

St Oswalds Church of England Academy

Brief description of the school

St Oswald's C E academy is a friendly and growing school which values and promotes the partnership with church, parents and the wider community for the benefit of the children. We have one form per year group from Nursery to Year 6. Our experienced staff team provide a nurturing and caring learning environment. Every child is encouraged and supported to achieve their full potential. We recognise the special contribution each child makes to our learning community. Our job is to provide the best possible opportunities for them to shine in their own, unique way.

Together, we foster the positive dispositions and attitudes to enable the children to become independent and resilient life-long learners. This is built on a strong foundation of Christian values. We have high expectations of what every child can achieve. They are helped to believe in their ability and to find ways to become effective learners. We encourage and respond to the voice of the children, involving and consulting them about their learning and development.

How we identify if your child may need additional help and/or has special educational needs (SEN)

We aim to identify children with special needs as early as possible during their school-life although a concern can be raised at any time.

At St Oswald's C E Academy all children in school have targets for English, Maths and Reading, which are reviewed regularly. Through an ongoing assessment process, Class Teachers identify the 'next steps' in order to ensure progress.

The school's rigorous tracking system clearly identifies children who are not making the expected academic progress and who may have special educational needs. Additionally, our staff are aware of pupils who may be achieving academically, but are displaying other causes for concern, perhaps socially, behaviourally or emotionally, which could ultimately lead to a lack of attainment.

- Initially, the class teacher will try to address this by appropriate differentiation of work in the class, and possibly some focused, small group support by the teacher or Learning Support Assistant. Concerns regarding behavioural or social issues will also be addressed, initially, by inclusive practice and support within the class and through liaison with parents or carers.
- If, after these initial strategies have been implemented, the teacher still has concerns, the SENCo will be informed and that child will be officially identified within the school as requiring **SEN Support**. At this time, the class teacher, often along with the SENCo, will then plan more specific, small step, personalised targets.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Should an initial concern arise, the class teacher and possibly the SENCo, arrange to meet with parents or carers. They discuss their concerns and also how they intend to meet the child's needs.

If the child needs a **SEN Support Plan**, this is made in collaboration with the child and parents or carers. These are reviewed at least once a term and parents / carers are invited into school to discuss this with the child and class teacher. Parents are

also given assistance and suggestions as to how they themselves can contribute to the success of the plan.

If a referral to an outside agency is considered to be appropriate in contributing towards the assessment, written consent is obtained.

If a **Statement of SEN or Education and Health Care Plan** is in place, alongside these termly reviews for the **SEN Support Plan**, an **Annual Review** is held where parents or carers are invited to meet with all relevant professionals involved with their child.

At St Oswald's we sincerely hope that parents and carers feel they can come and consult us about any concerns or issues as soon as they arise.

How we will involve your child in the planning and review of their support

Before writing a SEN Support Plan, pupils are asked about their own views regarding school, life outside school and their own aspirations. Once able, children can write their own one page profile which is part of the SEN Support Plan. Pupils attend the reviews of the **SEN Support Plans** and are invited to express their views and feelings about their own progress and the new challenges which are set for them. At these meetings it is made clear what is expected from them in order for the support plan to be successful.

Where it is appropriate, pupils who have a **Statement of SEN or Education and Health Care Plan** attend the Annual Review Meeting in its latter stages. If it is not considered to be appropriate for the pupil to attend or if they are unable to attend for some other reason, their LSA spends some time discussing their thoughts and feelings about school and the support they receive.

How we match the curriculum, teaching and learning approaches if your child has SEN

Our teachers provide high quality, differentiated learning for all children. All teachers plan focussed learning experiences for children at risk of underachievement and assess the individual pupil's needs. Accurate assessment enables the teacher to plan progression in small steps which are appropriate to an individual child's needs.

How we provide additional support if your child has learning needs

For some children with *cognition and learning difficulties*, it may not be possible to work on the same objectives as the class as a whole. Therefore the teacher chooses learning objectives that are linked to the learning objective which the whole class is working on, but from an earlier learning progression.

Teachers may adapt the environment to help children with particular learning difficulties e.g. using a particular colour background on smart boards to help a pupil with dyslexia. They may adapt teaching styles or enable access strategies for children with communication or behavioural issues. This could include having a scribe or a reader, or providing a quiet, calming area within the classroom.

For Statutory Assessment Tests adaptations are made for pupils with SEN. Extra time is applied for where it is beneficial, a reader may be provided for appropriate assessments and an amanuenses (scribe) can also be used.

Some children benefit from participating in an intervention group, led by a Learning Support Assistant under the class teacher's guidance. This is learning in a small group or 1:1, which is additional to the usual classroom practice. In some cases, a designated adult will help support a child within the classroom environment, e.g. for a child with ASC or communication difficulties.

How we provide additional support if your child has social and communication needs

As a school we consider each child's needs on an individual basis. If your child has social and communication needs, these will be assessed and targeted support will be given. This may be in conjunction with advice and support from a Speech and Language Therapist or / and Educational Psychologist. Additional support from a Learning Support Assistant may be available if appropriate. Examples of support currently given is use of a visual timetable; small group work; socially speaking intervention; daily speech therapy practice; lego therapy; provision of a quiet, calm area.

How we provide additional support if your child has physical, sensory and/or medical needs

Again, each child is assessed on an individual basis and support given as needed and often in consultation with the school nurse, occupational therapist or other medical practitioners. We may adapt our teaching environment and will take into account any particular issues when planning and delivering the curriculum. Our staff will be aware of issues as necessary and all contribute to the support the child needs.

How we provide help to support your child's emotional health and well being

As a school we seek to promote excellent emotional health and well being. We work in partnership with carers to provide this. Pupil voice is an important aspect of our school. For children with particular needs, we will seek to offer support e.g. through socially speaking or other interventions. A counsellor visits our school and 'works' with children with particular problems. We aim to increase our awareness and support for children with attachment and other disorders. The SENCo is involved in mental health awareness.

- Every class has dedicated Personal, Social, Health and Emotional lessons in which children explore wider issues about themselves and others.
- The children choose their own representatives for the School Council and are free to raise any issues they would like to at its regular meetings.
- The school sometimes involves outside agencies e.g. the ASCET team to provide appropriate support and insight to a child with Autistic Spectrum Condition and understanding for classmates.
- An experienced LSA runs weekly sessions of 'Volcano in my Tummy' programme for children with anger issues.
- An experienced LSA runs a weekly 'Socially Speaking' intervention for Key Stage 2 children with difficulties around social situations.
- Lego Therapy is used to encourage younger children to develop socially.
- The school participates in an annual Anti-Bullying Week to raise awareness of what bullying is, how to respond and positive ways to avoid bullying arising.

How we promote developing independence

Our school seeks to develop independence in all children from Nursery up to Year 6. This can be from the arrangement and access of the learning environment through to children planning and delivering their own learning (with support) in topic. For children with particular difficulties in doing this, we provide focussed support

with a view to attaining independence e.g. transport training. In addition, we provide a wide variety of after school clubs which all children can attend.

How we measure and review your child's progress against their targets and longer term outcomes

The school's rigorous tracking system clearly identifies the progress of all children. The progress of children with SEN can be tracked alongside all other pupils and evaluated accurately. We seek to ensure that children with SEN fulfil their potential. Provision Maps for each class outline the type of support being provided to pupils with SEN. They also detail the personnel involved and the timescale. An outcome evaluation at the end of the support/intervention period clearly indicates the success rate for each individual pupil.

All interventions are carefully monitored by the Head Teacher and SENCo and are evaluated as an on-going process.

Our success rate is evidenced by the excellent progress made by all children with SEN.

Ofsted Report June 2014:

"Disabled pupils and those who have special educational needs make excellent progress from their starting points. They reach standards that are higher than for similar pupils nationally and make similar rates of progress to their classmates."

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Safety is a priority and we risk assess any potential problems for children with SEND. We adapt the environment according to individual needs such as ensuring a classroom is accessible for a child with mobility issues or using a tinted screen on the whiteboard for a child with dyslexia.

At St Oswald's C E Academy, we believe that meeting every pupil's needs is a shared responsibility. We endeavour to ensure that all teachers in our school are able to identify and provide for those pupils who have special educational needs and work in partnership with parents, SENCo and other professionals in order to support those needs.

We believe that teaching for pupils with SEN should be:

- skilled – delivered by trained adults with good subject knowledge and good knowledge about additional needs
- informed – delivered by adults who know the overall objectives for the lesson, know what each child is intended to learn, and are clear about their own role in helping the child to achieve this learning outcome
- inclusive – so that the child is able to participate fully and does not feel isolated in any way
- promoting independence
- enabling success to build the child's self-esteem and confidence

How we include children with SEND in the life of our school

We welcome all children into the whole life of our school and make individual adaptations to ensure every child can access all areas of school life. All children are valued equally.

As a school we have:

- high expectations of all learners
- shared knowledge and understanding of learners by adults and children
- peer and adult support
- differentiation of activities
- use of specific equipment
- use of additional time

Our curricular and extra-curricular activities, such as after-school clubs, are available to all children in school. Children with SEN participate as fully as the rest of their peers. If there are obstacles which pose problems, then we will do our best to ensure they are overcome. Currently we liaise regularly with a physiotherapist to ensure a pupil with physical disability can safely participate in Physical Education. We encourage children with SEN to participate fully in our Year 5 / 6 residential course.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Our SENCO attends regular training to ensure she is informed about local and national developments.

Teaching staff are offered training related to their current skills and need. This may involve specialists delivering training, visits to other schools or training courses delivered externally.

School support staff are offered regular CPD opportunities delivered within school. School also seek and advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, School Nurses etc. where necessary.

External support and expertise we can call upon to help us to meet children's needs

The school regularly liaises and receives support from:

- *Educational Psychologist*
- *Speech and Language Therapists*
- *Occupational Therapy Team*
- *Specialist Advisory Teachers employed by Doncaster Local Authority*
- *Specialist Outreach Support Services*
- *School nurse*

How we prepare children to join our school

Children coming into Early Years Foundation Stage are invited in for taster sessions. School staff will visit the child at home to meet the family and to provide a familiar face at school.

For all children, we will ensure early and timely planning for transfer into our school from a range of private providers through liaison with the EYFS 2 teacher and the nursery settings.

If children join during the school year, they are welcome to look round and meet their new teacher and classmates first.

How we prepare children to move on from our school

For all children, we will ensure early and timely planning for transfer into our school from a range of private providers through liaison with the EYFS 2 teacher and the nursery settings. Meeting are held between teachers to share information at the end of each school year. The year 6 teacher is responsible for transition to year 7.

During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.

How we deploy our resources to meet the needs of children with SEND

All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum. Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN. The whole school provision map enables us to:

- plan strategically to meet children's identified needs and track their provision;
- audit how well provision matches need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively;
- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;
- inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Contacts for more information

Head teacher: Mrs S Patton

Chair of Governing Body: Mr D Elvin

Address: St Oswald's C E Academy, Silver Birch Grove, Finningley. DN3 3EQ

Telephone: 01302 770330

Email: admin@stoswaldsacademy.co.uk

Website: <http://www.stoswaldsacademy.co.uk>

SEND Policies and SEN Information Report link(s):

<http://www.stoswaldsacademy.co.uk>

