



'Together at St Oswald's, we Love, Learn, Respect and Appreciate.'

Reviewed October 2026

Mrs Orwin: Headteacher

Mrs Furness: SENDCo

Our approach to teaching pupils with SEND.

Our vision is to develop our children to enable them to create the future they aspire for themselves.

Our intention is that our children will contribute to and prosper in society.

Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective;

- Learning environments, secure children's motivation and concentration.
- Provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.

Provision for children with SEND, is a matter for the school as a whole.

In addition, the Governing Body, Head Teacher, Pastoral Team, SENDCo and all staff members have important day-to-day responsibilities.

All teachers are teachers of children with SEND.

A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.

Children with SEND will receive support that is additional to or different from the provision made for other children.

All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities.

The adapted curriculum and environment.

The curriculum is scaffolded and adapted to meet the needs of all our children.

Adaption may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (considering that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

Outside Agencies

School always acts upon advice received from external agencies (e.g. enlarging of print for visually impaired children; specific colour copying for dyslexic children and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books for children with vision difficulties; use of brain breaks, sensory breaks, weighted blankets for children with sensory issues).

We endeavour to;

- Ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens, coloured interactive boards, individual resources, number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- We endeavour to ensure that all classrooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources. Many of our children make good use of our Sensory Room. Small group rooms are available to provide quiet work areas for 1:1 or small group work.

Identification

The method of identification and provision for children with special needs and or disabilities follows a graduated approach and staff are guided by the SEND policy.

- Concerns are first raised and addressed through good quality classroom practice and short interventions. The pupil will be monitored and assessed to see if progress is made over a term.
- If a child requires further additional and different provision, the school will put the child on an Individual Learning Plan. Learning targets will be set and discussed with Parents,

interventions agreed and progress will be monitored. Then the child is considered to be receiving SEND Support.

- School may consult with outside agencies and this can include involvement from the Paediatrician to Speech and language therapy or Educational Psychology.
- In some cases, a child's needs cannot be met by the school alone and an Education Health and Care Plan (EHCP) may be requested from the Local Authority.
- Most children who experience some degree of SEND will continue to have their needs met through good quality classroom practice and differentiation. Their progress is closely monitored by staff.

At present there are 194 children on roll, there are 29 children on the SEND register. 6 of those children have an EHC plan.

Profile of pupils with SEND

These are split into levels of needs that school call 'monitoring', 'SEN support' and an 'EHC plan'. 'Monitoring' progress and attainment is the core entitlement for all children, including those with a defined special educational need or disability but whose learning needs; can be met through high quality teaching and differentiated mainstream classroom practice.

SEN school support is when school needs to make additional provision from its budget in order for the child to maintain progress. There are likely to be strong indications that the child requires support which is "additional to" or "different from" the differentiated educational provision made generally, for their age group.

EHCP support is when a child has Education and Health Care Plan.

- a) 29/ 194 is 5% of pupils on school's SEND register.

Year Group	Monitoring	SEN Support	EHC plan
Nursery	0	0	0
Reception	0	0	0
Year 1	0	1	0
Year 2	0	6	0
Year 3	0	2	1
Year 4	0	5	2
Year 5	0	5	1
Year 6	0	4	2
Totals	0	2	6

- b) Areas of need

There are 4 broad areas of need:

- Communication and Interaction (including social interaction difficulties and speech, language and communication difficulties).
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical Needs (including hearing impairment and visual impairment).

Please note many children have more than one area of SEND

Area of Need	Communication and interaction	Cognition and learning	Social emotional and mental health	Sensory and physical
Total number	7	12	10	0

Ethnicity of children on SEND register

	White British	Any other white background	Any other black background	Black and white Caribbean	White and any other Asian Background	Hong Kong	Indian	Any other Asian Background	Totals
Number of Pupils	23	2	0	1	2	1	0	0	29
Percentage of SEND	89%	6.8%	0	3.4%	6.8%	3.4%	0%	0%	100%

Vulnerable groups

Total pupils who receive Pupil Premium	38/194	19.5%
Total number of pupil premium on SEND register	10/29	34%

Deployment of Staff

Within 8 classes, there are 6 full time teachers and 3 part-time. There are 5 full time classroom assistants and 6 part time teaching assistant who support learning generally in core subjects namely English, Maths, Phonics, spelling and Grammar. We also have a full time Deputy Head/SENDCo who provides additional pastoral and academic support. TA's are allocated to key phases to provide a balance between groups, class and specialist support as well as SALT.

Organisation and management of Support

Children with identified SEND are supported within the classroom by their class teacher or / with a teaching assistant; some may be withdrawn for SALT interventions. At St Oswald's we have a team of dedicated and well-trained teaching assistants who support our children with SEND. Regular training is provided in order that teachers and teaching assistants can support our children in the best possible way. Some members of staff have specialist training in Children's Mental Health, anxiety, DESTY, ASD, ADHD, Attachment, and

mindfulness and ELSA. We ensure that TA's are fully trained for individual children's plans so we attend training linked to sensory and speech and language also. Where necessary, additional support and advice may be provided by the Educational Psychologist, SEMH Lead Teachers, Inclusion practitioners, Speech and Language Specialist, Sensory Specialists, Counsellors and School Health Advisors and CAMHS. School may purchase additional sessions with some professionals when there is a need to support a child. The Warrington Inclusion Service is split up into 4 areas. Our school is in the East Team Area.

External Agencies

- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Multi Agency Support Team (MARS)
- Early Help
- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Visual impairment team (VI)
- Pyramid Support and Assessment Team
- Family Support Workers
- SEMH specialist teachers
- Consultant Paediatrician.
- Audiology Young Carers
- Visual Processing Difficulties Clinic
- Occupational Therapy
- School Health Advisor ASD/ADHD Specialist Nurse

Inclusion

All pupils with SEND take part in all aspects of school life including out of school activities and clubs. All pupils have participated in a full range of opportunities and events arranged by school, including trips and residential trips. They are encouraged to put themselves forward for groups such as School Councillors, 'Mini Vinnies' Environment Councillors and Play Leaders. In roles such as these, their social skills increase as well as their confidence and self-esteem.

Arrangements for consulting parents of children with SEND and involving them in the education of their child.

- Throughout the year, there are two Parents' Evenings which are currently conducted either remotely or face to face (parents choose their preferred option).
- There is an end of year annual written report to parents.
- Teachers will discuss and share any individual Learning plans and external agency reports with Parents.
- Our parents appreciate the 'open door' policy whereby the SLT and teachers are easily contactable via the school office/telephone/email.

- Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND. We particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach them.
- We show parents work done with their child that is on their Individual Education Plan. Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with a speech and language therapist).
- The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary).
- At Year 5 annual reviews transition to high school is considered with discussion involving parents and the Local Authority.
- At Year 6 annual reviews, the SENDCo of the receiving high school is invited to attend.

Consulting children with SEND about and involving them in their education.

Every child termly updates their 'Pupil Passport' document which gives staff information about that child. It states how they learn, what they like and dislike and good strategies they like being used in the classroom. Targets set for children are reviewed with them and children's self-evaluation is actively encouraged throughout the school, SEND children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home. Children are aware of their progress and the challenging targets set to support their development. Child views are captured in a Pupil Voice Questionnaire every year and the Pastoral team is always available to discuss the children's views about their SEND support and address additional needs and modifications to this support which children feel may be helpful for them.

Support available for improving the Social, Emotional and Mental Health Development of children with SEND.

- Specialist advice from our Pastoral Team for children with Social communication / Interaction difficulties.
- Early Help
- Warrington Mental Health support teams
- Specialist advice from our Educational Psychologist
- Specialist advice from colleagues at Young Minds.
- Areas designated for 'quiet area' within or outside many class rooms.

- Sensory room.
- Advice from SEMH specialist support through referrals.
- Desty Island Programme
- ‘MyHappyMind’ scheme taught throughout the school.

Review and Evaluate

The Inclusion Team regularly reviews the progress made by children on the SEND register. They look at the impact of any additional support, assessment scores and reports and assessments from any outside agencies involved. It informs the allocation of Teaching Assistants, further support and resources or the involvement of outside agencies. This is an opportunity for the SLT, to discuss individual pupils’ needs, staff training needs, priorities available resources and share expertise.

Transition

- Good transition arrangements are in place from starting at St Oswald’s, changing classes at the end of a school year, changing Key Stages, progressing to High School or changing school.
- When starting in reception the class teacher will visit the child in their nursery setting or at home to get to know them and gain a good understanding of any additional needs. Parents are invited into school in the first few weeks to meet with the Reception Class teacher.
- Every year school introduces new Reception children gently into full time routines by bringing them into school in smaller groups part time.
- The children stay for half days, either mornings or afternoon and will experience both. This induction period allows children to settle in gradually and ensure they have a smooth transition from Nursery and home experiences to school life.

If required, information is fed back to the Pastoral Team enabling any extra support to be put into place before the start of the school year. For a child with an identified SEND need, the SENDCo will visit the nursery setting and meet with parents before transition takes place. This helps to ensure good understanding of the child and what provisions we need to have ready. Before the end of the school year, teachers and teaching assistants meet to discuss all children moving up, but especially any children with additional needs. Any provision already in place will remain and any adjustments will be made according to the need of the child. All SEND children, have a period of time before the school year ends to become familiar with their new setting, and also at the start of the school year, when required. The transition is made at the pace of the child with SEND.

Transition from Key Stage One to Key Stage Two happens in exactly the same way. Transition is always completed at the pace of the SEND child with the support of the Pastoral Team and any outside agencies. For children transferring to High School the SENDCo from the High School is always invited to attend the Year 5 transition review. For children transferring to Cardinal Newman, many activities are put into place, Year 6 teacher

meets with the year 7 transition lead from Cardinal Newman, at which teachers share key academic and pastoral information with the High School. The SENDCo and Pastoral Team have a key role in transition conversations especially with vulnerable children. Plans are made to give these children additional support and experience of transition. Cardinal Newman host extra day visits where parents are also invited to aid the transition for children who we feel would benefit from this. When transferring to High Schools other than Cardinal Newman, the Pastoral Lead/ SENDCo contacts the school to arrange conversations and visits. The Year 6 teacher passes on any relevant information to the feeder school to aid transition and provide extra support where needed.

Admission Arrangements

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

If your child is due to start primary school and has an Education, Health and Care (EHC) plan, the process of identifying an appropriate school to meet your child's needs is linked to their EHC plan and will be made by Warrington Special Educational Needs Assessment Service (SENDIASS) in consultation with you.

Applications received by the school from the local and neighbouring boroughs are considered on an individual basis and considered against the following criteria:

Where the application is for a student with a recognised disability, the school's capacity to provide specialised and adapted facilities and resources will also be considered.

All prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.

How does the school support pupils with disabilities?

St Oswald's will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend our school because of any special need or disability. To promote equality of opportunity for disabled children, we will make reasonable adjustments to prevent them from being disadvantaged.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and/or Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

For more information, please see the **Equality Policy** and **Accessibility Plan**.

Complaints

Complaints from parents or carers of pupils with SEND, will in the first instance, be dealt with by the Headteacher Mrs Sharon Orwin or Deputy Head/SENDCo Mrs Gail Furness.

Contact details: Telephone: 01925 813015

Email: stoswalds_primary_head@sch.warrington.gov.uk

SENDCo Email: gail.furness@socps.co.uk

If parents or carers wish to pursue the matter further, the Chair of Governors should be approached, where upon the relevant Complaints Panel of the Governing Body should be assembled.