



## **Special Educational Needs and Disabilities (SEND) Policy**

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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of St Oswald's alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

“Learning for all, caring for each other, preparing for the future”

Everything we do at St Oswald's is underpinned by our vision and values - and our SEND policy is no exception. 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 and are entitled to access a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

### 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out Our school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out Our school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out Our school's obligation to admit all pupils whose education, health and care (EHC) plan names St Oswald's, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and St Oswald's environment to make sure that pupils with SEND are included in all aspects of school life.

### 5. Definitions

#### 5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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 or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

St Oswald's will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
SENDSory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENDCO

The SENDCO at our school is Cathy Utley.

She will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in St Oswald's
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of Our school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are SENDt to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure St Oswald's meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure St Oswald's keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into our school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support St Oswald's offers or can access, and co-operate with the Local Authority (LA) in reviewing the provision that is available locally and in developing the local offer

- Prepare and review information for inclusion in our school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in Our school's identification of SEND, both within St Oswald's and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The governing board**

The governing board is responsible for holding the school to account and making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of St Oswald's alongside pupils who don't have SEND
- Inform parents when St Oswald's is making special educational provision for their child
- Make sure that St Oswald's has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on St Oswald's website about how St Oswald's is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and Our school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for St Oswald's and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **6.3 The SEND link governor**

The SEND link governor is Sue Bland

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within St Oswald's and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in St Oswald's

## **6.4 The headteacher**

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within St Oswald's

- Work with the SENDCO and school governors to make sure St Oswald's meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring Our school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into Our school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support St Oswald's offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in Our school's identification of SEND, both within St Oswald's and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and St Oswald's
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform St Oswald's if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

St Oswald's will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEND information report

St Oswald's publishes a SEND report on its website, which sets out how this policy is implemented in St Oswald's.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment termly in school and using information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability or medical condition and if so, what reasonable adjustments St Oswald's may need to make.

Phase teams will regularly assess the progress of all pupils in termly pupil progress meetings. These are attended by the Head Teacher, SENDCO and ELSA (emotional literacy support assistant). In these meetings, staff will identify pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social and emotional needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist or carrying out some assessments in school.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.



When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining St Oswald's, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then St Oswald's will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents/carers**

St Oswald's will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on Provision Map and shared with their parents.

We will notify parents if it is decided that a pupil will receive special educational provision.

## **8.3 The graduated approach to SEND support**

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach - Assess, Plan, Do, Review.

### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. St Oswald's may also seek advice from external support services. The plan will be reviewed at least termly to help make sure that the support in place is matched to the pupil's need.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's plan. This information will be recorded on our management information system, Integrus and will be made accessible to staff in a school-based support plan and pupil passports.

The plan will be shared with parents and they may be given advice as to how to support and reinforce it at home.

### **3. Do**

"All teachers are teachers of SEND"

The pupil's class teacher retains overall responsibility for their progress.

They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date, which will be at least termly.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **8.4 Levels of support**

### **School-based SEND provision**

Pupils receiving SEND provision will be placed on Our school's SEND register. These pupils have needs that can be met by St Oswald's through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through Our school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care plan (EHCP)**

Pupils who need more support than is available through Our school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from St Oswald's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, through termly pupil progress reviews and in-class assessments
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Obtaining feedback from the pupil and their parents at each review stage
- Gaining feedback from parents through our termly coffee mornings for SEND parents

## **9. Expertise and training of staff**

Relevant training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into Our school's plan for continuous professional development. The SENDCO will share information regarding local authority and other training for staff.

## 10. Links with external professional agencies

St Oswald's recognises that it won't be able to meet all the needs of every pupil. Whenever necessary St Oswald's will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists and physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS) including local Wellbeing Workers
- Education welfare officers
- Social services

## 11. Admission and accessibility arrangements

St Oswald's School strives to be fully inclusive. All pupils are welcome, including those with SEND. Parents are encouraged to share with the Head Teacher any Special Educational Needs and Disabilities that have already been identified in their child. St Oswald's will then try to ensure that appropriate provision is in place to support the child on entry and throughout their time at St Oswald's.

Arrangements for the Admission of Pupils with Disabilities The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered, in the first instance, in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities, should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within St Oswald's to increase access to learning and participation by all pupils.

### 11.1 Admission arrangements

St Oswald's follows the Admissions Policy laid down by the Local Education Authority, City of York. Please be aware that all admissions are coordinated through the Local Authority. As far as possible, City of York's Admissions Team will try to meet parental preferences for schools but it is not always possible to do so. Places in schools are limited by the physical space in St Oswald's. St Oswald's School has an admission limit of 45 children per year group.

We are always pleased to meet new parents in person and show them around. Please contact St Oswald's office ([stoswalds.primary@york.gov.uk](mailto:stoswalds.primary@york.gov.uk)) to make arrangements – our SENDCO will be happy to meet with you to discuss your child's specific needs and how we can meet them. Children whose EHC plan names St Oswald's will be given priority where possible.

### 11.2 Accessibility arrangements

At St Oswald's we have four designated disabled toilets. These are adapted to the needs of specific children, which are discussed with other professionals such as Occupational Therapist and physiotherapist. Our school is single storey and does not have any steps. All internal and external doors are accessible with a wheelchair or walking frame

We make all reasonable adjustments to our environment to meet pupils' needs, under advice from professionals and families. This includes moving cloakroom pegs to accessible levels and moving equipment in toilets for accessibility.

All staff have received training on including children with disabilities in PE lessons.

**Our school accessibility plan and admissions policy can be found on our school website.**

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance, and will involve the SENDCO where appropriate. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy, which can be found on the school website.

If the parent or carer is not satisfied with [theOur](#) school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the St Oswald's community
- Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by the Governing Body **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 14. Links with other policies and documents

This policy links to the following documents

- SEND report
- The York SEND local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy