

St Oswald's Catholic Primary School

SEND Policy

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life to provide an environment in which the dignity of each person as a child of God is recognised and developed.



Review Date:	September 2026
Adopted:	September 2025

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

John 10:10

St Oswald's Catholic Primary School Special Educational Needs and Disabilities Policy

At St Oswald's Catholic Primary School, it is our mission to provide a loving and caring atmosphere where everyone can reach his or her potential to the full. Our aim is to provide a school that is fully inclusive and where everyone is welcomed, valued and affirmed with prayer and worship at the heart of the life of the school.

This document is a statement of the aims, principles and strategies for the teaching of children who are deemed to have Special Educational Needs and/or disabilities, during their time in St Oswald's Catholic Primary School.

Policy Mission Statement

St Oswald's Catholic Primary School is an inclusive school that values the relationships that exist between family and community at all levels, as evidenced by the excellent relationships that exist among and between staff, pupils, governors and parents.

We believe it is our responsibility to help all pupils to reach their full potential whatever their ability or circumstance and we are committed to providing the best possible environment for every pupil. It is our duty to provide equal opportunities for every person in our care by making reasonable adjustments, where possible, to cater for the individual needs of pupils in order to encourage and enable pupils to become independent learners.

All staff work together to adopt a whole school approach to Special Educational Needs and Disability and are committed to ensuring all pupils achieve our high expectations for all.

Definition of Special Educational Need and/or Disability - according to the SEND Code of Practice (2014) A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of others of the same age,
- 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 an 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.

1. Introduction

- Our school provides a broad and balanced curriculum for all children. The National Curriculum of 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.
- These requirements are likely to arise as a consequence of a child having special educational needs and/or disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- Children may have SEND either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

2. Aims and Objectives

St Oswald's Catholic Primary aims to:

- Set out how our school will support and make provision for pupils with special educational needs.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensure equality of provision for young people with SEND.
- Consider legislation related to SEND and Inclusion, including The Code of Practice for Special Educational Needs (January 2015), The Children and Families Act (2014) and the Equality Act (2010).
- Provide full access for all children to a broad, balanced and relevant curriculum.
- Ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed.
- Enable young people with SEND to achieve their potential.
- Work in partnership with parents/carers to enable them to make an active contribution to the education of their child.
- Take the views of the young person into account.

St Oswald's' Catholic Primary objectives are to:

- Identify the needs of pupils as early as possible.
- Monitor the progress of all pupils in order to aid the identification of students with SEND.
- Continuously monitor pupils with SEND with their teachers to ensure that they are reaching their full potential.
- Use reasonable adjustments to provide appropriate provision to overcome barriers to learning and ensure pupils can have access to a broad and balanced curriculum.
- Work with parents and carers to enable the best provision and support possible.
- Work with outside agencies to meet the whole needs of individual pupils.
- Create an environment where pupils feel safe and are able to voice their opinions and needs.

3. Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, including trauma or stress, and to take part in learning.

4. Special Educational Needs and /or Disabilities

Children with SEND have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

In our school the Special Educational Needs Co-ordinator (SENDCo) is Mr Thomas Smith.

In his role he:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's additional needs through the use of the Local Authority Ranges document and Provision Maps;
- supports and advises colleagues;
- provides advice on a graduated approach to SEND support to staff, supporting and liaising with them and where necessary helping in the completion of Individual Education Plans;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs, completing relevant documents:
- tracks the progress of SEND pupils using school based data;
- manages school-based assessment of children with special needs and completes the documentation required by outside agencies and the LA;
- acts as a link with parents where appropriate;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports through the Head Teacher, to the Governing body;

- manages, with the Head Teacher, a range of resources, human and material, linked to children with special educational needs.
- Liaises with the SEND Director of Bishop Chadwick Catholic Education Trust.
- Liaises with potential next providers of education;
- Works with the Headteacher and Governors to fulfil the Equality Act.

5. The SEND governor and Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with SEND. The Governing body has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy. The governing body has a member responsible for overseeing SEND in school.

The SEND governor is Terry Fitzpatrick who, along with the Governing body, will:

- help to raise awareness of SEND issues at governing board meetings.
- monitor and challenge the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- work with the head teacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.
- ensure that children with SEND are admitted to our school in line with the school's agreed admission's policy.

6. Allocation of Resources

The SENDCo and Head Teacher are responsible for the operational management of the specified and agreed resourcing for SEND within the school, including the provision for SEND support children and those with an Educational Health Care Plan (EHCP).

The Head Teacher informs the Governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENDCo meet termly to agree on how to use funds directly related to EHCPs.

7. Assessment

Early identification is vital. The school uses the SEND Ranges, in line with the LA policy, to identify children's barriers to learning. The class teacher informs the SENDCo and the parents at the earliest opportunity to alert them to concerns and enlists the parents' help.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices and Special Educational Needs and Disability Code of Practice.

The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The Special Needs Register conforms to The Special Educational Needs and Disability Code of Practice: 0 to 25 years. Provision for SEND pupils is either in the category of SEND support or EHCP.

SEND support places emphasis on a graduated approach (assess, plan, do review) with an aim to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

The majority of children with SEND will have their needs met within school. The purpose of an EHCP is to ensure SEND provision meets the needs of the child to secure the best possible outcomes across education, health and social care and, as they get older, to prepare them for adulthood.

8. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adapt work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have an Individual Education Plan to map their provision and progress.

All Individual Education Plans are reviewed at least each term (December, April and July) and targets are discussed at IEP appointment meetings.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed interventions related to the needs identified. This may be delivered by the teacher, a different teacher, teaching assistant, outside agency or SENDCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

9. Partnership with Parents

At all levels of the special needs process, the school keeps parents informed and involved. We take account of the wishes, feelings and knowledge of parents at all times. We encourage parents to make an active contribution to their child's education. We have regular opportunities for parents to discuss the progress of their child. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Annual reviews or six monthly reviews if the child is under the age of 5 years old, are held to meet with parents of children with an EHCP to which involved agencies are invited.

10. Partnership with Other Schools and Professional Agencies

During the course of the Summer Term, Year 3 teachers meet with Year 2 teachers to discuss the educational needs of all children in Year 2 (Transition from Key Stage 1 to Key Stage 2.) Nursery visits are carried out with children from different nurseries for transition into Reception. We have a programme of transition with St. Wilfrid's Secondary and Year 6 teachers also meet with the Head of Year 7 and the SENDCo's from both schools in the Summer Term. Any child who is moving to a different Key Stage 3 school appropriate transition arrangements are also carried out. (Transition from Key Stage 2 to Key Stage 3)

For information about other external agencies which can be contacted for help/advice, please consult the South Tyneside Local Offer <https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND5>

The provision for our SEND pupils is not limited to school alone. A large number of outside agencies are accessed to strengthen the support and to provide often specialist health expertise alongside educational support to develop a multi-agency approach to our SEND provision.

- Emotional Resilience
- Mentoring
- Life Cycle-CYPS and CAMHS
- Visually Impaired/Hearing Impaired Service
- EMTRAS
- Physiotherapist
- School Nurse/ Health Visitors
- Speech and Language
- Portage and Pre-School
- Occupational Therapist
- Educational Psychology Service
- Healthy Minds Team

For information about other external agencies which can be contacted for help/advice, please consult the South Tyneside Local Offer www.southtyneside.gov.uk.

11. Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEND system in school.

The SENDCo is involved in supporting teachers when writing Individual Education Plans for children.

The Headteacher, SENDCo and Assistant Headteachers hold regular meetings to review the work of the school in this area and determine the correct interventions for individual children.

The school can measure pupil's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors within the National Curriculum at the end of a key stage
- standardised screening or assessment tools

Adequate progress can be defined in a number of ways:

- closing the attainment gap between the pupil and the pupil's peers
- preventing the attainment gap growing wider
- matching or bettering the pupil's previous rate of progress
- ensuring access to the full curriculum
- demonstrating an improvement in self-help, social or personal skills
- demonstrating improvements in the pupil's behaviour

12. Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCo and/or Headteacher.

Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. In our school this person is Terry Fitzpatrick.

Policy Date: September 2025

Review Date: September 2026

Signed:



Mr Thomas Smith

(Assistant Head Teacher, SEND Co-ordinator and Mental Health Lead)

Signed:

Dominic Woodhouse (Electronic Signature)

(Head teacher)

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