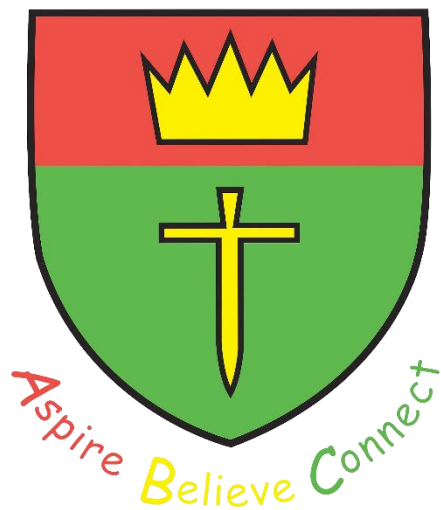


St Oswald's CE VA Primary School



SEN Information Report



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Principles and Implementation
Agreed by governors:
Implementation date: June 2025
Review date: June 2026

Vision, Ethos and Values

The graphic for the school's ethos and values statement is composed of several horizontal bars and icons. At the top, the school crest is on the left and right. The central text reads "St Oswald's Ethos and Values Statement". Below this is a blue bar with a compass rose icon on each side and the text "God has a plan". This is followed by a purple bar with two red hearts and the word "Love". The next row contains three bars: "Aspire" with a person reaching for stars, "Believe" with a cross, and "Connect" with a dove. The final row consists of six smaller bars: "Growth" (tree), "Wisdom" (owl), "Strength" (weightlifter), "Trust" (two figures), "Peace" (peace symbol), and "Friendship" (two hands).

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.

SEN Information Report

The Children and Families Act 2014 states that all schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. This report complements the school's Inclusion, Special Educational Needs and Disability (ISEND) Policy.

Who do I contact about SEN concerns?

Your first point of contact is your child's class teacher. The Special Educational Needs Coordinator (SENCO) is responsible for managing and coordinating the support for children with SEN, including those who have Education, Health and Care Plans (EHCP). The SENCO also provides professional guidance to school staff and works with parents/carers and external agencies that provide support for some children in our school.

Jayne Dixon is Inclusion Manager at St Oswald's CE VA Primary School and can be contacted by telephone on 0191 4832844 or by e-mail: jdixon@stoswaldscofe.co.uk

Areas of SEND need

Our school currently provides additional and/or different provision for a range of needs. The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty speaking or pronouncing words, understanding what is being said to them or have difficulty understanding or using social rules of communication. Examples include Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties.
- **Cognition and learning** - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs that affect one or more specific aspects of learning. This could include Moderate Learning Difficulties (MLD), dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health (SEMH) difficulties** - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Such behaviour may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or other physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the curriculum. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children who are identified on the school's SEND register will be categorised as 'SEN support' unless they require further support through the development of an Education Health Care Plan (EHCP).

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. Class teachers assess children's learning on a daily basis. Termly assessments will also be completed to determine if a child's level of attainment and progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or improve upon an individual's previous rate of progress;
- persistently fails to close the attainment gap between the child and their peers;

This may include progress in areas other than attainment, e.g. social development, emotional regulation, language delays or speech disorders.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Pupils who require provision that is additional to, or different from, that generally available for other children of the same age will be added to the SEND register.

Range levels

In South Tyneside, each nursery and school setting, use 'ranges' to identify the level of a child's need. The SENCO will liaise with class staff and parents/carers to identify all presenting needs before determining the range level, for each of the 4 areas of need describe above. To identify the range level, the Local Authorities SEND Ranges Guidance document is referred to (this document can be found in the weblink below). The range level will determine the level of provision required to meet a child's need. The level of children's needs may vary over time and SENCO will regularly update range levels in line with the presenting needs and level of provision identified by class staff. Parents/carers will be informed of their child's range level, for each area of need, through the SMART targets.

Further information can be located on South Tyneside website:

<https://sendlocaloffer.southtyneside.gov.uk/article/6303/The-SEND-Ranges>

Consulting and involving pupils and parents

We will have an early discussion with parents, and pupils where appropriate, when identifying whether they need SEN support. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents/carers views;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear of the next steps.

Notes of these early discussions will be added to pupils' records through cpoms. School will always notify parents when it is decided a pupil requires additional support and will be added to the school's SEND register.

We encourage parents/carers to contact the class teacher to discuss any SEND concerns with the class teacher in the first instance. Teachers will share these concerns with the SENCO who will advise on next steps (for example SEND assessments, observations, provision). If following this investigative period it becomes apparent that a child has a SEND need, requires additional support and/or a referral to an external agency is appropriate then SENCO will arrange a meeting with parents/carers to discuss this further. Parents/carers consent will always be sought prior to any referral to an outside agency for specialist advice or assessment.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly and staff carry out pupil conferences regularly to establish pupil's opinions.

SMART Targets

To assess and review a child's progress we will follow the graduated approach through a four-part cycle of **assess, plan, do and review**. In St. Oswald's CE VA primary this is completed through SMART targets. Each child with SEND need are set personalised targets each half term. The target will clearly state:

- **Specific** - how the target will be achieved
- **Measureable** - how the target is measured so child knows if they are achieving
- **Achievable** - target has to be realistically achievable in the time frame
- **Relevant** - the target will be relevant to the child's need
- **Timely** - the timescale of how frequent the target will be assessed

All children will know their target and have a clear understanding of how they can achieve this and the provision in place to help them. At the end of each half term, teachers and pupils will review the target together. At the beginning of each term, discussions with parents/carers will take place to gain their views of strengths and needs, discuss impact from previous target, consider new target and identify specific provision that will help the child work towards this target. An overview of all provision in place is recorded on the SMART Target form and will be shared with parents, via email, as soon as it is completed.

Education, Health and Care Plans

Schools can meet most children's needs through SEN Support. However, those children with higher level needs (range 4+) will require an EHCP. This is a legal document that describes a child's Special Educational Needs and Disabilities, and the support that is needed to meet these needs. Either schools or parents can request an EHCP assessment from the local authority. If a parent/carer thinks their child is in need of an EHCP, this should always be discussed with the SENCO prior to any request.

If it is agreed, by school and parents/carers, an EHCP application is appropriate the SENCO will take the lead on the referral. This will involve gathering information from the child, parents/carers, class staff and external agencies. Once the application is submitted to the Local Authority a multi-agency panel will decide whether or not an EHCP assessment is required. Overall the EHCP assessment will take a total of 20 weeks once the application is submitted. All EHCP's have to be reviewed annually in a meeting with parents/carers, SENCO, class teacher, external agencies and child, if age-appropriate.

Further information can be located on South Tyneside website:

<https://sendlocaloffer.southtyneside.gov.uk/article/6348/Overview>

Teaching, learning and the curriculum

St. Oswald's CE VA Primary School is an inclusive school where we focus on the well-being and progress of every child. 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 set high expectations for all pupils. We deliver high quality teaching that is adapted to meet the needs of pupils. At St. Oswald's we use an adaptive teaching style across all subjects. Using this approach, staff will continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. With adaptive teaching, the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can achieve the same goals.

First quality teaching is our first step in responding to pupils who have SEND as well as being the most effective approach to supporting our children with additional needs.

Teaching and learning strategies include:

- Planning and teaching is adapted daily based on the direct assessment of previous learning through lesson impact records;

- Adaptive teaching - class staff continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations;
- Multi-sensory approach to teaching by using a range of visual and auditory methods to show and explain planned outcomes and learning activities;
- Opportunities to revisit previously taught concepts and develop their 'sticky knowledge';
- Planning how to effectively utilise the skills of additional adults (TAs/HLTAs) in the classroom so they are effectively supporting pupil's learning;
- Opportunities for repetitive practice to improve fluency and reduce barriers in learning;
- Clarity for pupils about what they are being asked to do, why they are doing it, how to do it well,
- Verbal feedback throughout a lesson to address misconceptions of further develop a learner's thought processes;
- Clear verbal and written instructions. Breaking down instructions in a step-by-step format who require this additional input;
- Content and questions being rephrased;
- Pre-teaching of key words and subject specific terminology;
- Structured routines and visual timetables;
- Encouraging active and independent learners through SORT (Self, Others, Resources, Teacher);
- Showing examples of a 'finished product or piece of work' with 'deconstructions' to explicitly show how they can get there;
- Flexible and temporary groupings to help scaffold learning;
- Alternative methods of responding or recording, e.g. voice recordings, videoing, typing, scribing;
- Adapted equipment or additional resources;
- Catch up to Keep-up tasks in Early Work based on previous day's learning;
- Staff and children are taught to recognise the different 'zones' and how this impacts their learning. The 'green zone' is the optimum place to be and that strategies can and should be used to move into this zone when they are in others (such as the 'yellow zone' or the 'blue zone');
- Cool down, sensory and/or movement breaks;
- Use of a sensory toolkit while accessing learning in the classroom.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. We look at the child's level of achievement and see what support they need to make good progress and reach their potential.

We are committed to eliminating discrimination and promoting equality of opportunity. Through careful planning and reasonable adjustments, pupils with SEND engage in educational and after-school activities together with those who do not have SEND. At

St. Oswald's we are proud to provide an inclusive environment for all. Information of how the learning environment is accessible for all children including those with SEND is outlined in the Accessibility Policy.

Additional provision for children with SEND

Through adaptive teaching the majority of academic needs can be met through the strategies listed above. However, to meet the communication, social, emotional and physical needs some additional provision or resources may be required. Some of the additional provision offered within St. Oswald's is listed below. Not all provision within this document will be required for all children with a particular need, condition or disability. The provision must be based on individual needs of the child and will depend on their age and stage of development.

- Talk Boost
- Colourful semantics
- Circle of Friends
- Friendship groups
- Playground games
- Playground leaders
- Sharing, caring and turn-taking
- Emotional literacy
- Emotional resilience
- Theraplay
- 1:1 SEMH check-in
- Social stories

Yolanda Whittle is our school's Family Support Worker and is available to offer practical help and emotional support to all families experiencing short or long-term difficulties.

Medical Needs

Any pupil with additional medical needs are well catered for in our school. All medical requirements are requested from parents prior to admission and class staff are informed of these needs. A **Health Care Plan** is completed for any child with a long-term medical need or who requires medication regularly in school. The Health Care Plan is reviewed annually. More information of how the school supports children with medical needs can be found in the Administrating Medicines Policy

Outside agencies

For advice or further assessments, it may be appropriate to refer a child to an outside agency. Parents are always involved when involving specialists and making a referral.

Copies of referrals are always shared with parents and uploaded to the child's records on cpoms.

Outside agencies we may refer to:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nurse
- Healthy Minds
- Lifecycles/CYPS
- Emotional Resilience Team
- Escape Interventions
- Educational Psychologist
- SEND Inclusion Team

Transitions

At St. Oswald's we are committed to ensure all children are ready for their next phase in education. This includes transitions to the next year group as well as transition to secondary school. Transition puts enormous demands onto children - socially, linguistically, emotionally, academically and practically. A good transition can mean the difference between floundering and flourishing!

We have a lengthy transitional period in the summer term so we are all prepared for our new year group each September. Children work in their new class, with their new class teacher and support staff, for half a day, each week, throughout the summer term. This allows children and staff to build a relationship before the new academic year begins. It also ensures staff have the opportunity to address any concerns and worries the children may have about the move to a new class. We hope all children and staff can then have an enjoyable, well deserved break during the summer holidays without apprehensions for the year ahead.

In Summer term, there are dedicated staff meeting times for class staff to liaise with the children's new class teacher to ensure all vital information is shared. This will include discussing medical needs, SEND needs, ranges levels, diagnoses, awaiting diagnostic assessments, effective/ineffective provision, outside agency involvement.

For pupils transferring to Secondary school, the schools make arrangements for their own transition days. The Year 6 class teacher meets with the Head of Years to discuss the children moving into their school. The SENCO meets with the SENCO of secondary schools to share presenting needs, ranges levels, diagnoses, awaiting diagnostic assessments, outside agency involvement and current provision in place. Some children may require some additional support during their transition to secondary. School staff

can refer to the Emotional Resilience Team for additional support or signpost Healthy Minds who are also available to help with child or parent/carer worries regarding this transition to secondary school.

For nursery children joining our school in Reception class, class teacher will contact each nursery to gain general information of the children joining our school. If it is highlighted that a child has SEND needs, the SENCO will contact the nursery to gather more information including range level, presenting needs, effective provision and outside agency involvement.

We will share information with the nurseries, primary and secondary schools a pupil is moving to. Parents will be asked to sign a consent form at the beginning of the school year so this information can be shared with the relevant school. The educational settings who will receive pupil information, assessment data and SEND reports during a school transfer will also be asked to sign a receipt during the handover and delivery of these documents.

Staff Training

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. All staff have access to Continuous Professional Development (CPD) through staff meetings and specialised training courses. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying particular patterns of need and, where necessary, improving teachers' understanding of strategies to support children with SEND. The SLT keep a record of all courses staff members have attended in addition to the SENCO recording all SEND training staff have received.

The SENCO is a qualified teacher and secured a National Award for Special Education Needs Coordination. This is a compulsory requirement set out in the government's SEND Code of Practice. The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion.

Safeguarding Children with SEND

There are additional safeguarding challenges for children with SEND including:

- behaviour, mood and injury may relate to possible abuse and not SEND
- difficulties with communication
- higher risk of peer group isolation

In the annual safeguarding training there is always a focus on safeguarding children with additional needs. Staff make sure that children with SEND have greater

availability of mentoring and support, especially where safeguarding concerns are present.

Complaints procedure

Parents/carers who have a grievance or complaint about the nature of the SEND provision their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these concerns. If the issue cannot be resolved they will be signposted to the school's complaints procedure. The chair of governors may be involved if necessary. In the case of an unresolved complaint the local authority may become involved.

Admission arrangements

If you want a place for any child with SEND, you should apply as normal, and your application will be considered in the same way as applications from children without SEND. Our Admissions Policy is available on the school app.

Local offer

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer.

South Tyneside's local offer can be found on the South Tyneside Council website:
<https://sendlocaloffer.southtyneside.gov.uk/>

South Tyneside's local offer provides information and guidance for the following areas:

- Education
- Attendance
- Health & Well-being
- Social care
- Transport
- Leisure
- Upcoming events
- Carers and families
- Money and benefits
- Preparing for adulthood

SENDIASS

SENDIASS stands for Special Educational Needs and Disability Information and Advice Support Service. They are part of the Local Authority and can

provide information, support and advice to parents. All services provided by SENDIASS are free, confidential and impartial. The service cannot accept referrals from schools so these have to be made by parents/carers directly.

Further information can be located on South Tyneside website:

<https://sendlocaloffer.southtyneside.gov.uk/article/6630/SENDIASS#support>

Linked policies

Other policies that include information that may be important for pupils with SEND are:

- ISEND policy
- accessibility policy
- Admissions policy
- Medical policy
- Teaching and Learning policy
- Curriculum policies
- Behaviour Management policy
- Anti-bullying policy
- Child Protection policy
- Complaints policy and procedures

Written by: Jayne Dixon

Signed: *J. Dixon*

Date completed: June 2025

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