



KNUZDEN ST OSWALD'S CHURCH OF ENGLAND PRIMARY SCHOOL

SEN Information report

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

At St Oswald's we learn to develop a strong faith in the Lord our God in the knowledge that He has a plan and a purpose for each of us. We learn to reflect God's love in everything we do 'Stand firm in the faith and do everything with love' 1Corinthians 16:13

St Oswald's Church of England Primary School



SEND Information Report

Name of the Special Educational Needs/Disabilities Coordinator:
Mrs J Travis

Contact details:
St Oswald's Primary Academy
01254 667222
Email: ksoffice@cidari.co.uk

What types of SEN does our school cater for?

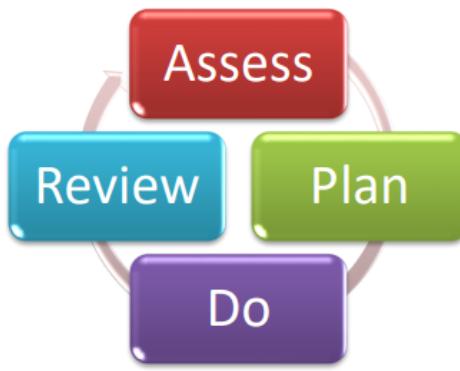
St. Oswald's C.E Primary Academy is a mainstream primary school.

- We provide for children with moderate and specific learning difficulties, social, emotional and mental health difficulties, behavioural difficulties, physical disabilities, developmental delay, speech, language and communication difficulties.
- We are aware that every child's needs are different and are dedicated to carrying out ongoing training so we can keep abreast of the latest research and developments in SEND education.

How do we identify children with special education needs and implement the appropriate support?

The early identification of children with SEND is vital.

- Through monitoring and assessment tracking we identify children who are not progressing as quickly as we expect and are working significantly below age related expectations. The class teacher and the SENDCO will then identify the potential barriers to learning and seek advice when needed from other professionals as needed.
- In the case of children with other needs e.g. social, emotional, behavioural, physical, developmental or those associated with speech, language and communication difficulties, these are identified on an individual basis when concerns are raised by school and / or parents.
- Identification of SEND may occur at pre-school, on entry to school or at any stage during the child's school life.
- We follow the 'Graduated Approach' as stated in the SEN Code of Practice.



- Pupils who are identified as having SEND will start with a pupil passport which will detail their needs and the provisions that are needed to thrive. These children are monitored and if it is felt that the child needs more support (or an EHCP to meet their needs then an Individual Learning Plan will be written with SMART targets and the Assess, Plan, Do, Review period of monitoring will begin usually for a minimum of two terms – using the 'assess, plan, do, review' framework. During this time, a child's needs are assessed, specific strategies are put in place to support them and those strategies are then reviewed and refined.
- This monitoring and assessment period would also be used to inform a decision as to whether further support and testing may be needed, such as from an Educational Psychologist or specialist teacher.
- PIVATS are used to assess attainment for children with SEND. This enables us to see the small steps of progress that are being made within an assessment band. The child will also be tracked using the small steps of progress on SONAR (Assessment/Data software)
- If you have any concern regarding your child's progress or wellbeing, the first port of call should always be your child's class teacher. Your child's class teacher may involve the school SENDCo, Mrs Travis.

How do we involve and consult the children with SEND and involve them in their education?

At St Oswald's pupil voice is important. Children receive instant verbal feedback in lessons about their progress and how they can progress further.

- All children with SEND have a pupil passport or how to help me plan which provides their voice for the adults who work with them. It is written alongside the child and explains the child's strengths and needs and how best they learn. It has advice and strategies to help the child thrive.
- An Individual Learning Plan (ILP) may also be written which will provide targets, strategies and support. This is part of the school's assess, plan, do, review cycle.
- Learning plans are discussed with the child and the parents/carers regularly.

How are parents involved, consulted with in regards to their child special educational needs and disabilities?

At St. Oswald's we work closely with parents to provide the best educational provision for your child.

- We encourage parents to be involved and parents can contact the class teacher in the first instance by Class Dojo and also the SENDCO.
- Parents are welcome to come into school regularly for different events including exhibition mornings where they can work on activities with their child and meet with the class teacher and support staff.
- We have three parents evenings each year where parents are invited in to share in their child's learning.
- We provide verbal progress reports in the autumn and spring terms (alongside a mid term report) and a more detailed report in the summer term.
- Children with an Individual Learning Plan (ILP) will also be invited to meetings termly to discuss their child's progress and develop new targets.
- Pupil passports are a continually evolving document and this will be shared when amended.
- We welcome meetings with parents by appointment to discuss children's progress and any queries or concerns that parents or school may wish to discuss.

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

- All children receive quality first teaching and we have a broad and balanced curriculum.
- 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.
- Where needed careful differentiation is made to ensure that children's needs are met.
- Children with SEND will receive additional teaching input related to their specific needs in terms of intervention related to their personal targets (Individual Learning Plan).
- Where needed children will attend interventions to support a particular area of need.
- Children with SEND may require support from an additional adult in school. Yearly provision mapping ensures that children who receive funding for additional support or require access to additional support receive it. Children with SEND are fully involved with the teaching and learning in their year group and their ILP serves to support their learning in plugging gaps in their learning.

What other professionals may support my child?

When a child's needs fall outside the experience or expertise of school staff we may make a referral to the specialist outside agencies. The external agencies which the school may make referrals to include (but are not limited to):

- Education Psychologist (EP)
- Specialist Teacher service (STS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- School Nursing service (SN)
- Child and Adult Mental Health Service (CAMHS)
- Child Action North West (CANW)
- Play Therapy (PT)
- Inclusion Engagement Support Team (IEST)

Any referral to an external agency will of course be discussed with the child's parent or carer prior to any referral being made and any recommendations given will also be discussed before being planned into the school's provision for the child.

How accessible is the school environment?

- The school is set across two floors. Although we do not have wheelchair access to the first floor, children only access the Bee Room (sensory room) ICT suite and provision is able to be made on the ground floor if necessary. All areas downstairs have wheelchair access and there are two disabled toilets on the ground floor.
- All classrooms have an Interactive Whiteboard installed and this allows for visual and auditory adjustments to be made to ensure needs are met. We also access the specialist teacher service for additional support for children who are visually or hearing impaired.
- Classrooms are designed to be calm and aim to reduce visual noise, each classroom has a sensory tent which all classrooms along with regulation equipment.
- Classrooms are designed to be dyslexic friendly by using coloured backgrounds, clear fonts and use of visuals.
- In lessons and around school visuals are used to support all learners.
- Regulation breaks help children throughout the day and we have our 'Bee Room' (calm room) which can be what we need it to be, hence it can be a place for calm and ordering activities and an alert sensory circuit.

How will I be made aware of my child's progress and how to support them in their learning?

Children are assessed academically on a daily basis through formative assessment strategies.

We track children using the Key Learning Indicators of Performance in Reading, Writing and Maths and termly we use NFER tests to provide summative assessments. In Reception, to track the Early Learning Goals we use the 'Development Matters' and 'Birth to 5' document.

Children are monitored to ensure they are 'on track' to meet the expectations set out for their year group. Those who are not performing as expected are identified and intervention will be implemented to close the gap when needed.

Children who are working at pre National Curriculum expectations are assessed using PIVATS which are smaller steps of progress.

All children have access to an online intervention for Maths and Literacy through IDL which can be done both in school and at home. This is an excellent way that parents can support their child.

Parents/ carers with children with ILP's will be invited in termly to discuss their child's progress and review and create new targets. However, parents can request a meeting in between these times if they wish with the class teacher in the first instance or the SENDCO if needed.

Pupil passports are tweaked and updated termly but can be altered at any time depending on the needs of the child.

If a child has an EHCP parents will be kept informed of their child's progress a review of the EHCP will be reviewed annually where professionals, parents/carers and the child will be consulted.

What training have the staff supporting children/young people with SEND had or may they have?

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

- Our SENDCO Mrs Travis has been teaching 20 years and has undertaken the National SENDCO award to become a qualified SENDCO.
- We recognise the importance of staff knowledge and awareness on SEND issues and that all teachers are teachers of SEND, therefore staff are kept up to date with SEND information through training opportunities provided in school and externally. This may be provided by the SENDCo or an external provider.
- When further help and advice is required, beyond the experience and expertise of school staff or that requiring more specialist input we will ensure that referral is made to external agencies.
- We have a fully qualified Play therapist who works in school one day per week.
- Teaching assistants also run intervention groups throughout the week.
- Staff have trauma awareness and awareness of sensory issues in pupils.

How will we prepare and support a child to join the school, transfer to a new school or the next stage of education and life?

At St. Oswald's we recognise that transition to high school or another school can be a challenging time.

- We aim to make the transition as smooth and stress-free a process as possible.
- When a child is moving schools we carefully consider the individual child's needs and plan a transition individually suited to them. This will involve close communication with parents, the child and the receiving school.
- Transition may involve more transition visit days, meetings and communication depending on the individual child's needs.
- All relevant SEN information and reports are shared with and transferred to the receiving school.

How will my child/young person be included in activities outside the classroom, including school trips?

- At St. Oswald's it is important to us that all our children have access to the full curriculum both in and out of the classroom.
- We ensure that all children are able to take part in all school activities including (when operating) after school sports clubs, school trips and swimming.
- Where a child has an individual need, we will put provision in place to ensure that the child is included in the activity and able to access as much of the activity as possible.
- In the event of a school trip, meetings will be held with parents to arrange the additional support or adjustments necessary to help the child get the very best experience.
- During the school day, if children require additional support before or after school or during breaks and lunchtime this can be arranged within school in a variety of ways including, but not limited to, the use of a buddy system, individual playtimes, quiet zones, time out zones and additional adult support.

What support will there be for my child/young person's overall well-being?

At St Oswald's we acknowledge that wellbeing is so important.

- We look at the individual needs of each of our children including those who have emotional and/or behavioural difficulties and steps are put into place to ensure they are fully supported in school e.g. through their pupil passport.
- Staff support and identify children who need regulation and this can be done within the classroom through the use of a class's sensory tent and regulation basket, by spending time in our Bee Room (Sensory room) or completing a sensory circuit.
- Children are encouraged to discuss their behaviour and feelings through PSHRE lessons.
- We provide intervention for children who struggle with emotional issues through our own staff using the Emotion Works Programme or sessions with our Play therapist. We also have close links with

Lancashire's Child and Family Well-being Service who offer a range of groups for children and adults.

- When required, we also request support from specialist teachers (including those based at local specialist provision), educational psychology services, paediatric services and ELCAS (East Lancashire Child and Adolescent Services) who provide support with emotional/mental health issues and the Inclusion, Engagement Support Team (IEST).
- For children with medical needs, a central medical register is kept within the school and children are identified by photograph in the staff room. All staff involved with the care of a child with medical needs will be made aware of their needs and, where necessary, will receive external training. We have staff in school who are trained and experienced in the provision of personal care.
- Bullying is taken very seriously at St. Oswald's.
- Through work in our worship themes and through our R.E. and PSHE schemes of work we aim to encourage positive behaviour from all of our children. We regularly discuss appropriate behaviour and children are taught to recognise when they feel they are not being treated fairly.
- We actively encourage children to talk to an adult in school if they feel they are being bullied and we make it clear that this bullying is not acceptable and will be dealt with and resolved immediately. Children are also taught that we are all individual and unique and we need to accept each other including our differences.
- Children with SEND are recognised as being a group that is vulnerable to bullying and we particularly aim to recognise signs of bullying within this group of children. In addition, as with all children in school, children with SEND are encouraged to talk to an adult if they feel they are being bullied.
- We are holding neurodiverse events throughout the year to raise awareness of people with hidden disabilities.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- Progress and attainment of all children is tracked using SONAR. This data is then analysed in more detail and the progress and attainment of different groups is scrutinised. This includes the SEND and Additional needs groups.
- All staff in school are involved in the collating and analysing of this data which allows the staff to take ownership of the progress of pupils in their care.
- Data is shared with Governors on a termly basis.
- Progress reviews are carried out termly.
- Individual children's progress is tracked using the PIVATS documents, Lancashire KLIPS, NFER tests, and the child' ILP as previously stated. Children and parents are involved both in the reviewing of ILPs and the creation of new targets.

How do we involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

When a child's needs fall outside the experience or expertise of school staff we may make a referral to the specialist outside agencies. The external agencies which the school may make referrals to include (but are not limited to):

- Education Psychologist (EP)
- Community Paediatric Services
- Specialist Teacher service (STS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- School Nursing service (SN)
- Child and Adult Mental Health Service (CAMHS)
- Child Action North West (CANW)
- Play Therapy (PT)
- Child and Family Well-being Service

Any referral to an external agency will of course be discussed with the child's parent or carer prior to any referral being made and any recommendations given will also be discussed before being planned into the school's provision for the child.

This support is accessed as and when required and may be accessed for a one off input or for a longer term programme of sessions.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

- At St. Oswald's we understand the importance of communication and encourage parents to come and speak to us or make contact via the school dojo messenger service at any point when you have concerns about your child's school life.
- We aim to resolve any concerns or complaints quickly and transparently.
- Our aim is to provide the best possible support for your child and want to work with you to achieve the best outcomes for your child.
- If you do have a concern or complaint:
- Initially speak to your child's class teacher to raise and discuss your concerns. If you feel your concern/complaint has not been resolved to your satisfaction, please contact the SENDCo (Mrs Travis) or Head teacher (Mrs Gray)
- Our formal complaints policy is available on our school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Support for parents/carers of children with Special Educational Needs is available via Lancashire IASS:

Address:

County Hall,
Preston
Lancashire
PR1 8RJ

Email:

information.lineteam@lancashire.gov.uk

Telephone:

0300 123 6706

Website:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

Where can I find information on where the local authority's local offer is published and other important documents?

Our Local Offer is available on the school website: www.knuzdenstoswalds.co.uk

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

Our accessibility plan is available on the school website:

www.knuzdenstoswalds.co.uk