



St Oswald's CE Primary School
Learning for all, caring for each other, preparing for the future
Let us encourage one another – Hebrews 10.25

Policy for Children with Special Educational Needs and/or Disabilities

Last Review date: March 2022

Next Review date: March 2023

Frequency of Review: **Annually**

Who has been involved in creating this policy:
 Head teacher, governors, SENDCO, a parents' forum

SEND Co-ordinator: Cathy Utley

**Support SEND Co-ordinator:
 Chloe Bell**



We have an 'open door': Parents are free to talk to their child's class teacher – they are on the playground every morning for 'quick chats' or to make an appointment for more detailed discussions.

SENDCO Cathy Utley teaches in Foundation Stage. She is available to talk to parents of children with SEND after school or on **Wednesday mornings. You can find her in her classroom, or in the office near the main entrance on Wednesday mornings. If you would like to make an appointment, you can catch her in her classroom, make an appointment with the office or email her on Cathy.Utley@york.gov.uk. During this period of Covid-19 precautions and regulations, parents are asked to contact teachers directly via email or telephone in the first instance.**

Questions

Answers

1	For what kinds of special educational needs is provision made at our school?	<ul style="list-style-type: none"> • We welcome all children and treat each child as an individual. We are always learning about how best to support the diverse needs of children and the potential barriers to their learning. • We believe that all children enrich our school community. • All staff receive support from a qualified SENDCO and access training and support from the Local Authority and other agencies. • We have teaching assistants who are trained in speech and language support, autism support, supporting children with learning difficulties and in emotional support. • As the local authority run an Enhanced Resource Provision (Dyslexia Centre) on site, we can access support and training from knowledgeable staff.
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<p>2</p>	<p>What are our policies for the identification and assessment and provision for CYP with SEND?</p>	<ul style="list-style-type: none"> • The definition of SEND is: “children who have a <u>significantly</u> greater difficulty in learning than the majority of children of the same age; or have a disability that prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools in the LA. <p>SEND provision is Educational provision which is:</p> <p>additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA”.</p> <p>At St Oswald’s the process for identifying this is:</p> <ul style="list-style-type: none"> • Progress and attainment of all pupils is reviewed every half term by teachers and members of the Senior Leadership Team. If a child is not making progress or is falling significantly below their peers, staff will discuss the child’s needs and plan additional support as needed. Further assessment may then be made by the SENDCO and class teacher. • Outside agencies may be asked for support as part of this assessment process. • Parents may express concerns about their child which school will support them to investigate. • Teachers may raise concerns with the school SENDCO and with parents.
	<p>How do you evaluate the effectiveness of your provision?</p>	<ul style="list-style-type: none"> • We monitor how children with SEND are progressing through termly Pupil Progress meetings and through their personal provision plan. This sets out the specific targets each child needs to work towards and how they can be supported in this. • We use some bought interventions and some tailor-made. Staff delivering these interventions record progress of the children involved. This is

		<p>monitored by team leaders and the SENDCO.</p> <ul style="list-style-type: none"> • Effectiveness of interventions is evaluated half-termly through the updating of a provision plan which is updated in each team. • Pupil premium is government funding allocated to schools to support children eligible for free school meals, service children and looked after children. It is significant for our school as we have a high percentage of service children. We employ a 'pupil premium champion' who works to support the needs of pupil premium children across the school. This support may be accessed by children with SEND. The progress of pupil premium pupils and the effectiveness of provision for them is monitored through individual 'Pupil Premium Passports' and half-termly Pupil Progress Reviews and by a Pupil Premium Governor. For further information, see our pupil premium report and policy on the website or in school.
3	<p>What are your arrangements for assessing and reviewing the progress of children with SEND?</p>	<ul style="list-style-type: none"> • Children are involved in reviewing and setting their own targets and in assessing their learning. • Individual targets are reviewed termly with parents. • School SENDCO reviews progress of all children with SEND on a termly basis and attends all pupil progress reviews – attendance is not possible during this period of time due to the pandemic. • Progress and attainment is reviewed against national standards using data and local authority toolkits.
	<p>What are your arrangements for supporting children with SEND in transferring between phases of education or in preparing for adulthood and independent living?</p>	<ul style="list-style-type: none"> • When children move between phases in school, staff prepare a 'pupil passport' or 'All About Me' sheet to transfer to the next teacher, detailing learning styles, likes/dislikes, strengths etc. • Meetings between staff are held at the end of each year to pass on all relevant details about children including those with SEND. • We have close links with Fulford Secondary school and work with the SENDCO there. We are part of a South York Schools Partnership where transition information and procedures are regularly discussed. • Transition to Y7 is carefully managed and those children who need extra support at this time are taken for extra visits, taster sessions and meetings as appropriate. • Emotional support for transition is offered to

		those who need it with small group work with an ELSA (emotional literacy support) trained TA. This includes many children from service families.
4	Describe your school's approach to teaching children with SEND.	<ul style="list-style-type: none"> • All teachers take responsibility for teaching children with SEND and all lesson planning includes how individual learners' needs will be met, where appropriate. Some children may require separate plans and different approaches. • Where possible, children are supported to work in class and to be independent learners. • Teaching assistants work to support children with SEND in lessons but also to encourage and provide resources for them to become independent in their learning. • All achievement is celebrated, in subjects beyond literacy and maths, in social and emotional engagement and in activities outside of school.
	How does your school adapt the curriculum and learning environment for children with SEND?	<ul style="list-style-type: none"> • Where necessary, individual plans are used. • Resources and lessons plans are adapted to suit different learning styles and needs, this is reflected in teachers' planning. • Teachers are flexible in their approach to teaching and a 'one size fits all' approach is not adopted. • The school is fully accessible (see our Equalities Policy on the school website or in school).
	What additional support for learning is available for CYP with SEND?	<ul style="list-style-type: none"> • Children with SEND have a Personal Provision Plan which sets out the targets they are working towards that term and who or what will help them. • Each class has teaching assistant support every morning. This is used flexibly across phases to support children where needed with learning. • This support includes: <ul style="list-style-type: none"> - 1:1 daily practice of key skills - 1:1 work on specific targets - Group-based interventions such as FreshStart or school-planned intervention. - Individual support in class to help children access work and organise resources. - Supporting small groups in class to encourage independence and team work. - Resources such as ICT software (Clicker 7), ipads, and other supporting resources as needed. - Some children have specialised TAs

		<p>working with them to meet their specific needs</p> <ul style="list-style-type: none"> - Some children have independent workstations or work packs to practise key skills and encourage independence. - We have a Pupil Support Assistant who works across school to support identified needs: social, emotional and cognitive. This support is reviewed half-terminly and used flexibly for 1:1 work, small group and in-class support.
	<p>What expertise and training do staff have in relation to children with SEND and how will specialist expertise be secured?</p>	<ul style="list-style-type: none"> • All teachers are supported to teach children with SEND. We are supported by a wide range of services, including an Educational Psychologist, School Nurse, speech and language therapist, specialist teaching teams and a Cluster Wellbeing Worker. Teacher knowledge and skills are updated through in-school training and LA and other training. • We have teaching assistants with many years of experience of working with children with SEND. • Teaching assistants have opportunities to develop their professional knowledge through in-school training, peer observation and LA training. • We have two teaching assistants with training in speech and language support. • We have two teaching assistants with ELSA (emotional literacy support) training, one of whom is a full-time ELSA. • We have two teaching assistants and several teachers who have received training in supporting children with autism. • We have a TA who fulfils the role of Autism Champion. All teachers have completed autism training. • All staff have attended attachment training in the past year. • Our SENDCO has completed the National Award for SEN co-ordination. • We have access to a range of outside support: Educational Psychologist, Speech and Language Therapist, School nurse and health technician, Specialist Teaching Team, Wellbeing worker, Local Area Team (including the Dyslexia ERP staff who are on site).
	<p>How do you secure equipment and facilities to support CYP with</p>	<ul style="list-style-type: none"> • SENDCO has a SEND budget to secure equipment and facilities. • SEN Action Plan is part of the school

	SEND?	development plan.
	What support is available for improving the social and emotional development of children with SEND?	<ul style="list-style-type: none"> • Flexible ELSA (emotional literacy support assistant) support across school. A TA trained in emotional support is available to welcome new children, and to support those with social, emotional and behavioural needs through group work, 1:1 work (supported by a Wellbeing worker), and in-class support. • Lunch club run by school teaching and support staff to nurture children who are vulnerable at playtimes for a variety of reasons. Currently adapted to in-phase lunch groups due to the pandemic. • Mid-day supervisory assistants to support children with SEND at lunch times where needed.
	How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of CYP with SEND?	<ul style="list-style-type: none"> • SENDCO accesses support available from local authority in supporting specific needs. • Termly planning meetings attended by head teacher, SENDCO, Wellbeing Worker, Local Area Team and Educational Psychologist ensure support is coordinated and appropriate bodies are involved. • The school has a designated SEN governor who attends appropriate training. • Safeguarding procedures are followed: see safeguarding policy on website or in school.
6	What are your arrangements for consulting with parents of children with SEND and including them in the education of their child?	<ul style="list-style-type: none"> • Termly parent consultations. • 'Open door' policy – temporarily adapted due to Covid-19 • Personal Provision Plans to set and review termly targets, with parent voice included. • SENDCO available to parents on Thursdays and after school. • Parents are involved in annual reviews of Support Plans and EHCPs where appropriate.
	What are your arrangements for consulting children with SEND and including them in their education?	<ul style="list-style-type: none"> • Children are involved in setting and reviewing targets for their Personal Provision Plans. • Termly 'pupil voice' activities help SENDCO to listen to children's views on what helps them learn and what they enjoy/don't enjoy at school. This affects policy and practice. • School council and Sports Council reflect all children's views and is open to all children, who are elected by their peers.

	What are your arrangements for consulting with parents and CYP with SEND about the development of your provision?	<ul style="list-style-type: none"> • Informal coffee mornings have been held. • Discussion with SENDCO – ‘open door’. • FOSOSF – parent/teacher association.
7	Describe arrangements made by the governing body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school/.	See school ‘Complaints Policy’ on the website or in school.
8	Where can I find the local authority’s local offer?	City of York Council website – there is a link on our school website.
9	Where can I find correct details of support services for the parents of children with SEND?	It is published in our school SEN Report.