

St Oswald's Catholic Primary School

SEND Information Report



"We walk in the footsteps of Jesus so
that we may have life in all its fullness"

John 10:10

Date:	September 2025
Review Date:	September 2026
Approved:	Local Governing Body

St Oswald's Catholic Primary School
Special Education Needs Information Report

We are a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

The Children and Families Act 2014 states that all schools and academies must publish a SEND Information Report every year. This report explains how our school meets the needs of children with SEND and will be published on the school website. This report outlines the variety of ways we ensure we support our children with SEND to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision. Other useful documents such as our SEND and Inclusion policies are available on the school website <https://www.stoswaldsrc.co.uk/>

If you would like further information about the support we can offer please contact: Mr Thomas Smith (Assistant Headteacher & SENDCo) 0191 5367922. In addition, our school SEND link governor, Mr Terry Fitzpatrick, is contactable via school email.

Identification of SEND

Children at St Oswald's with SEND are identified and taught appropriately following the Special Educational Needs and Disabilities Code of Practice. Children are identified as having SEND when their progress has slowed significantly and school-based interventions have not enabled improvement. This may be identified by a parent or carer, the class teacher or another medical professional.

Once a concern has been raised, we will conduct observations of your child and analyse their work to help identify barriers to learning, have discussions with yourself, your child and any relevant outside agencies, the outcomes of these will be used to develop interventions to improve progress and access to the curriculum. Slow progress and low attainment does not automatically mean a child is placed on our SEND register. If it is felt that a child needs targeted provision that is additional or different to what is usually provided, with parents/carers agreement, they will be placed on the school SEND register to receive SEND Support.

This may include referrals to other agencies such as speech and language therapy or educational psychology in order to develop a holistic approach of support for each child.

Parents are informed of any outside agency intervention. Throughout the process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time in school as interventions will be continually monitored and reviewed; progress will be tracked using our assessment process. There are regular opportunities for parents to discuss the progress of their child.

Provision for children with SEND

For all children at St Oswald's Primary School, who are identified as needing additional support (SEN Support), we:

- Work in partnership with parents and carers as we recognise and value the expert role in which families play in their child's lives and educational development.
- Deliver quality first teaching, adapting the curriculum and our resources, to support access to learning and to promote progress.
- Have a fully qualified SENDCo, who is part of the Senior Leadership Team, leading SEND Support provision, providing advice and guidance to staff.
- Write clear Individual Education Plans for SEND children which outline children's needs and barriers to learning, record successful strategies and resources and give termly targets which follow a graduated approach of assess, plan, do, review.
- Involve the child, parents and carers in writing, reviewing and implementing Individual Education Plans and targeted provision. The Individual Education Plans are reviewed at least once a term and on the completion of an intervention.
- Strategically place support staff where they are most needed throughout the school to ensure pupil progress.
- Provide targeted 1:1 or small group interventions to ensure progress is being made.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children including ICT devices and software to promote access to the curriculum.
- Support our families through regular informal contact with school and more formally through review meetings.
- Seek support and advice from a range of outside agencies including an Educational

Psychologist, Children and young People's Service (CYPS), Speech and Language, Health Services etc to ensure each child's needs are fully identified and understood.

- Offer emotional well-being support through school mentors, the Healthy Minds Service and Emotional Resilience Team.
- Provide ongoing Continuous Professional Development for teachers and teaching assistants via external providers and in-school training.
- Ensure school trips, residentials and school activities are fully inclusive and, as far as possible, are accessible to all our SEND children.
- Liaise closely with secondary schools to ensure information is clearly communicated and recommendations are heard to offer a smooth transition from Key Stage 2 to Key Stage 3.
- Offer support to families and signpost them to services and organisations that may provide appropriate input or advice via the South Tyneside Council's Local Offer:

<https://sendlocaloffer.southtyneside.gov.uk/>

In addition to the above, we also offer further support for those children who have a higher level of additional need or an Education, Health Care Plan (EHCP)

School, parents/carers or other professionals in health and social care can apply for an EHCP when a child has not made expected progress through the graduated approach of SEND support. It is a legal document that identifies educational, health and social needs and outlines the additional provision and support required to meet those needs. This support includes:

- Provision specified in the EHCP
- Detailed planning leading to specific targeted interventions outlined for the Local Authority through a detailed Provision Map
- Close monitoring of progress against the targets
- Multi-agency planning and assessment of targets at interim reviews.
- Bi-annual Reviews (Under 5s) and Annual Reviews with recommendations submitted to the Local Authority.

St Oswald's uses the SEND Ranges, in line with Local Authority policy, to help identify children's needs. The broad areas of SEND difficulties are in the areas of:

- Communication and interaction e.g. autistic spectrum disorder, speech and language

difficulties

- Cognition and learning e.g. dyslexia, dyspraxia
- Social, emotional and mental health e.g. social anxiety
- Sensory and/or physical needs e.g. visual or hearing impairments

Specific provision is also provided for these different areas of need. The table below explains the details of this support. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support
Communication and Interaction: e.g. Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs	• Individual Education Plans which identify barriers to learning, outline strategies to support and review impact. Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents. • Differentiated/personalised curriculum and resources to meet individual needs. • Use of visual supports-e.g. visual timetables according to need. • Support and supervision at unstructured times of the day-e.g. break and lunchtime, when appropriate, to encourage and model communication and interaction. • Quiet rooms are provided and utilised- Poplars, Aiden Room and Cuthbert Room - for target intervention and planned activities. • Small group targeted intervention programmes are delivered to pupils to improve social skills and to enhance self-esteem. • Use of strategies/ programmes to support speech and language development in partnership with relevant agencies-e.g. individual speech and language therapy. • The use of ICT, where appropriate, is utilised to develop communication and interaction. • Support staff are placed where needed throughout the school to ensure pupil progress and independence.

	• SENDCo provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any barriers to success are fully identified and responded to. • Continuous Professional Development and training to meet pupil's needs in the classroom. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Cognition and Learning: e.g. Specific Learning Difficulties (SpLD) Dyslexia	• Individual education Plans which identify barriers to learning, outline strategies to support and review impact. Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents. • Differentiated/personalised curriculum, resources and strategies used to meet individual needs and to promote and develop literacy and numeracy skills. • 1:1 targeted interventions are delivered to develop skills in key areas of need-specific literacy (reading and writing) and numeracy work. Provide small group support with a focus on literacy/numeracy to develop the skills for independent learning. • Differentiated curriculum, resources, strategies used to promote and develop literacy and numeracy skills. • Access the expertise and advice from outside agencies including an Educational Psychologist to ensure any barriers to learning are fully identified and responded to. • The use of intervention programmes to improve literacy and numeracy skills including Sounds-Write phonics programme, Reading Plus, Times Table Rock Stars. Programmes are reviewed regularly and new additional programmes are utilised to meet individual needs. • Provide resources, across the curriculum, to support children with specific needs e.g. coloured overlays for dyslexia support. • Use of support materials and resources to enhance learning such as Numicon.

	• Teaching and learning for pupils with SEND is monitored through the schools self-evaluation process. • Assess children for Examination Access Arrangements to provide the necessary support for examinations and assessments. • Offer support before and after school-revision sessions, targeted individual and group teaching for specific areas of learning. • Use of ICT, where needed, to reduce barriers to learning. Support staff are placed where needed throughout the school to ensure pupil progress and independence. • SENDCO provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any barriers to success are fully identified and responded to. Continuous Professional Development for relevant staff. • Close partnership with parents/carers to ensure consistent support between home and school. • Maths and Phonics Cafes where staff share strategies with parents to support their children's learning at home. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Social, Emotional and Mental Health: e.g. Behavioural Needs Social needs Emotional Health and Wellbeing	• The school's catholic ethos values all pupils. • Provide effective pastoral care for our children through individual mentoring, counselling, bereavement programmes, Healthy Minds and friends group working alongside individual children focusing on emotional understanding and expression. • Introduction of 'Wellbeing Wednesday' and 'My Happy Mind Programme' for all years from Nursery to Year 6. • Clear rewards and sanctions in school Behaviour policy followed which offers structures and routines. • Positive Behaviour Support Plans are based on encouraging pupils to make positive decisions about behavioural choices.

	• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • Opportunities to attend residential trips help to develop social, emotional and behavioural resilience, promoting independence. • Staff access specific CPD training in the areas of ACE, Mental Health First Aid. PSHE curriculum supports this SEND area. • Access to Aiden room, Cuthbert room and calm areas in school. Access to self-regulation equipment and resources. • School seeks the expert advice and support of outside agencies, including LifeCycle and Children and Young People's Service (CYPS). • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Sensory and Physical Needs: e.g. Hearing/Visual Impairment Multi- Sensory Impairment Physical and Medical Needs	• Advice and guidance from the Local Authority Sensory Impaired Service is sought and acted upon. This service can provide specialist staff into school to meet this additional need. • Access to Medical interventions, strategies and programmes to support Occupational Therapy and Physiotherapy. • Strategies and programmes of work are followed to support the development of gross and fine motor skills in the inside and outside classroom We provide support and practical aids where appropriate to ensure pupils can access the curriculum and develop independent learning. • Physical aids and resources are used, where necessary or where advised from specialists e.g. pencil grips, wobble cushions, foot stools, adapted cutlery. • Where appropriate we encourage alternative ways of recording ideas/writing/investigations (Ipad, audio recordings). • We make every effort to be as accessible as possible e.g. disability toilet facilities, wheelchair ramps.

	• Support staff are placed where needed to work with and support pupils who have significant medical needs to develop independence and ensure progress. • Advice and guidance is sought from health professionals for pupils with significant medical needs. • Staff Continuous Professional Development in this specialist area is sought to ensure staff understand the impact of sensory and physical needs on teaching and learning. e.g. from health professionals. • Staff understand and apply the Administration of Medicine Policy with trained First Aid staff in place during breaks, lunchtime and residential. • The SENDCo completes any necessary training and attends relevant meetings in order to offer advice and guidance to staff about the needs of pupils. • Staff provide for pupils, with sensory overload, through careful classroom organisation and targeted planned activities. • School works in close partnership with families, offering support, signposting to services and organisations which may offer further support where appropriate via the Local Offer.
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Contacts:

If you would like further information about what we offer here at St Oswald's or you have any concerns about your child's SEND, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENDCo.

Key contacts are:

Mr Smith: Assistant Headteacher & SENDCo

Mr Woodhouse: Headteacher

Mr Fitzpatrick: SEND Link Governor

Contact details:

Tel: 0191 5367922

School email: info@stoswaldsrc.co.uk

Parents can also contact the local Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) which offers free and impartial information, advice and support to parents/carers of children and young people with special educational needs and disabilities.

Contact details:

Phone - 0191 424 6345

Email – SENDIASS@southtyneside.gov.uk

This report will be reviewed in September 2026.

Signed:



Mr Thomas Smith (Assistant Headteacher & SEND Co-ordinator)

Signed: _____

Mr Dominic Woodhouse (Head teacher)

Signed: _____

Mrs Patricia Alexander (Chair of Governors)

This report will be ratified and confirmed by governors at the next Governing Body meeting in October 2025.