**ST OSWALD’S CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT**

**With Christ at the centre of our community,**

**our mission is to live, love and learn as Jesus taught us.**



**SEND INFORMATION REPORT**

St Oswald’s Catholic Primary School is a highly inclusive primary school which strives to meet the individual needs of all its learners. We work in partnership with children, parents and other agencies to provide the best possible outcomes for all our children, including those with a range of additional and complex needs. The school’s SEND (Special Educational Needs and Disabilities) policy and procedures ensure that high expectations, early intervention and appropriate support for all our children in in place to ensure our children reach their full potential.

At St Oswald’s we are committed to:

* The Safeguarding and wellbeing of all children and adults
* Unlocking every child’s potential to learn and succeed
* Early intervention and support for pupils who need it.

All provision for SEND pupils is overseen and managed by the Senior Leadership Team (SLT) and is co-ordinated by the Special Educational Needs Coordinator, who is a member of the SLT. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEND funding from the local authority is being spent. Individual families are able to access clear information about how funding is used to support individual learners.

**At St Oswald’s SEND Funding is spent on the following:**

* Teaching Assistant support for each class and 1:1 support for pupils with EHCP plans.
* Part time counsellor
* Access to Specialist off site provisions- if necessary, dependent on children’s needs.

**The following policies are available and reflect the school’s commitment to inclusion, safety and well-being of children:**

* Special Educational Needs and Disabilities Policy
* Accessibility Plan
* Safeguarding/ Child Protection policy
* Behaviour Policy
* Teaching and Learning policy
* Anti-Bullying Policy
* Health and Safety Policies
* Manual Handling
* Positive Restraint
* Care and Control Policy
* The school has a staff and pupil Wellbeing Policy (see the Policies section on the website)

**Below are St Oswald’s current responses to frequently asked questions by parents or carers.**

We are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary. The voices of children and young people and their families will be valued and there will be opportunities for them to influence change.

**How do we know if children need extra help?**

We know when pupils need help if:

* Concerns are raised by parents/carers, teachers, or the pupil’s previous school
* There is lack of progress
* Poor test scores
* There is a change in the pupil’s behaviour

**What should I do if I think my child may have special educational needs?**

If you have concerns, contact your child’s teacher in the first instance and if you feel you need to discuss your child’s needs further, then make an appointment to speak to the SENCO, Mrs Dean.

**How will I know how the school supports my child with their additional needs?**

* If appropriate, an Individual Education Plan (IEP) will be drawn up by the class teacher. It will be differentiated accordingly to suit the pupil’s individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope).
* If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy and literacy skills, the pupil may be placed in a small focus group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
* Pupil Progress Meetings are held on a termly basis. This is a meeting where the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
* Occasionally a pupil may need more expert support from an outside agency such as Speech and Language Therapist, CAMHS or Physiotherapist etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

**How will the curriculum be matched to my child’s needs?**

* Teachers plan to closely match children’s ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum.
* A teaching assistant may be allocated to work with the pupil in a 1- 1 or small focus group to target more specific needs.
* If appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencil grips or easy to use scissors.
* A range of interventions (support programmes) will be used in small groups or one to one situations to accelerate progress.
* Where needed, there will be extra pastoral support arrangements to aid the social, emotional and behavioural development of children with SEND.

**How will I know how my child is doing?**

* You will be able to discuss your child’s progress at Parents Evenings.
* Appointments can be made to speak in more detail to the class teacher or SENCO.

**How will you help me to support my child’s learning?**

* The class teacher may suggest additional ways of supporting your child’s learning through a note in the Reading Diary, at parents evening, phone call or by arranging a meeting with you.
* Mrs Dean (SENCo) may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at a Review Meeting.
* Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.

**What support will there be for my child’s overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

* Members of staff such as the class teacher, teaching assistants and school counsellor are readily available for pupils who wish to discuss issues and concerns.
* Pupils who find lunchtimes a struggle are able to talk to their class teachers who will provide strategies to help.

**Pupils with medical needs**

* If a pupil has a medical need then a detailed Care Plan is completed by the parents in consultation with medical professionals. These are discussed with all staff who are involved with the pupil.
* Where necessary and in agreement with parents/carers medicines are administered in school where a signed Care Plan is in place.

**What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

* Educational Psychologist
* Complex Needs Special Educational Needs and Inclusion Team
* Children’s Complex Needs Service, SEN, Statutory Assessment and Provision Service
* CAMHS (Child & Adolescent Mental Health Service)
* Deaf and Hearing Impaired Team
* Visual Impairment Team
* Speech and Language Therapist
* Occupational Therapist
* Physiotherapist
* Paediatricians
* School Nurse
* Parent Partnership
* Social Care

An Educational Psychologist is allocated to a group of schools. They would normally only assess pupils who have needs that are felt to be quite considerable and have not responded well to the interventions previously put in place for them at school. The assessment is to gain an understanding of and try to resolve a pupil’s difficulties. In order to help understand the pupil’s educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

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

All staff have received some training related to SEND. These have included sessions on:

* Attachment and Trauma
* First Aid Mental Health
* Lego Therapy
* ASD
* Dyslexia
* Speech and Language
* PIVATS Training

Staff are always updated about Special Educational Needs throughout the year.

**How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.  Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may volunteer to accompany their child during the activity in addition to the usual school staff.

**How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

* Ramps into school to make the site accessible to all.
* Toilets adapted for disabled users.
* Double doors

**Our Accessibility Policy**

We have an up-to-date Accessibility Plan (copy on Website)*.*

**How will the school prepare and support my child when joining St Oswald’s or transferring to a new school?**

We understand what a stressful time moving school can be therefore many strategies are in place to enable the pupil’s transition to be as smooth as possible. These include:

* On entry: Little Owls is our planned programme of visits in the summer term for pupils starting in September including “play and stay” visits with parents/carers, visits with Nursery key workers and a visit to their new class without the parent or carer.
* Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
* EYFS staff visit all the children in their pre-school setting. Where concerns are raised, Mrs. Dean (SENCo) may visit the setting and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school such as shorter hours.
* Transition to the next year group: Although not officially leaving the school, moving from one year group to the next can be unsettling for some children. We therefore prepare children for this change by providing opportunities within the last few weeks of the summer term of the children to visit their new classrooms with their new class teacher and Teaching Assistant.  The children also attend playtimes on their new playground for a week in the summer term, if there is a change involved. Information sharing sessions between the class teachers also happens. Support, including a circle time for children to raise questions and share worries or access one to one support with additional visits to deal with concerns, is also provided if necessary.   The class teacher is always willing to meet parents/carers prior to the child moving to their class.
* Secondary Transition: Staff work with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have. Secondary school staff visit pupils prior to them joining their new school. Mrs. Dean(SENCo) meets the SENCos from the secondary schools to pass on information regarding SEN pupils. Children attend a transition day particular to the school they are going to. Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them. Additional visits can be arranged.
* Transition within the year: Currently we give all children a tour of the school with their parent/carer. Children are introduced to their new teacher and shown around their new classroom environment. A start date is agreed. We encourage the new pupil to spend a morning or afternoon in school before their start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed. The child’s previous school is contacted for records. Where there are concerns the SENCO will be contacted by phone or e-mail.

**How are the school’s resources allocated and matched to the children’s special educational needs?**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual’s needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies. Funding may be used to buy in specialist support.

**How is the decision made about how much support my child will receive?**

The Headteacher, SENCO and the class teacher will agree the level of support needed. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs. During their school life, if further concerns are identified due to the pupil’s lack of progress or well-being then other interventions will be arranged.

**How will I be involved in discussions about planning for my child’s education?**

All parents are encouraged to contribute to their child’s education. This may be through:

* Discussions with the class teacher
* Parent evenings during the Autumn and Spring Term
* Discussions with Mr. Hough, SENCo, or other professionals.

**Who can I contact for further information?**

If you wish to discuss your child’s educational needs, please contact one of the following:

* The class teacher is the initial point of contact for responding to parental concerns.
* The school’s headteacher, Mr Hough, can be contacted via the school office at: [w.rothwell@longton-st-oswalds.lancs.sch.uk](mailto:w.rothwell@longton-st-oswalds.lancs.sch.uk)
* The school SENCO, Mrs Dean, can be contacted via the school office at: [w.rothwell@longton-st-oswalds.lancs.sch.uk](mailto:w.rothwell@longton-st-oswalds.lancs.sch.uk)

**Appointments can be made through the school Office**

**Telephone: 01772 613402**