

SEN Information Report

Our Lady of the Rosary

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

Questions

1. [What kinds of special educational needs does the school provide for?](#)
2. [How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?](#)
3. [How will both you and I know how my child/young person is doing?](#)
4. [How will the curriculum be matched to my child/young person's needs?](#)
5. [How will school staff support my child/young person?](#)
6. [How is the decision made about what type and how much support my child/young person will receive?](#)
7. [How will my child/young person be included in activities outside the classroom including physical activities and school trips?](#)
8. [What support will there be for my child/young person's overall wellbeing?](#)
9. [What specialist services and expertise are available at or accessed by the school?](#)
10. [What training have the staff supporting children/young people with SEND had?](#)
11. [How accessible is the school environment?](#)
12. [How are parents and young people themselves involved in the school?](#)
13. [Who can I contact for further information?](#)
14. [How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?](#)
15. [What other support is available?](#)

1. What kinds of special educational needs does the school provide for?

Our Lady of the Rosary Primary School prides itself in its ability to be a fully inclusive school. We support children with a wide range of needs. A child is classed as having special educational needs (SEND) if he or she has learning difficulties that call for special educational provision to be implemented. A child may have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others, of the same age.
- A disability that prevents or hinders them from making use of facilities that are generally provided for others in a mainstream school.

A child may have one or more of the following needs:

- Cognition and Learning: general difficulties with learning, or a specific difficulty such as Dyslexia.
- Communication and Interaction: this includes difficulties with speech sounds, comprehension, understanding vocabulary or social communication difficulties, such as Autism.
- Social Emotional and Mental Health: this includes Attention Deficit and Hyperactivity Disorder (ADHD) or behavioural difficulties.
- Sensory or Physical Needs: this may include mobility issues, hearing difficulties, a visual impairment or a physical or medical difficulty which could impact on their learning.

Children may have difficulties in one or more of these areas. Special provision will be made to ensure children can access their education and 'be the best they can be'. This provision may be in the form of classroom-based support or withdrawn support. Often, it may be in small group or one-to-one sessions, using resources from within the school and from the support services within the local authority or services employed by the school.

We maintain very close working relationships with children, staff, parents and other agencies. We consider our partnership with parents to be of the utmost importance. We encourage parents to discuss progress regularly with class teachers and with the Special Educational Needs Coordinator (SENCO).

We are proud of our ability to support children with a variety of special needs and take steps to ensure that all children progress to 'be the best they can be'. We are ambitious for all our children, including those with additional needs. As a result, the school is suitably equipped to deal with a wide range of individual needs. The school and the governing board regularly review its provision for children with special needs and ensure that staff are well prepared and trained

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Every child at Our Lady of the Rosary is closely tracked using the school's monitoring strategies and practices. Regular assessments and observations are undertaken and the results analysed. Slow progress and low attainment does not necessarily mean that a child has SEN. When deciding whether special educational provision is required, we will look at desired outcomes and the views of pupil and parents. We will use this information to decide what support is needed and if this can be achieved via Quality First Teaching, adapting our core offer or whether something additional or different is needed. Some children will be added to a monitoring form, where their progress will be closely tracked and then a decision will be made, with parents, about whether they need to be added to the SEN register. Whether or not a child is making adequate progress is seen as a significant factor in considering the need for SEND provision.

At OLOR we use a range of screening and assessment tools to inform us of the progress a child is making. These include:

- Standardised screening and assessment tools such as Nussy, Wellcomm, Test of Abstract Language (TALC).
- Reports or observations.
- Liaison with external agencies.
- Concerns raised by parents.
- Health diagnosis through paediatrician.

We will also refer to Trafford's Graduated Approach document as a guide to entry for the school SEND register. Children who are identified as having SEND will be placed on our school SEN register.

The class teacher will inform and consult the parents. The child will receive one of the following level of support:

- Universal provision where needs are met through Quality First Teaching.
- SEN support where additional support will be provided by teaching assistants.
- High level of SEN support/EHCP plan support where the need is high and additional funding may be required.

If a child is not making expected progress a meeting will be arranged with Parents/Carers to discuss their progress in more detail. We recognise that parents know their children best, so will listen closely to any parental concerns. This will inform the planning of support and provision we put in place. With agreement from parents, the child will be put on the SEN support register and an individual Support Plan will be drawn up. The level of support may change throughout the child's time at school. Staff will discuss concerns with parents and whether there needs to be an increase or decrease in support provided. If you feel your child may have Special Educational Needs that have not been identified, please arrange a meeting with your child's class teacher. This can be discussed further with the SENCO, if required.

3. How will both you and I know how my child/young person is doing?

We take a graduated approach to meeting a child's Special Education Needs in line with Trafford's Local Authority policy, The Children and Families Act 2014 and the SEND Code of Practice (More information is available on The Trafford Local Offer, see below).

This approach involves constant liaison between support staff, class teachers and the SENCO to monitor the child's progress. We have a cycle of 'Assess, Plan, Do, Review'. This involves assessing where a child is currently at, planning their next steps, carrying out the plan and then reviewing the progress with parents. If a child fails to make the expected progress at the end of this cycle, we would look to making a referral to a more specialist service, in order to gain more advice and information relating to the child's needs.

Children on the SEN register will have their Individual Education Plan (IEP) reviewed three times a year with their class teacher. Teachers will share with parents a review of the child's targets and agree new ones, there is also an opportunity to discuss any other concerns parents may have.

Children with an EHCP will also have an Annual Review. This will involve staff and any other professionals that are involved with the child, discussing their progress and ensuring the child's needs are being catered for in the best possible way.

OLOR operate an open -door policy, Mrs Groves is always visible welcoming children and parents each day on the playground. Appointments can be made with Mrs Groves or Mrs Weinberg to discuss any matters of concerns further.

4. How will the curriculum be matched to my child/young person's needs?

Class teachers plan and deliver exciting, quality first teaching and learning opportunities, with a variety of differentiation and support within lessons. Staff use different teaching styles and adapt the learning environment, using a range of resources. In 2025 we were awarded the Dyslexia Quality Mark which recognises as a Dyslexia friendly school.

The following adaptations are made to ensure all children can access a broad and balanced curriculum:

- Differentiation is an approach used by all teachers at OLOR to ensure that all pupils learn and make progress. This may be done by task, outcomes or additional resources being provided to support the child's learning needs. Staff ensure that children will be fully supported and arrangements made for them to access the curriculum at their level, providing appropriate challenge and support.
- Adapting our resources and the use of technology.
- Using recommended aids such as laptops, coloured overlays, larger font and visual timetables.
- Pre teaching of vocabulary and sharing of knowledge organisers with parents to allow longer processing time.
- Using Trafford's Graduated Approach for strategies and ideas that can be used within school.

Some children will also receive targeted intervention programmes outside of the classroom environment. This can be 1:1 or in small groups. Sometimes specialist support is required. In these cases, the SENCO will work with outside agencies (with parental permission). Individual Education Plans will outline the support each individual will receive.

5. How will school staff support my child/young person?

Each term the SENCO and SLT review the support for each child on the SEN Register. It is closely monitored to ensure it is having an impact and at least expected progress is being made.

Children on the SEN register will receive support by a variety of strategies and practices. These include:

- In class from the class teacher or a teaching assistant.
- Targeted intervention groups include: Beat Dyslexia, The Snip Programme, Catch up Phonics and Maths, Precision Teaching, Lego Therapy, Nurture Groups, Handwriting groups, Growth Mindset and Resilience, Social Communication Skills, Narrative Therapy Memory Magic and Attention and Listening Groups.
- 1 to 1 support, if appropriate (delivered by a range of specialist adults employed by the school).
- Buddy/Pupil Mentor System.
- Dinner Time/Before/After School Staff Support.
- Wellbeing Change Team.
- GIFT Chaplaincy Team.
- ELSA trained Teaching Assistant
- Forest School
- Eco Team
- If specialist advice is required the SENCO, with parents' permission, refer the child to the necessary agencies.

Our Teaching Assistants are allocated to each class to provide additional support. However, time allocated to each class will depend on the children's needs. OLOR Teaching assistants have regular training throughout the year, on all areas of SEN to ensure they can meet the needs of all pupils.

6. How is the decision made about what type and how much support my child/young person will receive?

The SENCO and Senior Leadership Team, alongside any outside agency involved, will review the support for children on the SEN register. This is frequently monitored to ensure significant progress is being made and the amount of support is appropriate for the whole development of the child.

Most children will receive additional support whilst on our SEN support register, some pupils will need a higher level of support with a more specialist provision. This is our High Level SEN Support Stage. The school funds this from its own resources and other professionals may be asked for their input and support.

Referral for an Education and Health Care Plan:

Some pupils who have lifelong or significant difficulties may require a Statutory Assessment for High Needs Provision. This assessment is carried out by the Local Authority. This may then result in the child being issued an EHC Plan with additional resources and funding.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Children with SEN are fully included, where possible, in all aspects of school life. Great efforts are always made to ensure that this is achieved. These activities are differentiated as required. Trained staff will support when necessary.

The following support can be put in place to ensure trips/activities are accessible to all children:

- Pre visit to the site of the school trip /Photographs of what it looks like.

- Additional staff in place to ensure all children are safe.
- Liaising with external providers of clubs at OLOR to ensure they are aware of any individual child's need and any adjustments that need to be put in place.
- Risk assessments created, and arrangements put in place to provide for any physical and medical needs.

Throughout the year, we access local inclusion festivals through Trafford School Partnership to allow children with SEND opportunities to represent the school at sport. Our school offers a Breakfast and After School club that operates daily during term, during out of school hours. The club is in the school hall and children are all together as one group. Children have a breakfast and a snack during their sessions. Reasonable adjustments will put in place to allow access for all ages and needs of children, however, due to the busy, open plan environment of the club some children with SEND may need additional support to access the provisions. Individual cases will be discussed with parents, along with Mrs Weinberg and Mrs Groves.

8. What support will there be for my child/young person's overall wellbeing?

A child's positive wellbeing is a main priority for all at Our Lady of the Rosary. We are a fully inclusive school and the whole school community share a belief in equality for all pupils and staff, in line with the Equalities Act 2010. We have a well-established Anti-Bullying Policy, which is upheld by all staff. Any incidents of bullying or discrimination are dealt with immediately and efficiently, through our robust and effective Behaviour Policy. The policy sets high expectations and clear boundaries for behaviour in and around school.

OLOR has staff trained as First Aiders and Youth Mental Health First Aiders as well as Wellbeing and School GIFT Chaplaincy Teams. Pupils and adults are represented on the teams. Aaron Kent from Elevate Youth also supports children, spending 3 hours each week working with identified individuals and small groups. Additionally, Ruth McShane from Bitesize Bootcamp holds weekly lunchtime 'Thrive Tribe' sessions, which focus on healthy mental wellbeing and self-esteem. Ruth also delivers bespoke individualised programs, to support children using exercise to help promote good mental wellbeing. Identified children also have access to emotional regulation groups.

In Early Years and Key Stage 1 we focus on the Colour Monster and related resources to help with emotion coaching. Further up the school, with older pupils, we use the Zones of Regulation. We have also recently accessed the support of Trafford Teams Together, who have worked with many children and families across the school. The coordinator has helped us to identify other available agencies within Trafford that can help support children and their families' wellbeing. These include the Short Breaks Offer and Family Support Workers. They have the capacity to support families in their homes.

We Therapeutic Area in the centre of the school. It is a calm area with bubble tubes, bean bags and a selection of sensory toys which children can access when required.

There is a newly built area called The Den where our ELSA sessions will take place.

Our Outdoor Forest Areas are utilised on a daily basis. They give children time to connect with the outdoor environment and engage in team building games, such as den building. We also have a Forest School which runs sessions after school on a Monday and Wednesday. We also run Forest School during the school day for children who we feel require this provision.

We have a huge outdoor area with trim trails, table tennis tables and a Daily Mile Track. These facilities encourage and promote physical activity on daily basis, they contribute to the physical and mental wellbeing of children, a high priority at OLOR. If any parents or staff have any concerns, school procedures are always followed, and strategies put in place to ensure a child's wellbeing is supported and appropriate staff are made aware of the child's needs

9. What specialist services and expertise are available at or accessed by the school?

The following agencies are accessed to provide high quality support to OLOR staff, parents and children:

- Trafford SEN Advisory Services
- Educational Psychologist
- Community Paediatricians
- Speech and Language Department
- School Nurse Service
- Educational Welfare Service
- Social Services
- Bitesize Bootcamp
- Parent Partnership
- Elevate Youth
- Longford Park Outreach
- Service Stronger Families
- First Response
- Trafford Healthy Young Minds (Previously CAMHs)
- Trafford Teams Together

10. What training have the staff supporting children/young people with SEND had?

The school SENCO attends the Local Authority termly SEN Forums. This provides up to date information about the provision available for SEN. The SENCO also attends regular CPD training this includes:

- The New Pathway for ASC (TASC) and ADHD (TCAS)
- Speech, Language and Communication Difficulties
- EBSA training
- Assess, Plan, Do, Review Cycles (to demonstrate the implementation of Trafford's Graduated Approach)
- Sensory Classrooms and Supporting Sensory Needs at Home
- Creating a Dyslexic Friendly School
- Wellbeing for Education
- Wellcomm Primary and Early Years Screener
- SALT Assessment Training.

Regular training within school is undertaken by all teaching staff. Additionally, staff may attend specific courses to aid their support of groups or individuals. Our designated Speech and Language teacher has completed all the relevant Speech and Language group training sessions. Four members of staff are trained First Aiders and two are Youth Mental Health First Aiders. One member of staff is ELSA trained.

The SENCO attends training sessions and meetings with outside agencies and has had experience sitting on The Trafford EHCP needs assessment panel. The SENCO has successfully completed the Postgraduate National Award in Special Educational Needs at Manchester Metropolitan University.

11. How accessible is the school environment?

Our school meets the duties outlined in the Equality Act 2010 towards individual children and young people. The school is all on one level with easy access to most parts of the building. We have an accessible toilet in the main circulation area.

If a child is due to start OLOR and has a disability which may restrict access to the school environment it is important that parents/carers contact us in advance. This enables us to review the school's accessibility in advance and carry risk assessments and discussions with the site managers. Mrs Groves and site managers will create a Personal Evacuation Plan for children that may require a designated route for exiting the building.

We work closely with Trafford's SEN advisory Service and Trafford's Sensory Impairment Support Service to support any adjustments that need to be made.

12. How are parents and young people themselves involved in the school?

Parents have the opportunity to express their views. Staff are available before and after school to ensure a constant line of communication. Pupil's views are constantly listened to through verbal contributions during formal and informal sessions, with all school staff. Written views are recorded for annual reviews, PEPs and regular questionnaires and evaluations etc.

School Voice is important to ensure review and reflection, to further improve experiences for all at OLOR.

All pupils on the SEN register have a Pupil Passport that informs teachers of their needs and how they feel they can be best supported. At the child's IEP meetings, parents are asked to give their view on their child's progress. These views are listened to and recorded.

Our Annual Reviews are person centred and we actively engage children in reviewing and setting their new targets. Children are invited into their Annual Reviews and are encouraged to showcase their achievements at the start of the meeting.

13. Who can I contact for further information?

Headteacher: Mrs Groves
SENCO: Mrs Weinberg
SEND Governor : Mrs P Moore
School Secretary : Mrs C Lucas

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Before starting at Our Lady of the Rosary, parents/carers are invited to a meeting in the spring term. They have the opportunity to talk to any relevant staff.

The SENCO and Headteacher will ensure that pupils who join OLOR from other pre-school establishments or schools will have a smooth transition and all necessary information will be exchanged. Meetings are arranged in the summer term with any relevant secondary SENCOs, parents often come along, information is shared, paper work passed on and if necessary extra taster days are arranged. This is to ensure transition to Key Stage 3 is as smooth as possible for each child and their parents/carers. The secondary SENCO is always invited to each Y6 Annual Review for pupils with an EHCP. Please see below for further information

15. What other support is available?

Trafford's Local Offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are disabled. All schools and academies in Trafford are expected to identify and support pupils with Special Educational Needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what is available within school resources.

Trafford's SEND Information and Support Service (SENDIASS) can provide free, impartial, confidential and accessible advice, information and support on matters relating to SEND.

They can be contacted on: Telephone: 0161 912 3150

Email: pypps@trafford.gov.uk

Trafford Parents' Forum Service supports parents/carers of children & young people (0- 25) with disabilities and/or special education in Trafford. www.traffordparentsforum.org

To find out more about the Local Offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/home.page> or by contacting the Family Information

Service: Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm Email: fis@trafford.gov.uk Twitter: @traffordfis Facebook: www.facebook.com/traffordfis