



School's SEND Information Report **St Oswald's Catholic Primary School**

SEN Code of Practice July 2014

The SEND regulations 2014 require the Governing bodies / proprietors of all maintained schools and nurseries and academies to publish the information about their setting on their website.

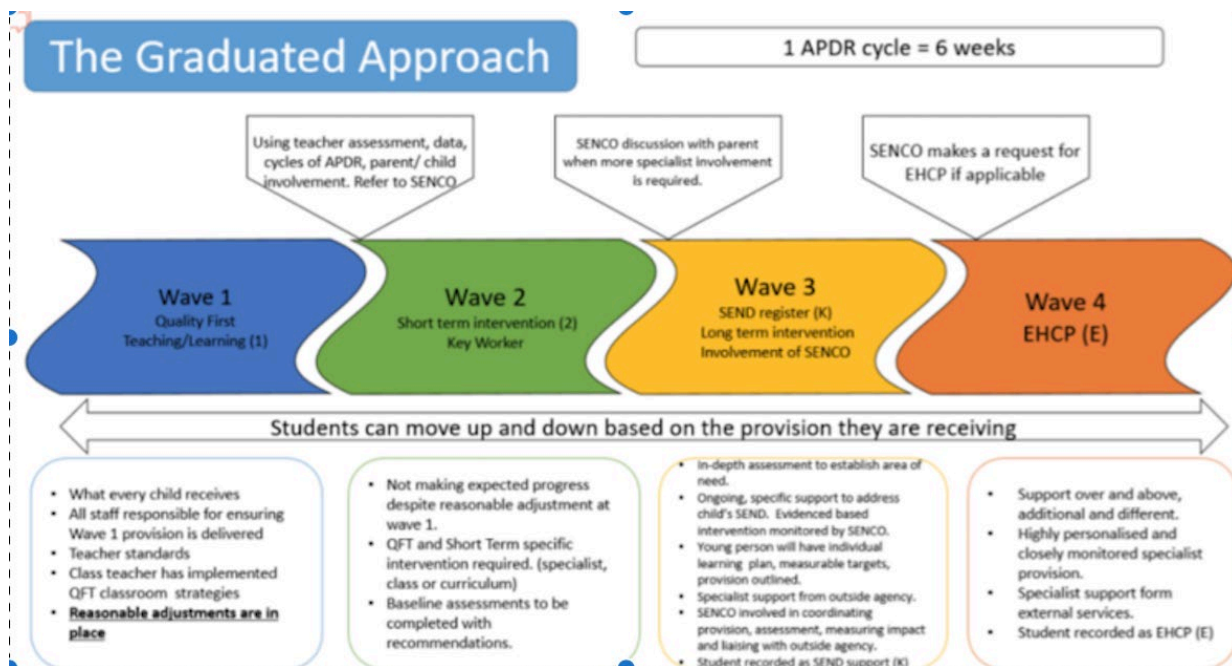
SEND Provision

St Oswald's is a mainstream primary school and we are able to provide support for children with moderate and specific learning difficulties, as well as those children who present with social, communication, speech and language difficulties. Children with behaviour, emotional and physical needs are also provided for within our setting. Our Inclusion Policy is available on our website.

The four broad areas of needs are:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

When a pupil is identified as needing SEN support, we will act to successfully recognise and remove barriers to learning and put effective SEN provision in place. We have adopted the 4-wave approach in line with Bishop Wilkinson Trust. See model below.



Identification of children with SEND & assessment of need

Early Years Foundation Stage

Early identification is priority and prior to starting St Oswald's, home school visits take place to discuss any SEND issues that may have been identified. Staff endeavour to attend any transition meetings from other settings that occur in order to meet with specific agencies involved with children, and to gain an understanding of how to best support children when they enter our setting.

Key Stage 1 and 2

All children are assessed on a termly basis in reading, writing and maths. Children who underperform (according to the LA's grid for age related expectations) are then identified and receive an increased level of intervention. This begins with Quality First Teaching, where necessary enhanced levels of support – followed by outside agency involvement which would involve individuals such as our school Educational Psychologist. Children with an EHCP are assessed against targets.

Teachers also track progress with any children who consistently underperform or whose progress slows significantly being identified by the teacher, the SENCO and the head teacher.

Additional Support

If a child has been underperforming and intervention from school-based staff is not impacting significantly on progress rates, then the SENCO will (with parental consent) refer to specific services for further advice and support. If a child has high levels of support from health agencies such as GP's and physiotherapists, the school SENCO is responsible for inviting them to advise and support on specific provision delivered within school, which may be necessary depending on SEND and health need.

Support for families

Families with children with identified SEND are kept informed of their child's progress. Children on the SEND register will receive personalised Learning Support Plan that include SMART targets, comments and termly meetings to discuss progress with the class teacher. These plans will be passed on to each class teacher and be used as part of an in-school transition. In addition there are information sharing meetings following on from specific assessments where strategies are shared and further advice given with practitioners and parents / carers present. For children with Education Health and Care Plans, targets are revisited at annual reviews with parents/carers and children being invited to give their views on a child's SEND and the provision surrounding it. Where families themselves require additional support, they are referred to appropriate agencies, whether it is the Early Help Team for parental support, or any other appropriate agencies.

The local offer can be found at

<https://www.gateshead.gov.uk/article/2694/Gateshead-Local-Offer> - searching for 'Gateshead Local Offer' will take you to the above website.

The school SENCo is responsible for any referrals made to external agencies and her contact details are given below:

Mrs Dixon
St Oswald's RC Primary School
Easington Avenue
Wrekenton, Gateshead
Tyne and Wear
NE9 7LH

Tel: 0191 4878641

Email: info@sto.bwcet.com

Arrangements for consulting parents/carers of children with SEN

All parents/carers are actively encouraged to be a part of their child's learning. Visits to the school for new starters or transferring for another school are welcomed by the headteacher.

At the start of each academic year, curriculum information is made available directly to parents through an after-school Information Evening and follow up information can be found on our website detailing the curriculum that is to be taught, we also publish termly topic webs for view. The school has an open-door policy which parents/ carers put to good use. Parents/carers are always able to make an appointment to speak to staff.

Parents/carers are invited into school for a range of reasons including Stay and Play in Reception, curriculum mornings, weekly class masses and they are invited to stay for refreshments afterwards.

It is the SENCo's responsibility to keep parents/carers informed about changes to their child's SEND provision, to liaise with parents/carers about the SEND provision and to arrange necessary meetings outside of the termly parents' evenings. Even if a child has a review, or information sharing meeting near scheduled parent's evenings, families are still offered the opportunity of a 1:1 class teacher appointment. Parents/carers usually take up the offer of an additional appointment with the teacher.

For children with identified SEND and receiving support and guidance from external agencies, meetings are scheduled to track progress and allow parents/carers and children time to share their views on how specific interventions are running. Generally, these meetings are attended by key staff, class teachers, the SENCo and an LA representative, if appropriate.

In the case of children being referred for an Education Health and Care needs assessment, it is the responsibility of the SENCo to inform parents/carers of the overall process and keep them informed with regular updates.

Where the transition of Year 6 pupils into secondary is concerned, our SENCO will communicate with the secondary school SENCOs, providing them with additional information to best support SEND pupils. Secondary schools request information about each Year 6 class and this will give the class teacher a chance to share any assessment information, medical needs and specific information about SEND pupils.

Arrangements for consulting children and involving them in their education

At St Oswald's, we feel that all children should have a voice in their education and a platform to express their own views on the school and their learning. The School Council meets regularly to bring issues to the attention of the staff and to make decisions and bring ideas to the forefront.

Children are consulted and involved in their education through age-appropriate conversations, feedback and interventions. Staff strive to work very closely with the parents / carers of very young children identified with SEND, ensuring channels of communication flow freely at the daily handover.

As children get older, their views are collected through surveys (which feed into school self-evaluation) and through completion of a child's views when formal meetings are scheduled. For formal meetings, parents/carers are encouraged to include their own views of their child's perceptions and give their children a voice; these are then discussed during meetings with appropriate staff. On occasion these documents may be completed in school with adult guidance.

The approach for teaching children with SEND

Work is differentiated to match a child's stage of development. It is the class teacher's responsibility to ensure that daily work matches the child's ability and addresses targets which have been agreed for them. Marking clearly highlights where learning objectives specific to the child's needs have been met. Oral feedback is given at every opportunity to give each child the best chance to improve their work.

Where a child has an Individual Learning Plan teachers and the SENCo, along with relevant support staff, are involved in understanding and applying strategies that have been suggested, into daily teaching in whole class, small groups and individualised teaching.

Additional support is assigned to children who are underperforming in relation to age related expectations and depending on the need and identified SEND this can be increased depending on the results and views and opinions of staff, key professionals and parents/carers. Where additional support is going to be assigned beyond that of scheduled learning support, parents/carers are invited to attend a meeting with the class teacher and SENCo to inform them of whom, when and how support will be delivered.

Adaptations of the curriculum and learning environment for children with SEND

We use the phrase 'Reasonable Adjustments' when talking about making changes to a learning environment. We believe that all children have an equal right to education and taking this into consideration the SENCo encourages all staff to think about how reasonable changes can be made to continuously provide an enhanced level of learning for SEND pupils.

The level of adaptation to the curriculum and environment largely depends on the needs of the individual child. Personalised targets are devised and it is then discussed how best to implement them within the classroom and during supported group times. Strategies can include personalised visual timetables, visual prompts and now, next boards.

All areas of the school have easy access for wheelchair users. There are 2 ramps at the main entrances for KS1 and KS2. The staffroom, library and ICT suite each have wheelchair access. The Early Years Unit is also accessed by a ramp. There are 3 disabled toilets – 1 in the junior corridor and 1 in each of the Early Years classrooms.

Where children with SEND require additional specialist equipment and facilities, the school will contact the LA and any appropriate external agencies to seek advice and support on what needs to be used and how. Access to specialised equipment again depends on the specific needs of the child with SEND and in the past has included individual access to a laptop (where deemed appropriate). Where external agencies suggest a specific resource, the school always endeavours to purchase it for the benefit of the young person.

Where a child has received support from external agencies, such as Speech and Language Therapy, Occupational Therapy and Physiotherapy, reports are shared in meetings and reviews, these reports and strategies are discussed openly with families demonstrating where they have been incorporated to the daily timetable if appropriate.

Expertise and training staff receive to support children with SEN

The SENCo undertakes most of the specific SEN training with the Local Authority by attending meetings and training for specific needs. This is then disseminated to individual teachers and support staff where appropriate. Where training opportunities

arise for specific needs, such as Dyslexia and Autism awareness for example, key staff are encouraged to attend and use strategies and resources suggested into their own daily practise.

The majority of support staff are first aid trained and attend regular training to ensure their skills are up to date. The office staff and 2 Tas are trained in administering medication.

The SENCo is responsible for all referrals that can be made through school, these include to Speech and Language Therapist, Occupational Therapy, Emotional Wellbeing Team, Behaviour Support Services and Educational Psychologist. There have also been instances where we have suggested referrals to mental health support and we have advised families on the processes involved in this.

Evaluating the effectiveness of the provision for children with SEND

Children receiving additional provision for SEN are closely tracked and monitored to ensure that provision and interventions are working effectively and resulting in progress. Where external liaison teachers are involved, school works closely with them in order to understand where children need to go next, in order to progress and embed future learning. In specific cases, liaison teachers and or the educational psychologist suggest targets for learning plans, which then contribute to specific programmes and individualised teaching.

On some occasions school may use various assessment models for SEND children. Pupils assessed using the Engagement Model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They may require a high level of adult support, are likely to need sensory stimulation and a curriculum that is broken into small steps and personalised in a way that is specific to their needs. Pre-Key Stage Standards may be used for statutory assessment at the end of KS1 and KS2 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study.

At key assessments periods – generally at the end of a term, results are analysed and compared to previous assessments to determine where progress has been made and where provision needs adapting in order to develop other areas. Specific learning programmes may be adapted as a result and alternative forms of support and resources may be introduced.

Headteacher's report to Governors details the changes in the SEND provision and register over a year with detailed information on how many children are on the SEND register. School has worked hard to identify where children have a specific SEN, or where they are requiring enhanced support. There is a designated SEND Governor, who meets with the SENCo to discuss latest developments linked to SEND. Additionally, the SENCO completes an annual SEND development plan and shares this with school staff.

How children with SEND are encouraged to take part in activities

The school has a number of after school clubs. The clubs offered vary from year to year based on current interests of cohorts and resources and staffing which are available. All of the clubs are accessible to children with special educational needs.

School also has a breakfast club and children take part in a variety of activities on a morning.

Students take part in school visits throughout the year. A risk assessment is completed for all school visits. The head teacher, in consultation with the relevant class teacher and parents, makes decisions based on whether it is safe for a child to leave the premises, considering the emotional needs of the child.

Upper Key Stage 2 children have taken part in residential trips. These trips are fully accessible to children with SEND and staff find that children with SEND thrive during these visits which allows them to demonstrate a range of skills outside the classroom. It is recommended that all children go on these residential trips, which are character and team building for all children.

Support given to improve children's emotional and social development

St Oswald's has a strong pastoral system which is embedded within our Catholic ethos. Each child belongs to a house team and earns points. At the end of each term the house with the most points celebrate their success with a non-uniform day.

When administering medicines, school follow procedures from the LA and the school nurse. If a child has a specific condition, for example diabetes, they must have a health care plan, written in conjunction with the SENCo and named nurse. This plan is shared with all staff and key persons named and identified on it. All support staff received training on administering treatment for this.

All staff have attended training on administering epi-pen treatment in case of an allergic reaction.

St Oswald's prides itself on good, positive behaviour born out of high expectations for all from the beginning in Nursery class to leaving in Year 6. Exemplary behaviour is expected at all times with children being rewarded for this through house points, stars and other rewards. Where behaviour can fail to meet expectations, staff follow similar procedures in each class (age appropriate) to help children to understand how to behave. This generally includes warnings, time out and in severe cases, speaking to parents on the day the incident happens. With very young children in the EYFS, conflict resolution is part of daily routine, in order to encourage children to demonstrate positive behaviour and become more accomplished in recognising where problems occur and how to solve them independently. A buddy system is used throughout the school with older children in Year 5 and 6 acting as positive role models for younger children.

We use an app called 'Free Flow Info' which is a fantastic platform to share work and allows parents to stay updated with their child's progress.

The school has a robust anti bullying policy which all staff are aware of.

Whilst attendance is generally good in school, we have a weekly award for class attendance of the week. Should attendance fall below 96% then parents are informed and asked to consider this and the impact on the education of their child. Where persistent low attendance occurs, it is the responsibility of the Headteacher and Deputy Head teacher to speak to parents directly and if necessary, involve the Education Welfare Officer. As with all schools, leave of absences (previously classed as holidays in term time) are no longer permitted unless in exceptional circumstances.

All children are invited to share their views about school in annual surveys. Topics such as curriculum, routines, bullying and safety are all included in the survey. At the beginning of each academic year, each class votes for school counsellors from Years 2-6. All children are invited to put themselves forward with many SEN children being voted by their classmates to represent their cohort.

How school involves other services such as health, social care, support services and voluntary sector, involving meeting children's SEN and supporting their families

St Oswald's has close links with Bishop Wilkinson Educational Trust and the Local Authority services such as Educational Psychologists, SENIT, SpLd team, Behaviour Support, Emotional Well-Being Support and the Family Intervention Team. We are also able to refer directly to Speech and Language and Occupational Therapy and in some cases to the Children and Young People's Service (CYPS).

Where appropriate, these services are involved with young people and their families at every necessary step. School can also provide parents with links to key workers from outside health and education settings who can act as liaisons between the setting and the services. It is the responsibility of the SENCo to inform parents of the services and contact details available to support them.

Arrangements for handling complaints about the school's SEND provision handled

At St Oswald's we hope that any complaints and issues can be resolved quickly and simply through open and honest discussions. Parents/carers should contact the SENCo with any complaints about the provision that the child is receiving at school. If the complaint is not resolved, the school has a Complaints Policy. This can be found on the school website or from the school office.

Parents/ Carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnados in Gateshead (tel: 0191 4784667). The SENDIAS Service provides independent impartial advice to parents/carers about their child's special educational needs, they provide information, advice and support to children and young people about their SEN too. Gateshead Sendias Service is provided by Barnardo's Disability and inclusion Support Service on behalf of Gateshead Council. The service is available whether or not the young person has an Education Health and Care Plan.

Arrangements for supporting children who are looked after by the Local Authority and have SEND

The needs of looked after children have always had a high priority in school. The headteacher and SENCo liaise with all relevant agencies and attend inter-agency meetings to ensure the child's needs are best met within school.

The school SENCo is the first point of contact in school regarding any child who is presenting with any form of SEN or emotional need. Parents should request a meeting with the SENCo either through the class teacher or through contacting the school office. After an initial meeting with the parent/ carer and other key staff if relevant, the SENCo will guide parents to what the next step in the care and provision should be for the child. Where possible, school will make referrals although in some cases, families have to take the lead particularly if a GP, for example needs to be involved. The SENCo will endeavour to provide as much support as possible for a family and encourages parents and carers to feedback the suggested interventions where the outcomes are not necessarily apparent to the school.

Where children are identified with a specific SEND parents will automatically be referred to the LA's local offer page which can be found at www.gateshead.gov.uk/localoffer. It is the responsibility of the school SENCo to inform parents of how they can access this and what the Local offer will cover.

The local offer provides information on Education and Health Care Plans (Single Plan) and it is the role of the SENCo to initiate proceedings if it is thought that a single plan needs to be put into place for a child. This referral can be made on the advice of education or health professionals and from parents/ carers themselves. The LA's local offer page also provides advice and support for parents and carers of children with SEND and how they can access support available. The local offer page includes information on key workers, transport and advice on what to do where issues arise and how parents can be supported in finding the right provision and placement for their child.

For additional information about the EHC plan process follow the below link:
<https://www.gateshead.gov.uk/article/3469/Education-Health-and-Care-Plans>

- by searching on the gateshead website for EHCP.

Key contact details of support services for parents of pupils with SEN:

- Special Educational Needs and Disability Team
Gateshead Council
senteam@gateshead.gov.uk
- Gateshead Council's Family Information Service 0191 433 5122
or email fis@gateshead.gov.uk
- Gateshead's School Admission Team 0191 433 2757.
- Barnardos SEND Information and Advice Service on 0191 478 4667 or
email DIASS@barnardos.org.uk

- Early Help Service, 0191 433 3319 or 0191 433 5019 or email: earlyhelpservice@gateshead.gov.uk
- CYPS 0191 246 6913, NTAWNT.NoTCYPS@nhs.net

The following policies can be found on our school website:

Behaviour Policy
Equality and Objectives Policy
SEND Policy

 (Chair)