

Special Educational Needs (SEN) Information Report



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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy or make contact with the school and we will arrange for our SENDCo, Claire Holt to meet with you and talk to you.



You can find it on our website <https://www.ourladyoftheangels.co.uk/>

At Our Lady of the Angels, we aim to ensure that all children are fully included in the life of our school and able to engage in the rich, exciting and rewarding opportunities we offer. We work hard to adapt our provision to enable every child to take part both inside the classroom and in the wider school environment. The information in this report helps to highlight how we do this.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

We look forward to working with you!



1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Claire Holt

She is allocated approximately 6 days each half term for training and to manage SEN provision.

Claire Holt is a qualified teacher and has worked in education for 24 years. She has two years' experience as SENDCo and is currently working towards the National Award for SEN Coordination (NASENCO), which she expects to complete in September 2026.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All teachers have regular in house SEN training throughout the year and we also receive training from our school EP. Recent training has included; PDA, Zones of Regulation, umbrella training for Neurodiversity.

Learning Support Assistants (LSAs)

We have a team of 9 LSAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Each of our Learning Support Assistants are trained to lead specific interventions

Mrs Duke: Neli, Makaton, Lego Therapy, Rainbows, RWI 1:1 tutoring

Mrs Goldsmith: LEG (Language Enrichment Groups)

Laura Madden: Draw to Talk, social skills

Mrs Todd: ELSA

Miss Beech: RWI 1:1 tutoring

Mrs Green: ELSA

Mrs Adiba: Maths Intervention

Mrs Head: Reading Fluency

Kirsty Batten: Pastoral, Lego therapy, Rainbows

Michelle Donald: Maths Intervention

Chloe Tait: Support Base

External agencies and experts

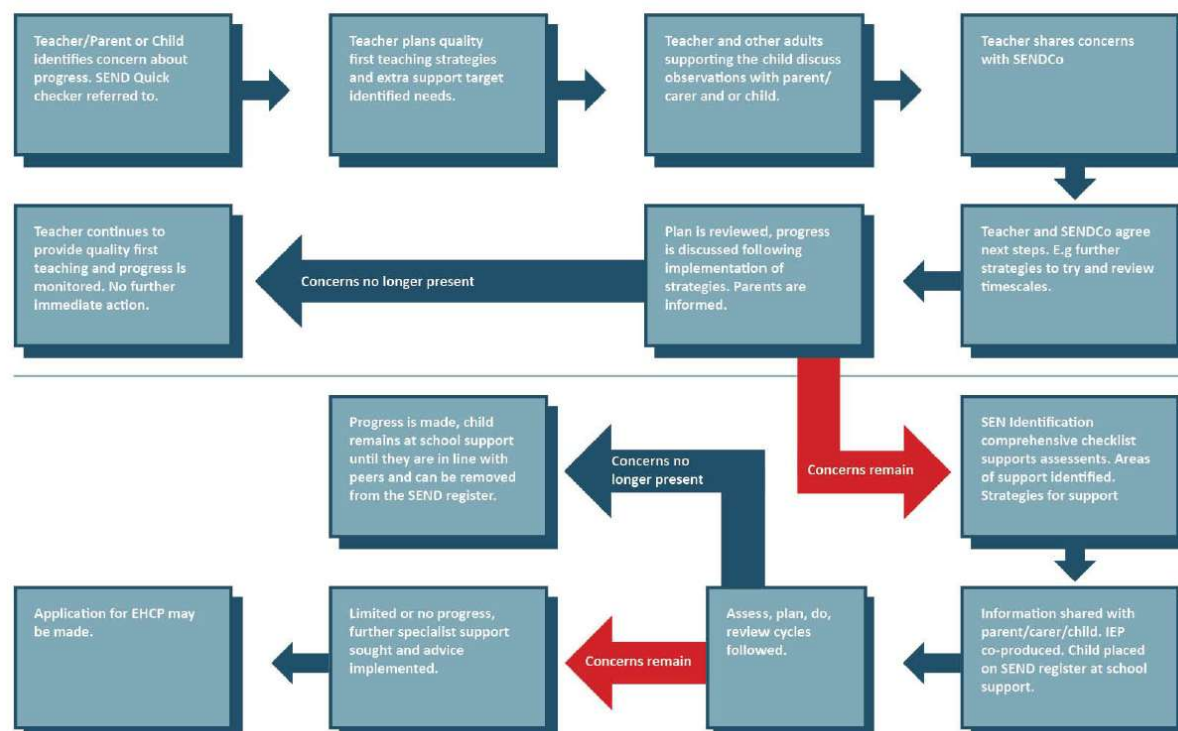
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
 - Educational psychologists
 - Occupational therapists
 - GPs or paediatricians
 - School nurses
 - Child and adolescent mental health services (CAMHS)
 - Education welfare officers
 - Social services and other local authority (LA)-provided support services
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3. What should I do if I think my child has SEN?

At Our Lady of the Angels we follow the Plymouth CAST SEND Pathway. This follows a graduated approach to SEND.

Identification of Special Educational Needs - Pathway



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak to your child's class teacher by arranging a meeting by contacting the school office on 01803 613095 or admin@olota.uk

They will pass the message on to our SENCO, Miss Holt, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. send@olota.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the pupil to fill it. This may be by slightly adapting the way things are being taught, providing some additional short term support, additional teaching or working with you to support your child with some additional practice at home. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

If your child is identified as requiring SEN Support, they will be added to the school's SEND register. We will work with you to agree appropriate outcomes, targets and provision, which will be recorded and reviewed through your child's Individual Learning Plan (ILP).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. You will also receive updated ILP (Individual learning plan targets every term).

Your child's class/form teacher will meet you termly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

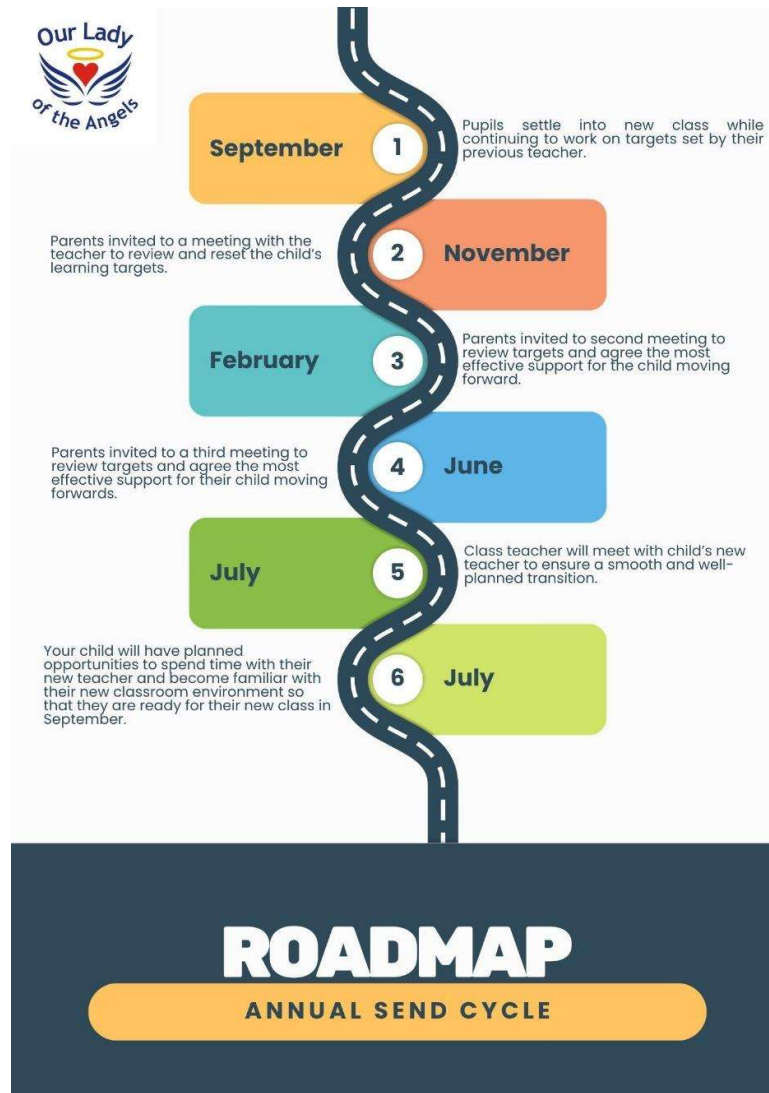
We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can speak to your child's class teacher by arranging a meeting by contacting the school office on 01803 613095 or admin@olota.uk.



7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

The class teacher remains responsible for the progress and development of all pupils in their class, including where pupils receive support from a teaching assistant or through an intervention. Teaching assistants work under the direction of the class teacher and SENDCo to support pupils to access learning and develop independence. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants will support pupils if required as stated in their EHCP.
- Teaching assistants provide targeted support to pupils in small groups when assessments indicate that this level of intervention is necessary to help them make progress and achieve their individual learning goals.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory breaks Sensory boxes Now and next boards
	Speech and language difficulties	Speech and language therapy NELI LEG Junior Language Link

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Extra time for assessments Writing slope Concrete resources Talking tins/speech buttons
	Moderate learning difficulties	Pre-teaching
	Severe learning difficulties	Widgit symbols Reduced cognitive load
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Draw to Talk
Sensory and/or physical	Hearing impairment	Visual aids Seating arrangements Makaton Quiet work environment
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Wobble cushions
	Physical impairment	Physio exercises (provided by physio)

These interventions are part of our contribution to Torbay's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing Core Progression Steps in Maths, writing and speech and language (where applicable)
- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at the end of each intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

We use a range of evidence to evaluate the effectiveness of SEND provision and interventions. This includes progress towards individual outcomes, assessment information, Core Progression Steps, teacher observations, pupil voice and feedback from parents and carers.

We are increasingly using Insight to record and evaluate the impact of individual interventions. Where appropriate, pupils will have a baseline assessment before an intervention begins, and their progress will be reviewed at agreed points throughout the intervention. This enables us to identify which interventions are having the greatest impact and to ensure that provision is adapted, continued or discontinued in response to the evidence.

The impact of SEND provision is monitored by the SENDCo and senior leaders and shared with governors as appropriate.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. This will usually require applying to an Educational Health and Care Plan (EHCP). This plan may include recommendations about the way in which any additional funding should be used. If the school needs to recruit additional staff, they will follow the Plymouth Cast recruitment policy. Approval for all posts must be sought from the Trust before the school can begin the recruitment process.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Barton Hall.

All pupils are encouraged to take part in sports day, school plays, special workshops as well as other clubs we run such as children's learning council and school choir.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We ensure that children with SEND are not disadvantaged in the admissions process.

Applications for SEND pupils are considered under the same priority criteria as all other pupils.

Where a child has an exceptional social or medical need, supported by professional evidence, priority may be given to ensure the child receives the right support in our school environment.

Once admitted, we work closely with families to provide tailored support, ensuring every child can thrive academically, socially, and spiritually.

How Priority Is Given

When applications exceed available places, priority is given in the following order:

1. Catholic looked-after children (those in the care of a local authority) and children who were previously looked-after but then adopted, placed under a child arrangements order, or special guardianship order. This also includes children who were in state care outside England and later adopted.
2. Other Catholic children. Families must complete a Faith Supplementary Information Form, verified by a priest or minister.
3. Other looked-after children and those previously looked-after under adoption, child arrangements, or guardianship orders (including those from state care outside England who were adopted).
4. Children with exceptional social or medical needs. Parents must complete an Exceptional Needs Supplementary Information Form, supported by evidence from a medical specialist or social worker, explaining why this school is necessary for the child.
5. Catechumens and members of Eastern Christian Churches. A Faith Supplementary Information Form verified by a priest or minister is required.
6. Siblings of pupils already on roll at the school.
7. Children from other Christian denominations who regularly attend a Christian church. A Faith Supplementary Information Form verified by a priest or minister is required.
8. Children living within two miles of the school.
9. Children of staff members who have been employed at the school for more than two years.

13. How does the school support pupils with disabilities?

Our school's Accessibility Plan can be found [here](#). Although the school is built over three floors, it is fully accessible to wheelchair users and there are disabled toilet facilities.

Inclusive ethos: The school is committed to ensuring every child, regardless of need, receives the very best education in a nurturing environment.

Identification and support: Staff use assessments, observations, and data to identify additional learning needs such as dyslexia, processing difficulties, or maths challenges, and provide tailored interventions.

Specialist leadership: A dedicated Special Educational Needs Coordinator (SENCO) works closely with families, teachers, and external agencies to ensure appropriate support is in place.

Accessibility planning: The school has an Accessibility Plan, ensuring facilities, resources, and teaching are adapted to meet the needs of pupils with disabilities. This includes adjustments to the physical environment and provision of accessible materials.

High expectations: We have high expectations for all pupils, including those with SEND. We work to identify and remove barriers to learning so that pupils can access a broad, balanced and ambitious curriculum and participate fully in school life. **Community and values:** Catholic values underpin the school's approach, fostering respect, inclusion, and care for one another, which helps pupils with SEND feel part of the wider school family.

Our school's Accessibility Plan can be found [here](#) on the school website, or by requesting a copy from the school office. The plan sets out how we will continue to increase the extent to which disabled pupils can participate in the curriculum, for example by adapting teaching approaches, providing specialist resources, and offering targeted support. It also explains how we will improve the physical environment so that pupils with disabilities can take full advantage of the education, facilities, and services we provide, such as ensuring classrooms, playgrounds, and toilets are accessible. Finally, the plan details how we will improve the availability of accessible information, making sure that communication is clear and available in formats that meet pupils' needs, whether through simplified language, visual supports, or assistive technology.

14. How will the school support my child's mental health, and emotional and social development?

All Schools within the Trust are working towards becoming Trauma Informed Schools and all adults have had training to help them recognise signs that children may be having difficulty socially, emotionally or mentally. Adults are trained in ways to support children, and all children have trusted adults that they can reach out to at times of difficulty.

From the 2026/27 academic year, we will have a dedicated **Well-being and Engagement Hub**. This will provide a welcoming and supportive space where a range of targeted interventions and support can take place, including pastoral sessions, ELSA support, 1:1 tutoring and Draw to Talk sessions. **The hub will also be the base for our new support base**, providing a supportive and nurturing environment for pupils who may require a more personalised approach to their education and engagement. The hub will provide a consistent environment for pupils to receive support with their emotional wellbeing, engagement and learning, helping to remove barriers and enable them to access school successfully. We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
 - We survey all pupils at least once a year to seek their views about how well they are settled in school and how well they are connected to the adults and their peers. This is called our School Bonding Questionnaire
 - Pupils with SEN are also encouraged to be part of all our clubs and leadership teams e.g. PlayLeader, Peer Mentor, Pupil Chaplains etc. to promote teamwork/building friendships
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- We provide extra pastoral support for listening to the views of pupils with SEN by running a Learning Council, who meet termly.
- We have a pastoral LSA who leads pastoral sessions for children on a weekly basis.
- We have a 'zero tolerance' approach to bullying. We take all concerns about bullying seriously and follow our Behaviour and Anti-Bullying policies. Where bullying is identified, appropriate action will be taken and support provided to ensure that pupils feel safe and included.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- We have a transition morning, where all children spend time in their new class with the new teacher and support staff.
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Provide a take home transition booklet for all children, with information and pictures about their new class, routine and adults.
- For some pupils with SEND, a more personalised transition plan may be put in place. This may include additional visits, transition booklets, photographs, meetings with key adults, visual supports or a phased transition programme.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Paperwork relating to a child's special education need will be forwarded onto the new school.

Between phases (Primary to Secondary)

The SENCO of the secondary school will attend a meeting with our SENCO and Year 6 teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having at least one transition day to their new school (some pupils will receive an enhanced transition of several days).

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Harding, the Headteacher, is the Designated Teacher for looked-after children. Mrs Harding will work with Miss Holt, our SENCO, to make sure that all teachers understand how a looked-after or previously

looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any ILP or EHC plans are consistent and complement one another.

17. What should I do if I have a concern about my child's SEN support?

If you have concerns about the progress your child is making or the support they are receiving you should speak to the class teacher in the first instance. They may suggest that you have a meeting with the SENDCo to discuss your concerns and work together to agree how to address these. If you are still concerned you should follow the school complaints procedure which can be found [here](#) or a paper copy can be provided on request.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's [Torbay] local offer. [Torbay] publishes information about the local offer on their website: [Torbay SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <http://www.sendiasstorbay.org.uk/>

Local charities that offer information and support to families of children with SEN are:

Carer's Aid Torbay <https://www.carersaidtorbay.co.uk/>

Devon Children & Young People's Neurodiversity Navigators livewell.devonndnavigators@nhs.net

Devon In Sight <https://devoninsight.org.uk/>

Dimension for Autism <https://www.dimensionsforautism.life/>

Children and Family Health Devon <https://childrenandfamilyhealthdevon.nhs.uk/resources/>

SEND Family Voice Torbay <https://www.familyvoicetorbay.org/>

Tissues and Issues <https://tissuesandissues.org/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
 - [SEND family support](#)
 - [NSPCC](#)
 - [Family Action](#)
 - [Special Needs Jungle](#)
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19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
 - **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
 - **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
 - **CAMHS** – child and adolescent mental health services
 - **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
 - **EHCP needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
 - **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
 - **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
 - **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
 - **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
 - **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
 - **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
 - **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
 - **SENCO** – the special educational needs co-ordinator
 - **SEN** – special educational needs
 - **SEND** – special educational needs and disabilities
 - **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
 - **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
 - **SEN support** – special educational provision that meets the needs of pupils with SEN
 - **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
 - **EP** – Educational Psychologist
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- **PEP** – Personal Education Plan
- **SALT** – Speech and Language Therapy/Therapist
- **LSA** – Learning Support Assistant
- **ILP** – Individual Learning Plan