



SEND INFORMATION REPORT - Reviewed September 2024

The kinds of special educational needs that are provided for in school

At St Oswald's C E Academy we have experience of several types of Special Educational Need and Disability including, currently:

- Autistic Spectrum Condition
- Speech, language and communication needs
- Physical disability

Additionally, we have pupils currently accessing additional provision for:

- Cognition and Learning (*difficulties with general learning*)
- Social, Emotional and Mental Health (*such as attachment disorder*)
- SpLD (*Specific Learning Difficulty – such as dyslexia*)
- HI (*Hearing Impairment*)
- VI (*Visual Impairment*)

The name and contact details of the SENDCO and further contacts where parents/ carers may have concerns

Special Educational Needs and Disability Co-ordinator: Mrs H Lambert

Parents with concerns may:

- Speak initially to the class teacher – arrange to meet at the end of the school day or:
- Arrange to speak to our SENDCo/Head of School, Mrs H Lambert
- Arrange to speak to the Executive Head Teacher, Mrs S Patton.

*Meetings can be arranged during school time or after school time. The school phone number is **01302 770330***

Policies for identifying children and young people with SEND and assessing their needs

We aim to identify children with special needs as early as possible during their school-life although a concern can be raised at any time.

At St Oswald's C E Academy all children in school have next steps for English and Maths, which are reviewed regularly. Through an ongoing assessment process, Class Teachers identify the 'next steps' in order to ensure progress.

The school's rigorous tracking system clearly identifies children who are not making the expected academic progress and who may have special educational needs. Additionally, our staff are aware of pupils who may be achieving academically, but are displaying other causes for concern, perhaps socially, behaviourally or emotionally, which could ultimately lead to a lack of attainment.

- Initially, the class teacher will try to address this by appropriate differentiation of work in the class, and possibly some focused, small group support by the teacher or Teaching Assistant. Concerns regarding behavioural or social issues will also be addressed, initially, by inclusive practice and support within the class and through liaison with parents or carers.
- If, after these initial strategies have been implemented, the teacher still has concerns, the SENDCo will be informed and that child will be officially identified within the school as requiring **SEND Support**. At this time, the class teacher, often along with the SENDCo, will then plan more specific, small step, personalised targets.

Advice can also be sought from a number of outside agencies.

Dependent upon the child's needs, this might include:

- *Educational Psychologist*
- *Speech and Language or Occupational Therapist*
- *Child's GP*
- *Child Development Clinic*
- *Specialist Advisory Teachers employed by Doncaster Local Authority*

These assessments and expert advice help us gain a greater understanding of the child's needs and assist us in devising appropriate targets or desired outcomes, which will be recorded on an **SEND Support Plan**, along with details as to how these targets will be achieved.

This usually means that a child receives more **individual** support or more **frequent** support in order to meet the targets set. This may be in the form of a specific **intervention** programme with the class teacher or a Teaching Assistant.

Over time, this will usually be sufficient to ensure that a child either; makes accelerated progress and narrows the gap between themselves and their peers, or is able to interact and socialise more successfully, thereby removing the need for **SEND Support**. This is

always the objective. The school does not expect that children will remain on **SEND Support** indefinitely.

For a very small number of children this intensive support may still not meet their needs. If this proves to be the case, we can request that the Local Authority undertakes a **Statutory Assessment** of the child's needs. At the end of this, a decision will be made as to whether the child requires an **Education and Health Care Plan**. If the decision is made to implement an **Education and Health Care Plan**, extra funding is made available from the Local Authority, which the school use, in consultation with parents or carers, to support the child in whatever way is appropriate.

Relevant policies can be found on our school website:

- SEND Policy
- Safeguarding Policy
- Behaviour Policy
- Equality Policy
- Attendance Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education

Should an initial concern arise, the class teacher and possibly the SENDCo, arrange to meet with parents or carers. They discuss their concerns and also how they intend to meet the child's needs.

If the child needs a **SEND Support Plan**, this is made in collaboration with the child and parents or carers. These are reviewed at least once a term and parents / carers are invited into school to discuss this with the child and class teacher. Parents are also given assistance and suggestions as to how they themselves can contribute to the success of the plan.

If a referral to an outside agency is considered to be appropriate in contributing towards the assessment, written consent is obtained.

If an **Education, Health and Care Plan** is in place, alongside these termly reviews for the **Annual Review Support Plan**, an **Annual Review** is held where parents or carers are invited to meet with all relevant professionals involved with their child.

At St Oswald's we sincerely hope that parents and carers feel they can come and consult us about any concerns or issues as soon as they arise.

Arrangements for consulting young people with SEND and involving them in their education

Before writing a SEND Support Plan, pupils are asked about their own views regarding school, life outside school and their own aspirations. Once able, children can write their own one page profile which is part of the SEN Support Plan. Pupils can attend the reviews

of the **SEND Support Plans** and are invited to express their views and feelings about their own progress and the new challenges which are set for them. At these meetings it is made clear what is expected from them in order for the support plan to be successful.

Where it is appropriate, pupils who have an **Education, Health and Care Plan** attend the Annual Review Meeting. If it is not considered to be appropriate for the pupil to attend or if they are unable to attend for some other reason, their LSA and / or Class Teacher spends some time discussing their thoughts and feelings about school and the support they receive.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Termly reviews of **SEND Support Plans**, enable class teachers to keep parents updated on their child's progress and what the next steps will be, though informal meetings can be held at any time if there are issues which need to be discussed.

Outcomes suggested on the **SEND Support Plan** are designed to be measurable and achievable within a realistic time frame. The support plan clearly defines each outcome or target so that it is easy to understand and easy to evaluate.

Assessment of these outcomes is an on-going process by the class teacher and other professionals involved in the learning process. The children are encouraged and indeed, expected to be accountable for their progress and are encouraged to monitor their own success. It is designed to be a team effort, where adult and child work together.

The Annual Reviews for the **Education, Health and Care Plan** are held at the school and bring together the pupil, parents, teachers, Head Teacher, SENDCo and any other professionals involved with the child. At these reviews, the desired outcomes from the previous review are evaluated and adapted to set new challenges and ensure that the child's needs are being provided for. Any changes required will be noted and appropriate personnel allocated responsibilities. The Head Teacher and SENDCo submit a report to the Local Authority, who decide what action, if any, is to be taken and inform the school and parents or carers.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Children who have **SEND Support Plans** and **Education, Health and Care Plan** can often be vulnerable when it comes to the transition into a new phase of Education, for example, from Foundation to Key Stage 1, From Key Stage 1 to Key Stage 2 and from Key Stage to secondary education.

For transition within our school provision is made to ensure that this is as successful as possible for such children.

Class teachers are given time to liaise with the next teacher in order to pass on necessary information and share **SEND Support Plans**. Those pupils who have a **Education, Health and Care Plan** may make a transition booklet, with a Learning Support Assistant, containing photographs and information about their new phase. These are sent home and shared with parents or carers.

All pupils in school have three/four weeks' transition near the end of each school year where they spend time in their new classes and get to know their new teachers.

When pupils with SEND make the transition to Key Stage 3 education, any relevant information is shared with and passed on to the SENDCo from the secondary school which they will attend. It is possible to arrange for these children to visit the school in addition to the usual transition arrangements with their peers.

The children have personal interviews with a member of the SEND Team and several days' transition in the new school allows the children to familiarise themselves with the building, the staff and the new routines. LSAs may accompany any children who have an **EHCP**.

Approach to teaching children and young people with SEND

At St Oswald's C E Academy, we believe that meeting every pupil's needs is a shared responsibility. We endeavour to ensure that all teachers in our school are able to identify and provide for those pupils who have special educational needs and work in partnership with parents, SENDCo and other professionals in order to support those needs.

We believe that teaching for pupils with SEND should be:

- skilled – delivered by trained adults with good subject knowledge and good knowledge about additional needs
- informed – delivered by adults who know the overall objectives for the lesson, know what each child is intended to learn, and are clear about their own role in helping the child to achieve this learning outcome
- inclusive – so that the child is able to participate fully and does not feel isolated in any way
- promoting independence
- enabling success to build the child's self-esteem and confidence

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

Our teachers provide high quality, differentiated learning for all children. All teachers plan focussed learning experiences for children at risk of underachievement and assess the

individual pupil's needs. Accurate assessment enables the teacher to plan progression in small steps which are appropriate to an individual child's needs.

For some children with *cognition and learning difficulties*, it may not be possible to work on the same objectives as the class as a whole. Therefore the teacher chooses learning objectives that are linked to the learning objective which the whole class is working on, but from an earlier learning progression.

Teachers may adapt the environment to help children with particular learning difficulties e.g. using a particular colour background on smart boards to help a pupil with dyslexia. They may adapt teaching styles or enable access strategies for children with communication or behavioural issues. This could include having a scribe or a reader, or providing a quiet, calming area within the classroom. They may also adapt the scaffolds and resources that are used to support the child to access the curriculum.

For Statutory Assessment Tests adaptations are made for pupils with SEND. Extra time is applied for where it is beneficial, a reader may be provided for appropriate assessments and an amanuenses (scribe) can also be used.

Some children benefit from participating in an intervention group, led by a Teaching Assistant under the class teacher's guidance or by the teacher themselves. This is learning in a small group or 1:1, which is additional to the usual classroom practice. In some cases, a designated adult will help support a child within the classroom environment, e.g. for a child with ASC or communication difficulties.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Our SENDCO attends regular training to ensure she is informed about local and national developments.

Teaching staff are offered training related to their current skills and need. This may involve specialists delivering training, visits to other schools or training courses delivered externally.

School support staff are offered regular CPD opportunities delivered within school

School also seek and advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, School Nurses etc. where necessary.

The school regularly liaises and receives support from:

- *Educational Psychologist*
- *Speech and Language Therapists*
- *Occupational Therapy Team*
- *Specialist Advisory Teachers employed by Doncaster Local Authority*
- *Specialist Outreach Support Services*
- *School nurse*
- *ASCETS Team (Autism and Social Communication Education and Training Service)*
- *Outreach from Special Schools*

Evaluating the effectiveness of the provision made for children and young people with SEND

The school's rigorous tracking system clearly identifies the progress of all children. The progress of children with SEND can be tracked alongside all other pupils and evaluated accurately. We seek to ensure that children with SEND fulfil their potential.

Provision Maps for each class outline the type of support being provided to pupils with SEND. They also detail the personnel involved and the timescale. An outcome evaluation at the end of the support/intervention period clearly indicates the success rate for each individual pupil.

All interventions are carefully monitored by the Head Teacher and SENDCo and are evaluated as an on-going process.

Our success rate is evidenced by the excellent progress made by all children with SEND.

Ofsted Report June 2014:

"Disabled pupils and those who have special educational needs make excellent progress from their starting points. They reach standards that are higher than for similar pupils nationally and make similar rates of progress to their classmates."

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

As a school we have:

- high expectations of all learners
- shared knowledge and understanding of learners by adults and children
- peer and adult support
- adaptations across the curriculum
- use of specific equipment
- use of additional time

Our curricular and extra-curricular activities, such as after-school clubs, are available to all children in school. Children with SEND participate as fully as the rest of their peers. If there are obstacles which pose problems, then we will do our best to ensure they are overcome. Currently we liaise regularly with a physiotherapist to ensure a pupil with physical disability can safely participate in Physical Education. We encourage children with SEND to participate fully in our Year 3-6 residential courses.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

- Every class has opportunities each week in which children explore wider issues about themselves and others.
- The children choose their own representatives for Pupil Parliament and Worship and are free to raise any issues they would like to at their regular meetings.
- The school sometimes involves outside agencies e.g. the ASCETS team to provide appropriate support and insight to a child with Autistic Spectrum Condition and understanding for classmates.
- An experienced LSA runs 'Volcano in My Tummy' and 'Socially Speaking' interventions as needed.
- Lego Therapy is used to encourage younger children to develop socially.
- Forest School nurture groups are also used to support the development of the skills of self-awareness, confidence and self-regulation.
- Several members of staff are trained mental health first aiders.
- The school participates in an annual Anti-Bullying Week to raise awareness of what bullying is, how to respond and positive ways to avoid bullying arising.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The school involves a number of different outside agencies to help support children with SEND and their families. If concerns are raised, Class Teachers may access outside agencies such as Speech and Language Therapy, School Nursing Service or Occupational Therapy via the SENDCO. She can also direct parents to different voluntary agencies or the School Nursing Service. Children who are Looked After by the Local Authority and have SEND have their special educational needs met in the same way as all our children and these will be shared on a need-to-know basis with the wider team involved in that child's care.

A half termly coffee morning is held to which SEND parents are invited. These are attended, SENDCO and representatives from external agencies (by invitation). This gives parents the opportunity to access a range of support services, obtain advice and to feedback on our SEND provision.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Concerned parents or carers should see the Class Teacher in the first instance as an issue can often be sorted out quickly before the problem grows. If the problem is not resolved satisfactorily then an appointment can be made to see the SENDCO or Head

Teacher. Our Local school board member with special responsibility for SEND, Mrs Alison Navas, can be contacted via school.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Doncaster's Local Authority's SEND offer can be found at:
<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>