



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

Date 2024 - 2025

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs J Travis

Contact details:

St Oswald's Primary Academy

01254 667222

Email: ksooffice@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 are done so after a period of monitoring – usually 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.
- 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.
- 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 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 and a more lengthy 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.
- 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 received quality first teaching and we have a broad and balanced curriculum.
- Teachers use adaptive teaching techniques to ensure that all children including those with SEND can access the curriculum by using resources and manipulatives, visuals, questioning and technology to support the children's needs.
- 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)
- 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)

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' which can be what we need it to be, hence it can be a place for calm but also to move around and be busy in.

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' 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.

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.

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 is currently undertaking 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.
- Mrs Carruthers (TA) is also trained in the Emotion Works programme and Lego Therapy which is used to help children's mental health and communication skills,
- Mrs Khan (HLTA) also runs interventions and supports children with ILP's.
- All 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 a how to help me plan.
- Staff support and identify children who need regulation and this can be done within the classroom through the use of a classes 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.
- 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.

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's 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) and 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.st-oswaldscofe.lancs.sch.uk/send

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

Our accessibility plan is available on the school website:

www.st-oswaldscofe.lancs.sch.uk/send