

St Oswald's C E Academy – SEND Information Report 2025

Inclusion statement

At St Oswald's Church of England Academy, we believe that every child and member of our community is wonderfully made in the image of God, as declared in Genesis 1:26–27:

“So God created mankind in his own image, in the image of God he created them; male and female he created them.”

This profound truth affirms the inherent dignity, value, and worth of every individual, regardless of race, ethnicity, gender, ability, culture, or background. Rooted in our Christian ethos, we commit to creating a school where all feel seen, heard, and loved—because all reflect the image of God.

We strive to be a place where:

- **Everyone is Accepted** – Differences are embraced and diversity is celebrated. No one is left out or made to feel “other.”
- **Everyone Finds Identity** – Each individual is supported to understand and express who they are, grounded in the knowledge that they are deeply known and loved by God.
- **Everyone Feels Connected** – We nurture a culture of compassion and community where relationships are built on kindness, respect, and mutual care.

We believe true belonging is not about fitting in, but about being welcomed as you are. At St Oswald's, we stand against discrimination in all its forms and work together to ensure that every voice is valued and every person is given the opportunity to flourish.

Because we are all made in the image of God, we are all worthy of a place to belong.

SEND provision

At St Oswald's C E Academy, we have experience of and currently provide for pupils with a wide range of Special Educational Needs and Disabilities (SEND), including:

Communication and Interaction

- Autistic Spectrum Condition (ASC)
- Speech, language and communication needs (SLCN)

Physical and Sensory

- Physical disability (PD)
- Hearing impairment (HI)
- Visual impairment (VI)

Cognition and Learning

- General learning difficulties
- Specific Learning Difficulty (SpLD) such as dyslexia

Social, Emotional and Mental Health (SEMH)

- Needs including attachment disorder, anxiety, and emotional regulation difficulties.

Contact details

SENDCo / Head of School:

Mrs H. Lambert

Executive Head Teacher:

Mrs S. Patton

School Contact Number: 01302 770330

If you have concerns:

1. Speak to your child's class teacher (arrange a meeting after the school day).
2. Arrange to meet with Mrs H. Lambert (SENDCo / Head of School).
3. If needed, arrange to speak with Mrs S. Patton (Executive Head Teacher).

Meetings can be arranged during or after the school day.

Policies for identifying children with SEND and assessing their needs

We aim to identify SEND as early as possible, although concerns can be raised at any stage in a child's school life.

- All pupils have regularly reviewed next steps for English and Maths.
- Teachers monitor progress and wellbeing closely through our rigorous tracking system.
- Where concerns arise, initial support may include differentiated work, small group teaching, and close liaison with parents/carers.

- If concerns persist, the SENDCo is informed, and the pupil may be placed on **SEND Support** with personalised targets.
- We may seek specialist assessments or advice from agencies such as:
 - Educational Psychologist
 - Speech and Language Therapy
 - Occupational Therapy
 - Child Development Clinic
 - Specialist Advisory Teachers from Doncaster LA

If intensive support still does not meet needs, we may request a **Statutory Assessment** from the Local Authority to consider an **Education, Health and Care Plan (EHCP)**.

Relevant policies can be found on our school website:

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

Arrangements for consulting parents/carers and involving them in their child's education

- Initial meetings are arranged to discuss concerns and possible strategies.
- SEND Support Plans are created with pupils and parents, reviewed termly, and shared in person.
- Parents receive guidance on supporting learning at home.
- Written consent is obtained for referrals to outside agencies.
- For pupils with an EHCP, an **Annual Review** meeting is held with all professionals involved.

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

- Pupils are asked about their views, aspirations, and experiences before writing a SEND Support Plan.
- Where appropriate, they create a **One-Page Profile**.
- Pupils may attend their review meetings and help set their own goals.
- For EHCPs, pupils contribute directly to Annual Reviews, either in person or through discussions with staff beforehand.

Arrangements for assessing and reviewing progress towards outcomes

- Termly reviews of SEND Support Plans with measurable targets.
- Ongoing assessment by class teachers and relevant professionals.
- Pupils are encouraged to take responsibility for their progress.
- Annual EHCP reviews evaluate outcomes and set new targets, with a report sent to the Local Authority.

Support for transition between phases of education and preparation for adulthood

- Extra transition arrangements within school (e.g., additional visits, transition booklets).
- Liaison between current and next-phase teachers.
- Extended transition opportunities for Year 6 pupils moving to secondary school.
- LSAs may accompany EHCP pupils on visits.
- Outcomes focus on developing independence, social participation, and readiness for future education or employment.

Our approach to teaching pupils with SEND

We believe that teaching should be:

- **Skilled** – delivered by trained staff with relevant expertise.
- **Informed** – clear objectives and roles.
- **Inclusive** – ensuring full participation in learning.
- **Promoting independence** and **building self-esteem**.

How we adapt the curriculum and learning environment for pupils with SEND

- High-quality, differentiated teaching for all pupils.
- Adapted learning objectives linked to class goals but at an appropriate level.
- Changes to classroom environment (e.g., visual aids, coloured backgrounds for dyslexia).
- Access arrangements for statutory assessments (e.g., extra time, readers, scribes).
- Small group or 1:1 interventions as needed.

Staff training and expertise

- SENDCo attends regular local and national training.
- Ongoing CPD for teachers and support staff.
- Access to specialist services including Educational Psychologists, Speech and Language Therapists, Occupational Therapy, ASCETS Team, and outreach from special schools.

Evaluating the effectiveness of our SEND provision

- Regular monitoring of pupil progress through our tracking system.
- Provision maps detailing support and outcomes.
- Evaluation of interventions to inform future planning.
- Our track record shows pupils with SEND make strong progress from their starting points.

How pupils with SEND are included in school life

- Equal access to curriculum and extra-curricular activities.
- Adjustments made to enable safe participation (e.g., adapted PE programmes).
- Full inclusion in residential trips and enrichment activities wherever possible.

Support for emotional and social development

- Weekly opportunities to explore personal and social topics.
- Pupil Parliament and Worship Committee for pupil voice.
- Interventions such as Lego Therapy, Socially Speaking, and Forest School nurture groups.
- Trained mental health first aiders on staff.
- Annual Anti-Bullying Week and ongoing prevention work.

Working with other agencies

We work closely with:

- Educational Psychologists

- Speech and Language Therapists
- Occupational Therapists
- ASCETS Team
- BOSS
- Specialist outreach services
- School nursing team
- Voluntary sector organisations

We also run half-termly coffee mornings for SEND families, often attended by external specialists.

Complaints about SEND provision

If you have a concern:

1. Speak to the class teacher.
2. If unresolved, speak to the SENDCo or Head Teacher.
3. Contact our school board member for SEND, Mrs Alison Navas, via the school office.

Local Offer

[Doncaster Special Educational Needs & Disabilities \(SEND\) Local Offer - City of Doncaster Council](#)