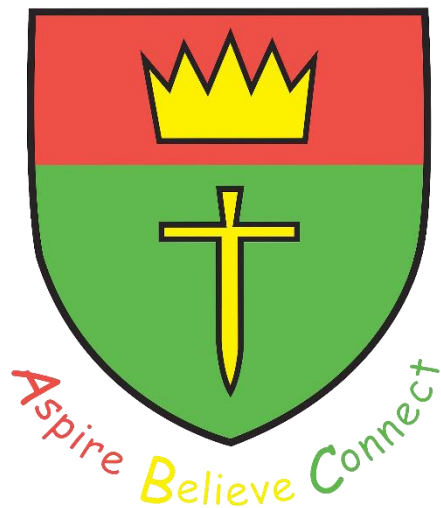


St Oswald's CE VA Primary School



Inclusion, Special Educational Needs and Disability Policy



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Principles and Implementation

Agreed by governors:

Implementation date: June 2025

Review date: June 2026

Vision, Ethos and Values



St Oswald's Ethos and Values Statement



God has a plan

Love

Aspire Believe Connect

Growth Wisdom Strength Trust Peace Friendship

Background

Our Ethos and Values Statement underpins everything we do and are about at St Oswald's. Children in our school know that love is the most important value of all, in line with the new command that Jesus gave us to love one another, which is why this is placed above all in our statement.

Mission Statement

Sitting below love lies our school's mission statement: *Aspire, Believe, Connect*. As easy as A, B, C, this statement is easy to remember and most importantly represents what we want our children to do in every aspect of their education and lives.

Core Christian Values

The mission statement is underpinned by six core Christian values that each link to one aspect of *Aspire, Believe, Connect*. As children aspire to be the best they can be in every way, they will grow in wisdom. In order to believe in themselves and develop their own beliefs about the world around them, our children are taught about the importance of trust and strength on their journey. We also believe in the values of peace and friendship in helping us to connect with those around us.

Introduction

This policy adheres to the Special Educational Needs and Disabilities (SEND) Code of Practice: for 0 to 25 years (DFE 2015), Equality Act (2010) and the Disability Discrimination Act (2005) as well as Keeping Children Safe in Education (2022).

St. Oswald's CE VA Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs. We are committed to providing an appropriate and high quality education to all children in our care.

We recognise, respect and value difference and understand that diversity is a strength. We value all children equally and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. Through our school ethos and teaching of Christian values we aspire to eliminate prejudice and discrimination, to develop a caring environment where all children can feel safe and flourish.

We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit the school. We want all members of our school community to feel a sense of belonging within the school and connect with the wider community while knowing they are respected and able to participate fully in school life.

Aims

The Inclusion, Special Educational Needs and Disability (ISEND) aims of this school are:

- To promote the self-esteem and emotional well-being of all members of our school community.
- To ensure all pupils are 'Secondary Ready' and prepared for life in modern day Britain.
- To ensure equality of opportunity for all our pupils in all areas of school life.
- To ensure that individual strengths are recognised and all pupils achieve their potential.
- To remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- To ensure that the needs of all pupils are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To provide full access for all pupils to a broad and balanced curriculum.
- To secure high levels of progress for all.
- To ensure a high level of staff expertise to meet pupil need through well targeted continuing professional development.
- To work cooperatively and in productive partnership with the local authority and outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To use whole school assessment procedures to track the progress of groups of pupils and identify strengths and weaknesses amongst the following groups:
 - girls and boys,
 - minority ethnic and faith groups, travellers, asylum seekers and refugees,
 - pupils who need support to learn English as an additional language (EAL)
 - pupils with Special Educational Needs or Disabilities (SEND)
 - pupils who are academically more able (AMA) or talented
 - pupils who are looked after by the local authority
 - pupils who are known to be eligible for free school meals or pupil premium
 - others such as those who are sick, young carers, or families under stress
 - Autumn, spring and summer born children.

Legislation and Guidance

This policy is based on the following legislation:

- Equality Act 2010
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability (SEND) Code of Practice 2015
- Keeping Children Safe in Education (2022)

Inclusion of pupils who are Looked After in Local Authority Care

In England and Wales the term 'looked after children' (LAC) is defined in law under the Children Act 1989. A child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.

Looked after children fall into four main groups:

- Children who are accommodated under voluntary agreement with their parents (section 20);
- Children who are the subject of a care order (section 31) or interim care order (section 38);
- Children who are the subject of emergency orders for their protection (section 44 and 46);
- Children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'looked after children' includes children in friends and family placements, unaccompanied asylum seeking children, and those children where the agency has authority to place the child for adoption. It does not include those children who have been permanently adopted or who are on a special guardianship order.

Our school recognises that children who are 'looked after', or have been at some point in their life, may have additional needs due to attachment issues, early neglect, separation and loss, trauma and home placement moves. These additional needs can impact a child's educational outcomes as well as their personal, social and emotional development.

Provision:

- There is a statutory requirement for all schools to have a designated teacher to monitor the provision for looked after children attending a setting. **Jayne Dixon**, Inclusion Manager, is the designated teacher for St. Oswald's CE VA primary.
- Biannual Personal Education Plan (PEP) review meetings to identify any changes in circumstances, needs or provision.
- Ensuring that children who are 'looked after' have access to the appropriate network of support, e.g. Connected Carers, Young Carers, CAHMS, Early Help, etc.
- Information sharing through a multi-disciplinary approach.
- Liaising with the child's social worker.
- Pupils who are 'looked after' have the same entitlement to a broad and balanced curriculum as every other child.
- Senior Leadership Team and class teachers analyse the attainment and progress data for individual children and all those who are 'looked after' per cohort. This enables staff to identify trends and whether any additional provision is required for individuals, groups or as a whole school focus.

- Just as with every other child in our school, children who are LAC will receive adaptive teaching and additional support through 'catch up to keep up' intervention schemes.
- School receive additional funding (Pupil Premium) for children who are 'looked after' or previously 'looked after' by the Local Authority.

Inclusion of pupils with English as an Additional Language

A pupil is classified as having English as an Additional Language (EAL) when their first language is not English, i.e.

- They were exposed to a language other than English during early development,
- Continues to be exposed to this language in the home or in the community.

The above is the definition set out in official school census guidance. Parents should inform school on the Student Information Form if English is not your child's first language and what language is spoken in the home.

We welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting diversity. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Provision:

- The census requires school's to record the language spoken by each pupil, as stated by the parent or guardian, or the child.
- Pupils with EAL have the same entitlement to a broad and balanced curriculum as every other child.
- Pupils with EAL will have full access to mainstream provision, regardless of their proficiency in English, through adaptive teaching.
- Senior Leadership Team and class teachers analyse the attainment and progress data for individual children and all those with EAL per cohort. This enables staff to identify trends and whether any additional provision is required for individuals, groups or as a whole school focus.
- If necessary, additional support will be given to improve the acquisition of English.
- If necessary, the use of first language resources to aid with translation and the learning of English can be used.
- Pre-teaching of key vocabulary at the beginning of topics.
- Support may be requested from the Ethnic Minority, Traveller and Refugee Achievement Service (EMTRAS), if necessary.

Inclusion of pupils who receive Free School Meals or Pupil Premium entitlement

Free school meals (FSM) are a crucial entitlement for low-income families. They help to ensure that children from the lowest income families get a nutritious meal in the middle of the day. Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - provided they have an annual net earned income not exceeding £7,400 (£616.67 per month)

If you think you might be eligible for free school meals please contact South Tyneside council by telephone (0191 424 7000) or visit their website for more information and/or to apply for Free School Meals

<https://www.southtyneside.gov.uk/article/2634/Free-school-meals>

Pupil Premium entitlement is allocated for children who have either:

- Been eligible for FSM at any point in the last six years (Ever 6)
- Looked after by the local authority (LAC) ore previously looked after.
- Children whose parents are currently serving in HM Forces or has retired on a pension from the Ministry of Defence (this funding is classified as Service Funding and not actually part to the Pupil Premium funding).

Publicly-funded schools, in England, receive this additional funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils, regardless of current attainment and ability, by improving their progress and the exam results they achieve.

Provision:

- Free school meals for those eligible.
- If a child is eligible to receive free school meals, due to family income circumstances, are also entitled to free school milk.
- Reduced costs for enrichment activities, e.g. trips and visits, after-school clubs.

- Pupil Premium funding is carefully ring-fenced to ensure that it is spent on the target group of pupils.
- Information of how pupil premium funding is being spent is available on the school website. The Pupil Premium strategy has to demonstrate how their spending decisions are informed by research evidence.
- Senior Leadership Team and class teachers analyse the attainment and progress data for individual children, FSM eligible per cohort, Ever 6 eligible per cohort. This enables staff to identify trends and whether any additional provision is required for individuals, groups or as a whole school focus.
- As with every other child in our school, children who receive Free School Meals or Pupil Premium entitlement will access high quality adaptive teaching and additional support, if necessary, through 'catch up to keep up' intervention schemes.
- At St. Oswald's we expect and strive for all children to make the expected 100% attainment each academic year.
- The Service Premium funding is used to help with pastoral support for children whose parent/s are either working in or retired from the HM Forces.

Inclusion of pupils who are Academically More Able and/or Talented

Academically More Able (AMA) refers to pupils who are working in the top 10% of their year group in reading, writing and maths. Pupils who are AMA are expected to be working at greater depth in the three core subjects. The term 'talented' refers to pupils who show a level of achievement above that expected for their year group in any other area of the curriculum, either within or outside of school, e.g. swimming, athletics, music, history, computing, etc. The ethos of our school ensures that all children and their talents are valued.

Provision:

- Identification of pupils as AMA and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'.
- Pupils who are AMA or talented will be stretched in their subject of strength through adaptive teaching.
- As there is a high level of staffing employed at St. Oswald's CE VA therefore TA's/HLTA's can be effectively deployed during teaching input and to provide verbal feedback and further questioning during independent learning tasks.
- Daily lesson impact information dictates the learning of the following lesson. Our school adopt a daily planning approach to teaching to ensure each child's learning progresses on a daily basis and children do not repeat learning they have successfully achieved.

- If a child is *AMA* and eligible for pupil premium funding school will still provide the additional relevant support. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing.
- Senior Leadership Team and class teachers analyse the attainment and progress data for individual children and all *AMA* children per cohort. This enables staff to identify trends and whether any additional provision is required for individuals, groups or as a whole school focus.
- We offer a range of extra-curricular activities for our children.
- Children who are talented in a particular area are able to share their expertise and talents through peer tutoring.
- Achievements, of both in and outside of school, are celebrated through celebration assemblies, corridor and class achievement's displays, certificates, performances, school website posts, school app posts and social media posts.

Inclusion of pupils who have Special Educational Needs and/or Disabilities

A pupil has Special Educational Needs and/or Disability (SEND) if they have a learning difficulty and/or a disability that calls for special educational provision to be made for them. A learning difficulty or disability may include:

- A significantly greater difficulty in learning than the majority of others of the same age.
- To not be meeting their age-related expectations in terms of speech, language communication, emotional or social development.
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that generally available for other children of the same age. The SEN Information Report, which is available on the school website, outlines how a pupil with SEND will be identified, how their needs will be assessed and possible SEND provision provided in our school.

Role and Responsibilities of Stakeholders

All staff in our school has a responsibility for maximising achievement and opportunity of vulnerable learners.

Role of the Inclusion Manager:

- Have day-to-day responsibility for the operation of this ISEND policy and the co-ordination of specific provision made to support individual pupils with SEND.
- Meets termly with head teacher/deputy head teacher to discuss and monitor the progress of children, to identify academic needs and plan the appropriate support.
- Provides regular updates to head teacher/deputy head teacher, either via cpoms or verbal discussions, to make them aware of new or escalating SEND needs.
- Regular discussions with class teachers to discuss and monitor the progress of children, to identify needs as they arise and provide support as early as possible.
- Offers expertise, support and guidance to class teachers and support staff.
- Whole class observations through Learning Walks to monitor the effectiveness of provision and identify any required CPD development.
- Observes and/or assesses individual pupils when a concern is raised by a child, parent/carer or member of staff.
- Act as a point of contact for children, parents or staff who have SEND concerns about a child.
- Monitor and address any SEND concerns raised.
- Annual meetings with SEND Governors to monitor the strategic development of the ISEND policy and provision in the school.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Applies for top-up funding when a child's needs cannot be met through the notional budget.
- Monitors the setting and reviews of SMART targets, the provision in place and the impact of this provision.
- Liaises with external agencies through a multi-disciplinary approach.
- Leads Early Help meetings which have a link to SEND or inclusion.
- Arranges and leads EHCP annual reviews with parents, school staff and other relevant professionals.
- Makes referrals to outside agencies, e.g. speech and language therapist, occupational therapist, DCD Clinic, Educational Psychologist, Healthy Minds, Lifecycles, Emotional Resilience, bereavement counselling, school nurse, Early Help team.
- Liaises with schools and nurseries during a child's transition either to another school or when commencing attendance in our setting.
- Oversees the records of all children with SEND.
- Contributes to the professional development of all staff by delivering staff meetings.

- Arranges CPD training for individual staff members.

Role of the Head Teacher:

- Ensures the ISEND policy is implemented as described and the legal requirements of current legislation are met within the school.
- Meets termly with the SENCO to discuss and monitor the progress of children, to identify academic needs and plan the appropriate support.
- Keeps the governing body informed of all matters relating to its responsibilities for the provision of ISEND.
- Have overall responsibility for the provision and progress of all pupils.
- Designate a teacher to be responsible for co-ordinating SEN provision. The school's SENCO is **Jayne Dixon**.
- Ensure the SENCO and all staff receives relevant training and Continuous Professional Development, either by funding courses or allocating staff meetings to focus on inclusion and/or SEND.
- Dealing with formal complaints.

Role of the Governing Body:

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with additional needs.
- Has identified two governors who have specific oversight of the school's provision for pupils with SEND. The school governors with specific responsibility in SEND is **Gary Scott**.

Role of the SEND Governors:

- Help to raise awareness of SEND issues at governors meetings.
- Annual meetings with SENCO to monitor the strategic development of the ISEND policy and provision in the school.

Role of the Class Teachers and Support Staff:

- Have high expectations of all pupils.
- Is accountable for the progress and development of every child in their class.
- Monitor the attainment and progress of pupils in their class.
- Provide Quality First Wave Teaching through adaptive teaching of all pupils in their class.
- Identify children who are falling behind and provide relevant support through 'catch up to keep up' interventions.
- Teachers and HLTAs/TAs work collaboratively to assess the impact of lessons and catch-up interventions.
- Regularly update Class Context sheets.

- In collaboration with parents and children, set and review SMART targets for children with additional needs each half term as well as record any changes in provision on the IEPs.
- Raise concerns or escalating needs with SENCO so a plan of action can be discussed and implemented at the earliest opportunity.
- Update cpoms with SEND observations, communications with parents, communications with outside agencies, SEND paperwork and/or reports, etc.
- Participate in training through staff meetings and relevant CPD.
- Adhere and follow this ISEND policy.

Role of the Children and their Parents/Carers:

- Parents/carers should make school aware of any concerns they have for their child's attainment, progress or emotional well-being.
- Parents/carers of pupils with SEND are directly involved with the reviewing and setting of SMART targets.
- Parents/carers permission will be sought before any referrals are made to an outside agency for an assessment or advice.
- Children are encouraged to make a positive contribution by showing their independence and taking responsibility for their learning needs. This is part of the culture of our school and relates to children of all ages.
- Children receive verbal feedback on a daily basis from their class teachers and support staff. They are expected to act upon this personalised verbal feedback to improve their work.
- Pupils with SEND are expected to take ownership of their SMART Target. They should be able to recall their target, what they have to do to achieve this, what support/provision is in place to help them achieve this target. Pupil's voice will be sought at the reviewing and setting stage of the IEP process.
- Children's voice is encouraged and the nurturing environment of our school supports children to share any difficulties they are facing with members of staff. Children's concerns will be acted upon accordingly.

Admission arrangements

The Governing Body will:

- Treat all applications equally and will not discriminate against pupils with SEND, pupils who have EAL,
- Admit a child with a Statement of Special Educational Needs/EHC Plan that names our school as the most appropriate placement for that child.
- Where there are insufficient places available to meet all applications for a new school year, the governing body operate an equal preference system which means applications will be considered according to over subscription criteria outlined in **Admissions Policy 2023-2024**

Linked policies

Other policies that include information on inclusion of special educational needs and/or disabilities:

- SEN Information Report
- Accessibility policy
- Admissions policy
- Medical policy
- Teaching and Learning policy
- Curriculum policies
- Behaviour policy
- Anti-bullying policy
- Child Protection policy
- Parental Code of Conduct

Written by: Jayne Dixon

Signed: *J. Dixon*

Date completed: June 2025

Effective date: June 2025

Date of review: June 2026