



Oswaldtwistle School Special Educational Needs Information Report

January 2026

[**Special Educational Needs and / or Disabilities Information Report**](#)

Section 69 Education Act 2014

Clause 65 Special Educational Needs (Information) Regulations 2014

Introduction

This report should be read in conjunction with our SEND policy and our local offer, both of which are located on the school website.

Name of SEN Management Committee representative: Mr David Shaw

Name of Oswaldtwistle School SENCO: Ms Stacey Gregory

Name of Headteacher: Mrs Sandra McKenna

The report will be reviewed annually by the SEN information working group consisting of the SENCO, SEN Representative from the management committee, parents of students with SEN, SEN students and interested staff.

At Oswaldtwistle School we aim to offer students a broad and balanced curriculum, including access to the National Curriculum, as well as their statutory entitlements striving to provide the best possible education for every child.

SEND Provision at Oswaldtwistle School

Oswaldtwistle School: 'Making a difference'

Oswaldtwistle School is a friendly and welcoming 'Short Stay School' in the small town of Oswaldtwistle on the edge of the West Pennine Moors. We have skilled, dedicated and caring staff and students who are full of character and potential.

Most of our students have experienced difficulty coping in their mainstream school in terms of either their behaviour or emotional state. Whether they have been permanently excluded, are on an intervention placement from mainstream or have been referred to us through the East Lancashire Child and Adolescent Service, we work hard, in partnership with the students themselves, their parents/carers and their mainstream schools where applicable, to help them achieve that potential. This may mean a successful return to mainstream, a college or alternative provision placement and/or work experience for part of key-stage 4 and completion of core GCSEs either on site with us or with the alternative provider.

The pathways we develop for our students are personalised and our aim is to support them to overcome their difficulties and successfully access continuing education, training or employment post 16, thus markedly improving their life chances. We do this with care, compassion and humour, building trust, self-esteem and confidence. We are proud that Oswaldtwistle School is making a difference to the lives of our young people.

We are dedicated to quality and equality of education and opportunities for all students. (Please see our policies on single equality, safeguarding, anti-bullying and SEND). We share the view that

students are entitled to a broad and balanced curriculum that can be adapted to meet any specific educational need.

All teaching within the setting is provided in small groups or 1:1 Learning environments have a maximum class size of 12. Quality first teaching provision is at heart of what we offer to aim to allow students to reach their potential. Throughout a student's time with us, or at times, a student may require additional support beyond this practice.

The code of practice defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made from them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions"

The needs may arise from the following broad areas of need:

There are four broad categories of SEN:

- Communication and interaction (i.e. Autistic Spectrum and language disorders)
- Cognition and learning (i.e. Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties, global developmental delay)
- Social, emotional and mental health (i.e. Attention Difficulty and Hyperactivity Disorder, Attachment Disorder, Mental Health difficulties)
- Physical and sensory (i.e. hearing or sight impairment, and other complex medical needs)

Communication and interaction (CI)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC, Autism Spectrum Condition, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning (CL)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. As a short stay school, we have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on - 4 - managing pupils' mental health and behavioural difficulties in schools – see the 'References' section for a link.

Sensory and/or physical needs (SPN)

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the 'Social Care for Deafblind Children and Adults' guidance published by the Department of Health - see the 'References' for a link. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

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

Oswaldtwistle School students are identified as having SEND through a variety of ways, including the following:

- The induction and transition process from previous school (all students on arrival if excluded from mainstream are added to the SEN register)
- Teacher observation – if a student is performing well below age expected levels in class, the Teacher would complete an expression of concern form.
- Results from school assessments that indicate expected progress is not being made.
- Concerns raised by the student and / or parent / guardian.
- Liaison with external agencies and professionals.

- Health diagnosis through a paediatrician or similar medical service
- Monitoring of behaviour analysis / tracking and entries which demonstrate concerns regarding
- Behaviour or self-esteem affecting progress and attainment.
- A cycle of assess>plan>do>review part of the graduated response

How can I raise a concern if I need to?

In the first instance contact the student's key worker. This will then be shared with the appropriate staff in school. Alternatively contact the school SENCO's who can arrange to meet with you and resolve any issues.

How will the School support my child?

As a school we measure students' progress in learning against national and age-related expectations. We track students' progress on entry in right through to when they leave us using teacher assessment, summative tests and assessing reading and spelling ages.

The class teacher will oversee, differentiate plans and work with each student with SEND in their classes. The department delivering the intervention documents any additional support given to a student and parents/guardians are informed. Additional teaching assistant support is monitored and tracked by the SENCO's and class teachers and is measured against expectations.

Teaching assistant support, if deemed appropriate, may require working with your child individually, in a small group or as part of the class. Outside agencies may at times, be employed to assess or work with a student, parents or staff involved with delivering education. Where a child is not making expected progress well below peers, decisions about interventions and support are made as a team with the aim to support where necessary whilst also promoting independence. We follow a graduated response and may decide to request a statutory assessment of your child's needs with a view to getting an EHCP.

If your child has an EHCP or statement there will be a formal meeting annually to plan targets together, to ensure that support is matched to the identified need. The report is written and shared with the SEND officer at Lancashire County Council.

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

Our objectives in making provision for students with special educational needs are: -

1. To provide appropriate and where necessary additional learning support to students encountering difficulties in meeting the requirements of the Curriculum.
2. To provide teaching staff with the information as to the student needs and to encourage clear and effective support for staff when dealing with these students

In order to achieve our objectives and ensure students reach their /full potential we will: -

1. Provide small teaching groups which follow National Curriculum at the appropriate level
2. Make teaching assistants available to work with students and provide support/differentiated tasks where necessary, in order that students make the best progress of which they are capable

All work in class is aimed to be pitched at an appropriate level to enable all to access the activity or task. Learning outcomes are personalised to promote achievement. SEND students will be offered

differentiated tasks and / or resources to promote inclusivity. The school environment can be adapted to help a student if appropriate and necessary.

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

All work completed within class is aimed to be pitched at an appropriate level to enable all to access the activity or task. Learning outcomes are personalised to promote achievement. SEND students are offered differentiated tasks and resources to promote inclusivity.

How will school and I know how my child is doing and how will you help me support their learning?

Over the academic year we will encourage students to participate in learning and take responsibility by ensuring students are involved with reviewing their Individual Education Plans. We measure students' progress in learning against national and age-related expectations. We track progress on entry until they leave using teacher assessment, summative tests and assessing reading and spelling ages. We will include parents in their children's education by ensuring they are kept informed by having regular weekly feedbacks which highlight success and seek to resolve problems. We feedback to parents by way of school reports and parents' evenings. In reviewing our curriculum I continue to monitor and evaluate the effectiveness of the curriculum offered to students with SEN. We maintain appropriate records and monitor student progress. We include all staff in recording and reviewing student progress. The class teacher will oversee, differentiate plans and work with each student with SEND in their classes. Teaching assistant support is monitored and tracked by the SENCO and class teachers and is measured against expectations.

What support will there be for my child's overall wellbeing?

A number of formal policies are operating within the school and are designed to support wellbeing. For example, the single equality policy, safeguarding policy, anti-bullying policy and the behaviour policy which care all available on the school website.

Other mechanisms to support your child include an open-door policy to a SEN representative where there are concerns. In this instance students are aware of who they can approach with concerns.

Referrals into various interventions and outside agencies are made by staff to support students, give guidance and promote wellbeing.

What Specialist Services or Expertise are available at, or accessed by the school?

Agencies

Oswaldtwistle School staff work closely with many other agencies including:

- Health – school nurse available for health checks, immunisation, input to Curriculum.
- Wellbeing Early help and Prevention WPEH
- Pupil Support Officer
- Educational Psychologist
- Social Services

- Youth Offending Team
- Special Educational Needs Service

What training have the staff supporting young people with SEN had or may they have?

Stacey Gregory (SENCO) is a qualified teacher and holds the National Award for Special Educational Needs Co-ordinator. In addition to this Stacey Gregory holds the qualification CPT3a Psychometric Testing enabling in house testing to take place.

All staff had training on any new SEND reforms. 1:1 coaching and mentoring is offered to support staff working where there is an identified need. Weekly staff meeting sessions are utilised to support, train, and maintain knowledge of teachers and teaching assistants. For specific areas of need, teaching assistants are sent on appropriate external courses / workshops. Teachers and teaching assistants are all subject to performance management where the opportunity identifies areas for development or a desire to specialise with aspects of special educational needs. During the period of being a newly qualified teacher an induction is completed including SEN practice, legislation, procedures and school policies and processes.

All staff at Oswaldtwistle are experienced working with children with a range of difficulties including ADHD, ASD and other social, emotional and behavioural difficulties. Our teaching and support team include teachers, teaching assistants, learning mentors, a school counsellor and staff with experience and training in

- Nurture Group training and qualification
- Responding to and managing student behaviour
- Solution focussed Brief Therapy training
- Restorative Practice and relational approach
- Raising knowledge and skills teaching pupils with ASD, ADHD and other disabilities
- Understanding the needs of pupils with Attachment difficulties
- Team Teach for safer handling in the unlikely event physical restraint has to take place

How will my child be included in activities outside the classroom including school trips?

The school has an inclusive environment and adheres strictly to its equality and diversity responsibilities. The school makes anticipatory and reasonable adjustment to ensure inclusivity within activities outside the classroom. The EVOLVE programme is used to plan a visit along with detailed risk assessments.

How accessible is the school environment?

For students who require additional resources or equipment to access the National Curriculum we work both internally and with external agencies. Training for staff to use any additional resources or equipment is fulfilled in addition to completing risk assessments. The site is fully wheelchair accessible including disabled parking and accessible toilet facilities. We have a designated EAL

teaching assistant who liaises with EMTAS (Ethnic Minority Achievement Service) who assist us in supporting families with English as an additional language.

How will the school prepare and support my child to join the school or the next stage of education and life?

Before joining the school, a meeting usually takes place in the family home with the student and parent / carers to discuss the referral to Oswaldtwistle School. As part of the induction process each student is invited to a welcome meeting including a tour of the school. During the induction process each student is subject to baseline testing to aid us to plan an appropriate curriculum. In order to best meet needs we offer students learning pathways and individual bespoke timetable where appropriate. Each student is allocated a key worker who will call parents prior to the start date and will give regular updates on how the student is progressing. For the next stage of education meetings with a senior member of staff, careers advice lead, visits to post 16 providers. Throughout most of the curriculum skills for life is an important focus.

How are parents / carers involved in school? How can I be involved?

Parents are welcome and encouraged to become involved in a variety of ways. Parents are invited to attend regular parent forums where any concerns or questions can be discussed. There are SEN Coffee mornings and drop in sessions with a more informal feel available termly. The school hold parents' evenings for all parents to attend to meet with key staff and discuss progress.

For some students where required there are meetings parents are invited to attend examples include: team around the family (TAF), child in need (CIN), Child Protection (CP), Child Looked After, Personal Education Plan and Education Health Care Plan reviews.

What arrangements does the school make for consulting young people with special educational needs about – and involving them in – their education?

Students with an EHCP / statement are encouraged to share their views by completing a review advice form and being present at the annual meeting. We like to encourage the student to contribute towards their own review and we encourage students to have conversations with teaching assistants and teachers who work with them about progress with targets.

There is a Student Council with elected representatives from every class. The council discuss issues that students raise and ideas for changes and improvements.

Each student has regular target setting reviews with their Key Worker around academic and social and behavioural targets.

What arrangements does the school make in relation to the treatment of complaints from carers of young people with SEND concerning the provision made at the school?

Oswaldtwistle works wherever possible, in partnership with staff in school and parent/carers to ensure a collaborative approach to meeting students' needs. All concerns or complaints are taken

seriously and acted upon as described in the Complaints Policy, a copy of which is available on the Oswaldtwistle School web site www.oswaldtwistle.org. However, please contact the SENCO/Head Teacher in the event of any cause for concern and discuss this informally first, in the hope and intention that we can take action that will support the situation.

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

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

SEND Information Advice and Support Service (SENDIASS) • Tel: 0300 123 6706 • Monday to Friday 8am to 5pm

Email: information.lineteam@lancashire.gov.uk

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

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

Information on the current cohort at Oswaldtwistle School

Profile of pupils with SEN

At the time of writing this report there are currently 100 students on Oswaldtwistle school roll all of those students are on the SEN register as K (Social, emotional and mental health). Of those 100+ students 8 have EHCP's. There are 2 students who have draft EHCP's. There are currently 13 students on the graduated response pathway. In total there are 27 students on the additional needs register.

Number / % of pupils on school's SEN record

	SEN Support (K) Number	SEN Support (K) % of Cohort	Statement (S)/ EHCP of Year Group Number	Statement (S)/ EHCP of Year Group % of Cohort
Year 7	0	0%	0	0%
Year 8	8	8%	1	1%
Year 9	19	19%	0	0%
Year 10	29	29%	1	1%
Year 11	44	44%	6	6%

Gender of students on the SEN register

	SEN Support K	Statement (S) EHCP
Total % Girls	31%	3%
Total % Boys	59%	7%

Outcomes of students with SEN

Due to the transient natures of the school population at Oswaldtwistle it is difficult to obtain valid data over time. However, steps are being taken in house to enable reporting in the future on a variety of areas. This will include information regarding Boxall profiles, strength and difficulties of students going through the graduated response, participation, attainment and attitude to learning outcomes. In addition, a breakdown showing EHCP and graduated response will be included in future reports. Progress of students is often hindered due to the variety of historical, ongoing and new needs both in and out of school.

Sen as a part of KPI's

	Whole school	KS3	KS4
SEN on FSM register	71%	21%	50%
SEN on PP register	71%	21%	50%
SEN on CLA register	2%	0%	2%
SEN on EAL register	9%	4%	5%