



## KNUZDEN ST OSWALD'S CHURCH OF ENGLAND PRIMARY ACADEMY

### Special Educational Needs and Disability Policy

#### MISSION STATEMENT

*Encouraging God's Children with Courage, Compassion and Creativity*

#### OUR CORE VALUES

Kindness, Politeness, Patience, Respect, and Self-Control, all firmly rooted in Agape, Love

##### KINDNESS/POLITENESS

To teach our children to be kind and polite to all in good times and in adversity, as one has no idea what others are going through #justbenice

##### PATIENCE

To develop a community where God's love and grace can be reflected upon, and a positive peace of mind and purpose in life can be found

##### RESPECT

To foster respect for all in our school community, and compassion for those in the local and global communities

##### SELF-CONTROL

To teach our children to face challenges, developing resilience and empathy, whilst fostering self-confidence and a positive approach to learning

#### Our Vision

Through and with our biblical quote, '*Stand firm in the faith and do everything with love*' 1 Corinthians 16.13, we aim to create a loving school and work family community where everyone is valued and can flourish. Our quote is an affirmation that we are part of God's huge plan, and that, although the road may not always be smooth, we must be strong and be courageous. We stand firm in the faith, doing the right thing, not the easy thing and we do everything with love at the core.

# St. Oswald's C.E. Primary Academy



## *Policy for Special Educational Needs and Disability 2025-2026*

Reviewed date: November 2025

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At St. Oswald's C.E. Primary Academy we believe that *all* children are a precious gift from God and that every child has unique talents and abilities. We embrace all children at our school, regardless of difficulties or disabilities, and we are committed to making our best endeavours to meet any special educational needs of our pupils, ensuring that they achieve the best possible educational and other outcomes. Our SEND vision is Achieve, Thrive, Belong

Our school mission statement is to "inspire God's children through courage, compassion and creativity" In line with our mission statement, it is the aim of the school to develop the pupils' emotional, spiritual, social and academic skills whilst incorporating the skills needed to live a successful and fulfilling life, in a happy and secure Christian environment. As our specially chosen Bible quote states we aim to 'Stand firm in the faith, be courageous and do everything with love' 1 Corinthians 16:13. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO Mrs Joanne Travis who will be the school SENDCO for the duration of this policy.

### Aims and Objectives

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, belong and have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure and continually develop effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

### Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.
- The purpose of identification is to work out what action the school needs to take to best support the child. We identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational needs.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

### Adaptive teaching

Adaptive teaching is implemented throughout the school. We believe that Everyone should have the chance to learn, the chance to be included/ belong and the chance to thrive! Adaptive teaching is a teaching method that adjusts lessons to meet the needs of all students in a classroom. It's based on the idea that all students can achieve the same goals, but they may need different levels of support to get there. We do not want to limit children's potential. We believe that what is good for our SEND children is good for everyone and that our SEND children are at the heart of what we do.

We make our classrooms accessible by ensuring that lessons are presented on a buff background and an appropriate dyslexic friendly font and accessible size so all children can see clearly. Information is given in small chunks. All children are given buff paper books to ensure we are dyslexic friendly. We use the software Widgit to provide visuals to support learning in all aspects of the curriculum on slides, displays, resources and teaching materials. Every class has a visual timetable which has a 'to do' and completed strip alongside now and next boards for those who require it to help build structure and reduce unnecessary anxiety. Scaffolds are given to enable children to succeed through visuals, sentence stems, prompts and adult support. Apparatus is also used to support concepts especially in maths. We also try to reduce visual noise with hessian backed displays which also absorb background sound for our hearing impaired learners. Where appropriate we also use technology to provide additional support for learners.

Every week, we have 'Move it Monday' where the children change seating positions enabling all learners to interact with everyone and develop peer support as an essential strategy. We also use oracy strategies and techniques to promote speaking and listening skills.

### A Graduated Approach to SEN Support

Our school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENDCo to consider what else might be done through a cause for concern form – the child's learning characteristics; the learning environment, the task and the teaching style will always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and adaptive teaching. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

Our school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is

responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCo will keep updated all records of provision and the impact of that provision. The teacher will maintain the personalized plans and keep them updated.

**ASSESS** - The teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the half term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW**- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website  
[www.knuzdenstoswalds.co.uk](http://www.knuzdenstoswalds.co.uk)

This indicates the type of provision the school currently offers to pupils with SEN and disabilities. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

#### Statutory Assessment of SEN

If our school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual learning plans ( ILP)
- The child's pupil passport detailing the provisions and strategies already in place
- records of reviews with pupils and parents, and their outcomes
- Early Help Assessments (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist

- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHC Plan). Further information can be found on the LA website; [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

### Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child that the pupil and/or parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- Celebrate the child's achievements and strengths
- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

### Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they



- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers
- This would be determined at the review stage.

#### Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo. Parents are encouraged to be involved with target setting for personalised plans (Individual Learning Plans and Pupil Passports). School will lay out activities that the child and parents can carry out at home to further support the child's development. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carers. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they must consult the Head teacher, Mrs Gray, Assistant Headteacher, Mrs Mensah, Mrs Marshall SLT, Mrs Stout SLT, the SENDCo, Mrs Travis, and Mrs Price, Bursar as the school's Designated Safeguarding Leads.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, specialist teacher, Educational psychologist and Inclusion, Engagement Support Team (IEST)

The School's Child Protection Co-ordinator is Mrs. Andrea Gray (Head teacher)

The School's Child Protection Governor is Mr. Craig Fishwick (Chair)

The School's SEND/Inclusion link Governor is Mrs Charlotte Role

### Admissions

Pupils with special educational needs will be admitted to St. Oswald's C.E. Primary Academy in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs.

In the case of a pupil joining the school from another school, Knuzden St. Oswald's C.E. Primary Academy will seek to ascertain from parents whether the child has special educational needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant adaptive curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

### Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and

social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

#### Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the SEN action plan.

#### Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the head teacher or the SENDCo.

- The SENDCo will keep abreast of current research and thinking on SEND matters.
- The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.
- The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.
- External agencies may be invited to take part in INSET.
- SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.
- Funding is deployed in the budget to meet the cost of SEN provision.

- Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

### Roles and Responsibilities

#### The Governing Body

The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- updates regarding SEND issues are shared with Governors,
- the SEND policy is reviewed annually,
- governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision,
- Our school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

#### The Head teacher

The Head teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Head teacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head teacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

#### The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies

- consultation with the class teacher to ensure that ILPs and Pupil Passports are written and that reviews take place.

### Role of Class Teacher and Support Staff

All teachers are teachers of SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum adaptation and assessment of pupils with SEN. They work together with the SENCO to formulate and review Individual Learning Plans and Pupil Passports and to maintain a class SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate. The class teacher will also keep records up to date on Provision Map (Learning Plan software) of meetings and provisions.

### Storing and managing information

The confidential nature of SEND information is fully recognised at St. Oswald's C.E. Primary Academy. Hard copy files are stored securely in the Sanctuary (SENCO's office) at the school. Electronic copies of documents are stored securely in password protected format.

### Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle.

### Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St. Oswald's C.E. Primary Academy publishes its accessibility plans within its Local Offer. This can be found on the website at:  
[www.knuzdenstoswalds.co.uk](http://www.knuzdenstoswalds.co.uk)

### Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the Head teacher and SENDCo
- More serious on-going concerns should be presented in writing to the SEND Governor/Chair of Governors.
- Parents are informed about Information Advice and Support Services (formerly Parent Partnership)

### Bullying

Bullying is taken very seriously at St. Oswald's C.E. Primary Academy. To find out how bullying is managed at St Oswald's visit the school website to read our policies

[www.knuzdenstoswalds.co.uk](http://www.knuzdenstoswalds.co.uk)

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St. Oswald's C.E. Primary Academy endeavour to generate a culture of support and care among all pupils.