

## St. Oswald's C.E. Primary School

### SEN Information Report 2018 - 2019

Below is the SEN Information for our school (required as outlined in the SEND Code of Practice, page 106, section 6.79.) This forms part of the Lancashire County Council Local Offer for Learners with SEN. Further information on Lancashire's Local Offer can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

#### What kinds of special educational needs do we provide for?

At St. Oswald's C.E. Primary School we provide for ALL of our children including those with special educational needs and disabilities.

We provide for children with learning difficulties, social, emotional and behavioural difficulties, physical disabilities, developmental difficulties and speech, language and communication difficulties.

#### How do we identify a child with SEND and how do we assess their needs?

The early identification of children with SEND is vital.

We identify children as having learning-related SEND if they are performing significantly below children of the same age and/or are not progressing as quickly as we would expect.

In the case of children with other needs e.g. social, emotional, behavioural, physical, developmental or those associated with speech, language and communication difficulties, these are identified on an individual basis when concerns are raised by school and/or parents.

Identification of SEND may occur at pre-school, on entry to school or at any stage during the child's school life.

At St. Oswald's we have a range of tests including the Wide Range Achievement Test (WRAT4), the Wide Range Intelligence Test (WRIT), the Phonological Assessment Battery (PhAB) and the Digit Memory Test available that we use to give an initial indication of performance. The tests give an overview of areas of strength and weakness. We can use the results of these tests to help us decide what sort of intervention your child would benefit from and also help us decide whether your child requires further assessment from an external professional (e.g. educational psychologist).

### Who is the SENCO and how can we contact them?

Mrs. Havers-Strong is the SENCO in school and she can be contacted by phone;  
Tel: 01254 667222

### How do we involve parents and consult with them about their child's education?

At St. Oswald's we work closely with parents to provide the best educational provision for your child.

We begin the year with a 'Meet the Teacher' evening, we have three parents evenings each year and three exhibition days where parents are invited in to share in their child's learning.

We provide short progress reports in the autumn and spring terms and a more lengthy detailed report in the summer term.

In addition, for parents of children with SEND we share regular progress updates in the form of evaluated and updated Individual Education Plans (IEPs).

We welcome meetings with parents by appointment to discuss children's progress and any queries or concerns that parents or school may wish to discuss.

### How do we involve and consult the children about their education?

Children are regularly informed about their progress at school.

All children from Years 1 to 6 now have Year group 'Things I am Practising' (TIPs) check-lists which contain 'expectations for writing' statements. These are completed by both the child and the teacher to enable self-assessment and inform the children of their progress in writing across the curriculum.

Children with SEND are involved with the evaluation and target-setting on their Individual Education Plan. They are encouraged to contribute to discussions about their progress and strategies that might help them to achieve their targets e.g. if they feel a sticker reward chart will encourage them with their target.

### How do we assess and review the progress that children make and how do we involve them and their parents?

Children are assessed academically on a daily basis. At St. Oswald's we are using the Lancashire Key Learning Indicators of Performance (KLIPs) to assess whether a child is 'on track' to meet the expectations set for their year group. Achievement is tracked closely and therefore children can promptly be identified if they are not performing as expected.

Children with additional needs related to SEND have their own Individual Education Plan (IEP) which outlines the child's strengths and difficulties and provides smaller achievable targets and strategies for achieving these targets. Children and parents share in the evaluation and setting of these targets.

### How do we support our pupils with SEND as they move on to high school or move to another school?

At St. Oswald's we recognise that transition to high school or another school can be a challenging time. We aim to make the transition as smooth and stress-free a process as possible.

When a child is moving schools we carefully consider the individual child's needs and plan a transition individually suited to them. This will involve close communication with parents, the child and the receiving school. Transition may involve more transition visit days, meetings and communication depending on the individual child's needs.

All relevant SEN information and reports are shared with and transferred to the receiving school.

### What is our approach to teaching children with SEND?

Children are taught with careful consideration to their individual needs. Learning is carefully differentiated so that the child is working on targets appropriate to the next steps in their learning.

Children with SEND will receive additional teaching input related to their specific needs in terms of intervention related to their personal targets (on their Individual Education Plan).

Children with SEND may require support from an additional adult in school. Yearly provision mapping ensures that children who receive funding for additional support or require access to additional support receive it.

### How do we adapt the curriculum and the learning environment for children with SEND?

Provision for children with SEND is put into place depending on their individual needs. We aim to make our learning environments SEND-friendly by providing calm, clutter-free classrooms with distinct learning areas and labelled child-accessible resources. If a child specifically requires additional space/equipment we will ensure this is provided according to the child's specific needs.

Our curriculum is carefully planned to ensure children with SEND can be fully included in all aspects of learning experiences. We will make adaptations where necessary to ensure this can take place.

### How are the staff at St. Oswald's trained and kept up to date? If we need more expert help and advice, what do we do?

We recognise the importance of staff knowledge and awareness on SEND issues. Staff are kept up to date with SEND information through training opportunities provided in school and externally. This may be provided by the SENCO or an

external provider. If an area where further help and advice is required arises, we will ensure that external expertise is sought to meet this need. This may be in the form of communication with external agencies, training provision or actual involvement from an external agency with an individual child.

### How do we know if what we provide for the children is effective?

We constantly monitor and evaluate the effectiveness of provision for our children. Effective provision can be seen when children are making good progress with individually set targets. This is monitored through the Assess - Plan - Do - Review process. Children's needs are assessed, we plan what action needs to take place, take the action and then review the effectiveness of the action. The process then begins again.

If it is deemed that a provision is not effective, this will be promptly recognised and the Assess - Plan - Review - Do process will be re-visited.

Children with an EHC Plan or Blackburn with Darwen IPRA (Individual Pupil Resource Agreement) will have annual review meetings where provision and progress is reviewed and new annual targets set.

### How are children with SEND enabled to take part in all the activities available at school?

All our children are enabled to take part in all activities available at school. Where a child has an individual need, we will put provision in place to ensure that the child is included in the activity.

### How do we support children with emotional and behavioural difficulties?

We look at the individual needs of each of our children including those who have emotional and/or behavioural difficulties and steps are put into place to ensure they are fully supported in school. Children have individual targets and strategies in place to meet their needs, for example, children are encouraged to discuss their feelings and behaviour and/or they may require a practical aid such as a timer, reward chart or a 'chill out' area.

We provide intervention for children who struggle with emotional issues through our own staff and also, for example, children may be involved with our Child Action North West support worker or they may be referred for sessions of play therapy.

When required, we also request support from specialist teachers (including those based at local specialist provision), educational psychology services, paediatric services and ELCAS (East Lancashire Child and Adolescent Services) who provide support with emotional/mental health issues.

### How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

Bullying is taken very seriously at St. Oswald's.

Through work in our assembly themes and through our R.E. and PSHE schemes of work we aim to encourage positive behaviour from all of our children. We regularly discuss appropriate behaviour and children are taught to recognise when they feel they are not being treated fairly.

We actively encourage children to talk to an adult in school if they feel they are being bullied and we make it clear that this is not acceptable and will be dealt with and resolved immediately. Children are also taught that we are all individual and unique and we need to accept each other including our differences.

Children with SEND are recognised as being a group that is vulnerable to bullying and we particularly aim to recognise signs of bullying within this group of children. In addition, as with all children in school, children with SEND are encouraged to talk to an adult if they feel they are being bullied.

### How do we involve and work with other professionals such as the local authority support services and other organisations to meet the needs of our children?

We use local authority support and support provided by other external professionals when a need is identified in school. This includes educational psychology services, specialist teacher services, speech and language, paediatric services, school nurse, mental health services etc. Each child's needs are assessed and the appropriate agency will then become involved after discussion with parents.

### What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

Children with SEND who are in care of the local authority are supported in school in the same way as any of our children with SEND.

More external agencies will be involved in the case of these children and close monitoring and discussion with regards to provision and progress will take place regularly with the local authority children's services, school and other agencies involved. A Common Assessment Framework (CAF) will be in place for these children to ensure that a 'holistic' picture of the child's strengths and needs across all aspects of their life can be seen and monitored with all relevant agencies involved.

### What should I do if I have a concern or complaint about the provision for my child?

We aim to resolve any concerns or complaints quickly. If you do have a concern or complaint;

Initially speak to your child's class teacher to discuss any concerns.

Then if you feel your concerns have not been dealt with please contact the SENCO or Head Teacher.

Where can I find information about the authority's Local Offer?

Please click on the following link:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>