

# **St Oswald's Catholic Primary SEND Information Report 2021/2022 Reviewed October 2021**

Our school's SEND Information Report has had input from a range of adults including professionals, parents and children. This document has been written in line with and in reference to the [Special Educational Needs and Disability Regulations 2014](#) and [paragraph 3 of schedule 10 to the Equality Act 2010](#).

## 1. How does the school know if children/young people need extra help?

The identification of SEND pupils within the school has a high priority. We do this by using a Graduated Approach by:

- **Monitoring** Children are at this stage when concerns have been raised by practitioners or parents/carers but more information is required before deciding if the child has SEN or not. Children at this stage will have access to high quality teaching and a differentiated curriculum. Practitioners will monitor children closely for a period of time and then meet with parents/carers to discuss their concerns and to decide together if the child should be identified as having SEN. If so, the child is recorded on the school's Record of SEN support and moves into SEN Support.
- **SEN Support** Children at this stage have been identified as having SEN based on information gathered by the Key Person/teacher, parents/carers, any outside agency and in consultation with the SENCo. Children at this stage require provision different from, or additional to, that normally available to children of the same age, including from outside agency support such as Speech and Language Therapists. Children at this stage may be prioritised for specialist interventions such as language groups, music groups, social skills groups and peer supported play. If, as part of the 'assess, plan, do, review' process, it is determined that a child requires more specialist intervention or additional support to make progress.

Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one to one support to help them develop their skills and make progress. This identifies outcomes and strategies to help them make progress.

- **Education, Health and Care Plan (EHC Plan)** Parents/Carers or nursery staff may apply for an EHC needs assessment by the Local Authority if it is evident that the child's needs are complex, will have a long term impact on their learning and/or the child requires more than 15 hours of one to one adult support in school. The decision to request an EHC Plan for a child takes place at a termly review meeting with parents/carers, Key Person/Class Teacher, SENCo and all outside agencies represented. In order to proceed with the request for an EHC Plan, a child must be receiving input from a Community Paediatrician, a Speech and Language Therapist and an Educational Psychologist.

The school also:

- Early Years Intervention through baseline and information from Early Years Settings.
- We receive information from previous educational settings.
- We receive information from the Local Authority on children, for example Educational Psychologists, TESS and CAMH's.
- Liaison with a wide range of outside agencies, for example Social Services and Paediatricians.
- Through planned half- termly formative and summative assessments.
- Progress Meetings and Target Setting Meetings.
- Progress of all pupils is monitored by Class Teachers, SENCO and SLT so that when a pupil is not making expected progress in a particular area, the school can identify next steps. This will then be discussed with parents/carers.

Staff will raise concerns through the following:

- Liaison with the parents/carers and pupils.
- Class Teacher/Support Staff identifies initial concerns regarding a pupil. These concerns may be educational, social, physical, behavioural or emotional

## 2. What should I do if I think my child/young person may have special educational needs?

- If parents/carers have any concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher discuss their concerns, who will then liaise with the SENCO (Special Needs Leader) as appropriate.

Local Authorities must publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled. Similarly, maintained schools, maintained nursery schools and academies must publish information on their websites about their policies for pupils with SEND, in an accessible, family friendly format. The purpose of the local offer is to not only improve choice and transparency for families but also to make provision more responsive to local need through the direct involvement of children, young people and their families.

### 3. How will school staff support my child/young person?

- The SENCO, alongside the SLT, and supported by other professionals, will oversee and plan the educational program.
- Our school provision map shows the range of interventions in place in school which may be used when we identify a need for any additional support. This provision map also details the exact support the pupil will receive and the personnel this will involve.
- When the school identifies the need for additional intervention for the pupil to make expected progress, the parents/carers will be informed of the planned support and will be invited to a meeting to discuss this further with the Special Needs Leader and Class Teacher.
- We monitor the progress of all children receiving additional support to ensure that the provision that we have put into place is having the impact we are expecting.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs or disabilities. They will receive a report from the Special Needs Leader on the progress of pupils with Special Educational Needs or disabilities.
- Our TA's are always complimented by external visitors of how they support children within lessons and during interventions.
- Sparkle Time, timetabled each day for 30 minutes, allows our pupils to access an intervention whilst still accessing a broad and balanced curriculum.

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

- As a school, we ensure there is 'First Quality Teaching' to meet the needs of individual pupils.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make at least expected progress.
- Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication needs, teachers will use simplified language and/or pictures to support them to understand new vocabulary.
- Interventions are in place for children within a small group or in some cases on a 1:1 basis with an adult.
- We have a text-based curriculum with a focus on reading for our children- please refer to our Curriculum Statement of Intent.

### 5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- One Annual Report, termly Interim Reports and once termly Parents Evenings give all parents/carers regular feedback on the child's academic achievement, individual reading, writing and maths targets and any behavioural, emotional or social difficulties.
- Parents receive Individual Education Plans and/or Individual Behaviour Plans, termly.

- When appropriate, parents/carers may be contacted mid-term to discuss and plan the support that the school is providing and how they can help their child at home. Pupil's views will be obtained and when appropriate all or part of any meeting to review the children's targets.
- We offer parent training and learning events through, for example Early Years INSPIRE sessions and Curriculum Workshops.

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

- The well-being of all our pupils is our primary concern at Saint Oswald's. We have a Pastoral Leader (SLT member) and pupils are supported with their Social and Emotional development throughout the school day, through the curriculum and extra-curricular activities, Personal Social and Health Education and Social and Emotional aspects of learning or integral to our curriculum. We offer bereavement support and counselling.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put into place for pupils with the highest need.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receives training. We have a medical policy in place.
- Pupils' views are sought through School Council and other forums, including pupil surveys and children attend all parent interviews.
- Through close liaison with parents, we use their expert knowledge of their child regarding, for example Medical, Social, Emotional, Physical and Behavioural issues.
- We have gained the Bronze Award for being an Emotionally Aware school, working towards the Silver Award. We have a half termly focus on delivering a Mindfulness intervention.

#### 7. What specialist services and expertise are available at or accessed by the school?

- All external partners that we work with are vetted in terms of safeguarding and when buying in additional services, we monitor the impact of any intervention against cost to ensure a value for money service.

- Educational outside agencies include: Educational Psychologist, Teacher's Educational Support Services (TESS)/ Behaviour Support, Communication Friendly Schools support
- Specialist Health Services include: Speech and Language Support, Occupational and Physio-therapy Services, Child and Adolescent Mental Health (CAMHs). We also have a CAMH'S Link Worker who holds parent workshops and delivers training to staff.
- We work with Social Services and Startwell to support families.

#### **8. What training are the staff supporting children and young people with SEND had or are having?**

- We regularly invest time and money in training our staff to improve First Quality Teaching, to develop enhanced skills and knowledge to deliver interventions.
- Our Special Needs Leader and Pastoral Leader are qualified and experienced teacher and both hold the national qualification in Special Educational Needs, as well as receiving on-going SEN training in specific areas.
- All our teachers hold Qualified Teacher's Status and all staff members, including Teaching Assistants, receive regular training to know how to support our pupils with Special Educational Needs and disabilities, for example Autism, Speech and Language Needs, Team Teach, Executive Skills and Reciprocal Teaching.

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

- Our Equality/Inclusion Policy promotes involvement of all learners in all aspects of the curriculum, including activities outside of the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

#### **10. How accessible is the school environment?**

- We have an Accessibility Plan in place and where feasible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010.

- We have a disabled toilet and medical room to provide accessible changing and toilet facilities.
- We have a sound system in Foundation Stage and Year 1.
- We would arrange for translators, when needed, to support parents whose first language is not English in meetings.
- There is a designated Cost Centre in the school budget for the provision of SEND equipment plus all Subject Cost Centres have a 10 per cent allocation to spend on SEND resources.
- There is regular contact with the SEND Team and Health Services when needed.
- We are a dyslexia friendly school, the school has wheelchair access and clear signage for adults/children who may visually be impaired.

#### **11. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

- We have an Induction Program in place for welcoming all new learners to our setting.
- We have very good relationships with our feeder settings and the settings that most of our children move onto; we share information to support pupils learning and well-being at transition.
- Further support is provided as necessary for those with SEND, including additional visits to the new setting both individually and as part of an enhanced transition programme for identified pupils.

#### **12. How are the school's resources allocated and matched to children's/young people's special educational needs?**

- Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure a value for money service, therefore all interventions are costed and evaluated for impact.
- The Local Authority Designated Budget indicates specific funding for all areas of Special Needs in line with national expectations.

#### **13. How is the decision made about what type and how much support my child/young person will receive?**

- Quality First Inclusive Practice is clearly defined in our and setting and we expect all staff to deliver this.

- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions, whether internal or external, are monitored for impact and outcomes or defined at the start of any intervention. The Special Needs Leader and SLT oversees all additional support and regularly shares updates and revised programmes with the SEN Governor and Governing Body.

#### 14. How are parents involved in the school? How can I be involved?

- We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.
- We operate an 'open door' policy to allow parents to contact their child's Class Teacher with ease.
- Parents are invited to become involved in school life through a number of means, e.g. regular surveys, Parent Consultation Committee and on-going invitations to school events throughout the year whereby targets are reviewed and next steps implemented.
- We host regular Parent Workshops to model our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home.
- Our Governing Body includes parent Governors/representatives.
- PTA

#### 15. Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's Class Teacher. For children with SEND, further information can be obtained from our Assistant Head Teacher/Inclusion Manager, Mr Goulding via the school office on 01942 724820.
- Parent Partnership advisor can be contacted through the Local Authority.

**This continues to be a 'working document'.**