# St. Oswald’s C of E Primary School



“Our School family, where all are valued,

is centred on faith in Christ.”

# SEND information report

# 2021-22

***‘****Train up a child in the way he should go and when he is old, he will not depart from it****.’***

**Proverbs 22:6**

Through basing our vision on the bible teaching above we will promote an inclusive school community, rooted in mutual respect, understanding and kindness towards others.

***‘Life in all its fullness.’***

**John 10:10**

In living out the statement above our vision is to develop resilience and a love of learning, which will enable the children to achieve their aspirations.

1. **The kinds of SEND that are provided for**

At St Oswald’s CE Primary School, we make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice:

**Communication and Interaction**

We have a number of pupils who experience speech and language difficulties. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. It may also include children with an Autistic Spectrum Condition.

**Cognition and Learning**

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia/DCD (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum.

**Social, mental and Emotional Health**

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. Children may have difficulties with their mental health, experiencing anxiety or trauma, or as a result of having a medical or learning diagnosis.

**Sensory and/or physical**

We work closely with outside agencies to provide support for children in our school who have sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties or epilepsy. Children on the Autistic spectrum may also have sensory needs. For pupils with a medical need, St Oswald’s CE Primary School work with the necessary medical professionals to produce a Healthcare plan where appropriate.

***COVID-19***

Prior to lockdown, interventions to support all these needs were delivered, reviewed and adjusted regularly to address the changing needs of this population and a full and varied programme of training was in place to enable all staff to deliver them. School’s capacity to deliver interventions was severely affected by the effects of the COVID-19 pandemic and subsequent restrictions. Staff who are trained in specific interventions were not able to deliver to children in other bubbles and learners with SEND from different classes were not able to mix for small group intervention. Additional challenges were experienced as access to technology at home and in school was limited, and meetings with parents were restricted.

This year, we have been able to resume our full SEND provision, while keeping a close eye on constant updates in Government guidance for Covid-safety. Should more restricted conditions return, we have now invested in a large amount of new devices for school and have accessed devices for use by pupils at home.

1. **Identifying pupils with SEND and assessing their needs**

At St.Oswald’s we assess each pupil’s current skills and levels of attainment on entry. The attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers, subject leaders and SENDCO. Class teachers make half-termly assessments of progress for all pupils and identify those whose progress:

* 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Regular discussions between teachers, teaching assistants and the SENDCO take place. During these discussions, pupils of concern are identified and progress/provision of all children on the SEND List is discussed in detail in order to inform future provision and priorities.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. The SENDCO will liaise with the relevant outside agencies, where further assessment is required, for a better understanding of a pupil’s needs.

1. **Consulting and involving pupils and parents**

At St Oswald’s CE Primary School, we recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how their child is progressing. This includes parent consultation evenings, open evenings and annual reports. We have an ‘open door policy’ and teachers and the SENDCO are always happy to meet with parents at a mutually convenient time.

We meet with parents of children with SEND as they join our school, either in Nursery/Reception or as needs are identified later on through school. The SENDCO hold meetings (either face-to-face or via Zoom/telephone) with all parents of learners with SEND, to review their progress, discuss any concerns and to make collaborative decisions about how to meet their needs.

For children with EHC Plans, parents are invited to attend their Annual Review meeting in which children’s progress and their individual targets are looked at in detail, and decisions about future provision is jointly agreed. The SENDCO will liaise with the relevant outside agencies, where further assessment is required for a better understanding of a pupil’s needs.

When supporting children with SEND, we talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. We have recently redesigned our individual support plans to become more person-centred, and to more fully include the child’s views so each child with SEND will have a one-page profile that includes the views of the child and their family. Pupils with a high level of need with have a more detailed SEND Support Plan.

For children with an EHC Plans we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.

1. **Assessing and reviewing pupils' progress towards outcomes**

The SEND Code of Practice (2014) recognises that ‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’. At St Oswald’s CE Primary School our priority is to ensure that all children, including children with SEND have access to good or outstanding lessons, which are appropriately differentiated and personalised to meet the needs of individual children.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Class teachers work with the SENDCO to carry out a clear analysis of the pupil’s needs. This draws on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment and behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

Assessments are reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

1. **Supporting pupils moving between phases and preparing for adulthood**

Change can be challenging for all children, particularly children with SEND. Therefore, at St Oswald’s CE Primary we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

**Joining our school:**

We work closely with our own Nursery and other pre-school settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Nursery staff visit children at home before they start at our Nursery, where Covid restrictions allow.

Our Reception teacher visits the children in their pre-school setting and the children come into school for an induction programme called “Sporties” (arrangements subject to Covid guidance). In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENDCO, Foundation Stage Leader, parents, and representatives from the pre-school setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child’s additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. Children with SEND may initially come to school on a part-time basis but this is individual to each child. We liaise closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis.

If a child with SEND is joining St Oswald’s Primary School part-way through their school career, we will arrange for parents to meet with the SENDCO and Headteacher to discuss the child’s needs. We will also liaise with the child’s previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child’s transition to us.

**Moving classes:**

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND.

All children are given the opportunity to spend a morning with their new class teacher. There is an open evening at the end of the Summer Term for parents to visit the classroom and meet the teacher of the class their child will be transferring into in September. Where necessary, children with SEND make additional visits to their new classroom, are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them.

**Transferring to a new school:**

Moving on to secondary school can be an exciting but daunting time for all children, so at St Oswald’s CE Primary, we ensure that the children are well- prepared for the transition. We have good links with the local Secondary Schools, including special schools, within the area. The SENDCO meets with SENDCOs or Mentors from the Secondary schools that our children are transferring to. For children with EHC Plans, the SENDCO from the secondary school will be invited to the Annual Review prior to transfer. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond.

Where necessary, additional support arrangements such as extra visits and enhanced transition projects are put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENDCO will arrange extra visits to the secondary school, either with staff and/or parents and sometimes peers. Many of our Secondary schools offer ‘Summer Schools’ for vulnerable pupils to ensure a smooth transition.

1. **Our approach to teaching pupils with SEND**

St Oswald’s CE Primary School prides itself on providing an inclusive learning environment where all children, including children with SEND, are treated equally and have access to the full range of opportunities that we provide. High quality, differentiated teaching is our first step in responding to pupils who have SEND and teachers are responsible and accountable for the progress and development of all the pupils in their class.

We also provide a wide variety of interventions that include online/cloud-based and multi-sensory programmes, along with structured/bespoke language/maths/social skills programmes. Interventions are regularly reviewed and updated to ensure effectiveness, and to make sure that the children only miss classroom learning if they are benefitting from a better and more effective alternative. We also have a range of resources and programmes, which are used to support children’s Speech and Language development and we work closely with Speech and Language Therapists from the NHS.

1. **Adaptations to the curriculum and learning environment**

For some activities, children at St Oswald’s CE Primary School are grouped according to ability, but we also ensure that pupils are provided with the opportunity to work with children of all abilities within their class throughout the year. Teachers differentiate learning to meet a variety of different needs within the class and children are encouraged to reflect upon their own progress. Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. Other adaptations include:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Providing a learning environment that caters for a broad range of sensory and visual needs through the use of visual timetables (class and individual) and prompts, sensory breaks, fidget toys, adjustments to lighting and layout where appropriate
* Using recommended aids, such as laptops, coloured overlays, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* See also our Accessibility Plan on the school website.

1. **Additional support for learning**

St Oswald’s CE School uses a number of TAs to run intervention groups throughout school. These include: Spelling (Wordshark and IDL), Reading (Accelerated Reading), Speech (Wellcomm), Maths (IXL), Social/emotional skills (Lego therapy, Draw and Talk) and Fine/Gross Motor Skills. Bespoke interventions are created and delivered according to the needs of the children, for example, speech and language/social communication groups based on reports from therapists/other professionals.

A highly structured Phonics intervention is delivered daily throughout the school by up to nine members of staff, and includes Reception class, Year 1, Year 2 and a number of pupils in KS2 (Y3-Y6) who require additional support for phonics. All pupils are streamed according to scores in Phonic assessment and progress is monitored each half term. The level of intervention is then adjusted according to progress. All pupils with SEND who experience difficulty with spelling/phonics take part in this intervention during all or part of their English lesson.

For pupils who have more complex needs, school provide additional support and resources up to £6,000 and have to submit a request to the LA for additional funding (High Needs Funding) based on an individualised action plan. This is to provide more support which exceeds the first £6,000. Any additional funding from the LA is used to ensure pupils are fully included and can access the curriculum.

We work with the following agencies to provide support for pupils with SEND:

Educational Psychology services, Community Paediatrician, School Health, Speech and Language therapists, Occupational Therapists and other health professionals, Social Workers, Early Help workers, Local Authority Inclusion Consultants and Children’s Mental Health organisations. We employ an independent Inclusion Consultant (half-termly) who works with children on a regular basis to assess progress, advise staff and take on new referrals where there are concerns.

1. **Expertise and training of staff**

At St Oswald’s CE School we have experienced teachers and teaching assistants. Together we adopt a caring and nurturing environment for all pupils, including those with a special educational need. Our SENDCO, Mrs J Cullen, has over 20 years experience in the role, and she works for 2 days a week managing SEND provision. Teachers and Teaching Assistants in EYFS and Key Stage One are all trained in the Wellcomm speech and language programme, other Teaching Assistants are trained in delivering a range of interventions and in supporting a range of special needs such as ASD. The school has been in the process of doing the Autism-Friendly Schools Award under the direction of the Local Authority.

The SENDCO attends appropriate Local Authority Training and meets with other SENDCOs at network meetings to share good practice and has taken on the role of Senior Mental Health Lead.

In-service training needs are dealt with through the staff development plan, which is revised annually as part of the School Improvement Plan. Additional INSET provided by the LA or outside providers is made available to staff. Training needs are identified according to the changing needs of the children, and termly in-house training is provided by the SENDCO.

If a Healthcare plan is required for a child, training on medical needs is provided for all involved staff and extra requirements for specific medical needs also receive training.

1. **Securing equipment and facilities**

The school seeks to provide additional resources, especially in terms of personnel, to provide opportunities for class teachers to meet the needs of pupils with SEND more effectively.

Subject leaders and the SENDCO are responsible for addressing the needs of SEND pupils

in the purchase of books and equipment.

Funds allocated to meet the needs of pupils are used to provide either/both:

• additional personnel e.g. Learning Support Assistant/ additional teacher time or,

• additional resources e.g. printed materials/laptop computer/spell checker/appropriate computer programmes

1. **Evaluating the effectiveness of SEND provision**

At St Oswald’s CE Primary School, we have a robust system of record keeping (CPOMS) for Behaviour, Safeguarding and SEND which, is evaluated by the Headteacher and Pastoral Team regularly. The Senior Management Team, subject leaders and Governors also evaluate Pupil Progress and Attainment. The Leadership and Management Teams monitor the Quality of Teaching.

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENDCO and SEND governor meet to discuss the provision for children with SEND. The Governors also receive regular reports through the Standards Committee.

Each term, the performance data of children with SEND is analysed by the SENDCO, and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective. One-page Profiles (previously Pupil Passports), SEND Support Plans and intervention trackers are updated termly.

1. **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

The high expectations and aspirations that we have for all children in the school are extended to children with SEND. Children with SEND and disabilities are fully included in activities throughout the school day. There are some pupils with ASD who may have additional support for transitions during the school day eg coming into school in the morning.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our Y6 residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

See also our Accessiblity Plan on the website.

1. **Support for improving emotional and social development**

We support these children through pupil mentoring and social skills groups. We offer 1:1 programmes such as ‘Draw and Talk’ and also involve outside agencies when needed. Our Parent Support Advisor is trained and available to talk to/work with children with social/emotional difficulties. School works closely with the School Nurse who makes regular visits, and offers a monthly drop-in service for all parents, as well as the opportunity to speak on a case-by-case basis. She also offers a drop-in service for Y6 pupils around social/emotional issues as well as wider medical ones. We have a whole school behaviour management system, TREE, which promotes social and emotional development.

1. **Working with other agencies**

We have strong links with a range of education, health and social care professionals who support the process of assessment, target-setting and ensuring that the needs of children with SEND are appropriately met. This includes working with:

SENDIS Special Education Needs and Inclusion Service:

Sefton’s Inclusion Consultant to the school: Mrs C Thornton

The school employs an independent Inclusion Consultant: Mrs C Mack

Educational Psychologists:  
Our school EP is: Mr S Duckworth

Speech and language Therapists:  
We liaise with several NHS Speech and Language Therapists across each age range.

Occupational/Physio Therapists:  
Children in need of OT/PT assessment will be referred by the SENDCO or family GP. Where necessary the Occupational/Physio Therapist will carry out work with children in the school.

Medical practitioners

Community Paediatricians and Child and Adolescent Mental Health Service (CAMHS).

Social Care

Early Help workers (Children’s Centre), Social Workers and the Virtual School (Looked After Children).

1. **Concerns/complaints about SEND provision**

At St Oswald’s CE Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.  
If parents have questions or concerns about the provision for a child with SEND, in the first instance, we would encourage them to contact the child’s class teacher. Should they then wish to discuss the concerns further, they could contact the SENDCO or Headteacher.

In the unlikely event that a concern is not resolved, then please make contact with our Chair of Governors, also our SEND Governor, Mrs S Varga, in line with our ‘Complaints’ policy and procedure on the website.

1. **Contact details of support services for parents of pupils with SEND**

For general support and advice parents/carers may contact:

* Special Educational Needs & Disability Information Advice and Support Service (SENDDIASS) (formerly Parent Partnership)

Parents are often signposted to the support offered by a variety of agencies including:

* Addvanced Solutions for advice if they are experiencing difficulties with Sensory Processing Difficulties (SPD) http://www.addvancedsolutions.co.uk/ <http://www.theisabellatrust.org/autistic-spectrum-disorder-asd/>
* ADHD Foundation for ADHD support http://www.adhdfoundation.org.uk
* National Autistic Society for Autistic Spectrum Disorders http://www.autism.org.uk/
* Scope for families of children with physical or learning disabilities <https://www.scope.org.uk/support/families/primary>
* Contact for families with disabled children <https://contact.org.uk/>
* British Dyslexia Association <https://www.bdadyslexia.org.uk/dyslexic>
* Together Trust is a charity providing special education, residential services, fostering, family support and community services https://www.togethertrust.org.uk/