to attend all transition sessions provided. We meet with SENCOs and Y7 staff to give overviews and share individual learning plans and any other relevant information. We encourage children to take photos of their new school and share them with their current teachers. We teach life skills in upper KS2 where necessary to help prepare for secondary school and adult life.
 Outside agencies	We work with specialist practitioners from the Local Authority, ARC Consultancy and from the NHS to support a wide range of children's needs: - Physiotherapists - Speech and language therapists - Educational Psychologists - Specialist teachers and practitioners - Specialist Outreach team - CAMHS - School Nursing Team - Early Help - Mental health services - Educational Emotional Well-being Practitioner team Consent is always sought before outside agencies are commissioned.
 Clubs and trips	We strive to ensure that there are no barriers to children with SEND taking part in the same activities as other children in school. All of our children are encouraged to take part in after school clubs and school trips including residential. Additional staffing where appropriate is provided and providers of after school clubs and school trips are made aware of any additional needs prior to activities starting.

	All of our children are encouraged to take part in sports day, class assemblies, school plays and any special workshops in school. All children are encouraged to apply for roles of responsibility in school. No child is ever from taking part in anything due to their SEND or disability. Please read our accessibility plan which shows how we are working to ensure children are treated fairly and helped to access school life.
 Admissions	Our admissions criteria is followed for all children regardless of need or disability unless the child has an EHCP. In this instance, the local authority will consult with us for a place and we will aim to provide one if possible. Please read our admissions policy for further information.
 Complaints procedures	We encourage parents and carers to try and talk to their child's class teacher as soon as an issue arises so we can deal with it straight away. Our complaints policy is available on our website.
 Bradford's local offer	We link with the Bradford Local Offer. Click here to view it.