



SEN REPORT 2024-25

'NIHIL SATIS NISI OPTIMUM
- ONLY THE BEST WILL DO.'



WHO IS THE SENDCO AND HOW CAN WE CONTACT THEM?

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WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS DO WE PROVIDE FOR?

Currently St Oswald's provides support for children who have ASD, genetic disorders, visual impairment, hearing impairment, emotional and health difficulties, learning and development delays, physical support, dyslexia related difficulties, interventions and IPP support.

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HOW DO WE IDENTIFY A CHILD WITH SEND AND HOW DO WE ASSESS THEIR NEEDS?

We have good links with pre-school and nurseries locally and share information before children start at St Oswald's. The Reception Class Teacher carries out home visits for children who do not come to our Nursery.

Class teachers initially identify children based on their day to day assessments and we listen carefully to parental concerns and what we are told about the children. Any concerns are passed onto the schools SENDCO to allow the appropriate actions to take place. Where appropriate, we seek advice from outside agencies such as Occupational health, School Nurse, Paediatricians. Speech and Language therapists, Specialist teachers and our Educational Psychologist.

Reports from all agencies are gathered together and then the best course of action is decided upon to allow each child to reach their potential.

Support varies from intervention groups, individual education plans, observations and target setting from the Educational Psychologist on a regular basis or contacting the local authority to obtain a statement for the child and further support for the school.

Teachers are given time to talk to the Educational Psychologist, Specialist Teacher and Speech and Language Therapist to allow them to make the appropriate changes when required as an ongoing process. We ask for specialist advice from external agencies as required, particularly visiting specialist teachers and use this to offer our own in house training.

HOW DO WE INVOLVE PARENTS AND CONSULT WITH THEM ABOUT THEIR CHILD'S EDUCATION?

Parent responses

I can learn more about my child's education by looking at the school website and Facebook.

My child's end of year report lets me know where my child is up to.

Parents evenings allow me to get answers to my questions.

St Oswald's are very good at communicating with parents.

The website is filled with lots of information about the school and is easy to use.

The Facebook page gives a unique insight about my child's school life

School reports inform me about my child's level, progress and how they are in school.

The Facebook page keeps parents updated and is a useful way to ask questions

IPP's are a good way to see how my child's additional needs are being met

Because St Oswald's has an open door it makes it more welcoming

Meetings are of an informal feel and St Oswald's always listen and are willing to help my child reach their goals in all areas.

Being able to speak to the person you need to is vital for a special needs parent

HOW DO WE INVOLVE AND CONSULT THE CHILDREN ABOUT THEIR EDUCATION? WHAT IS OUR APPROACH TO TEACHING CHILDREN WITH SEND?

Child responses

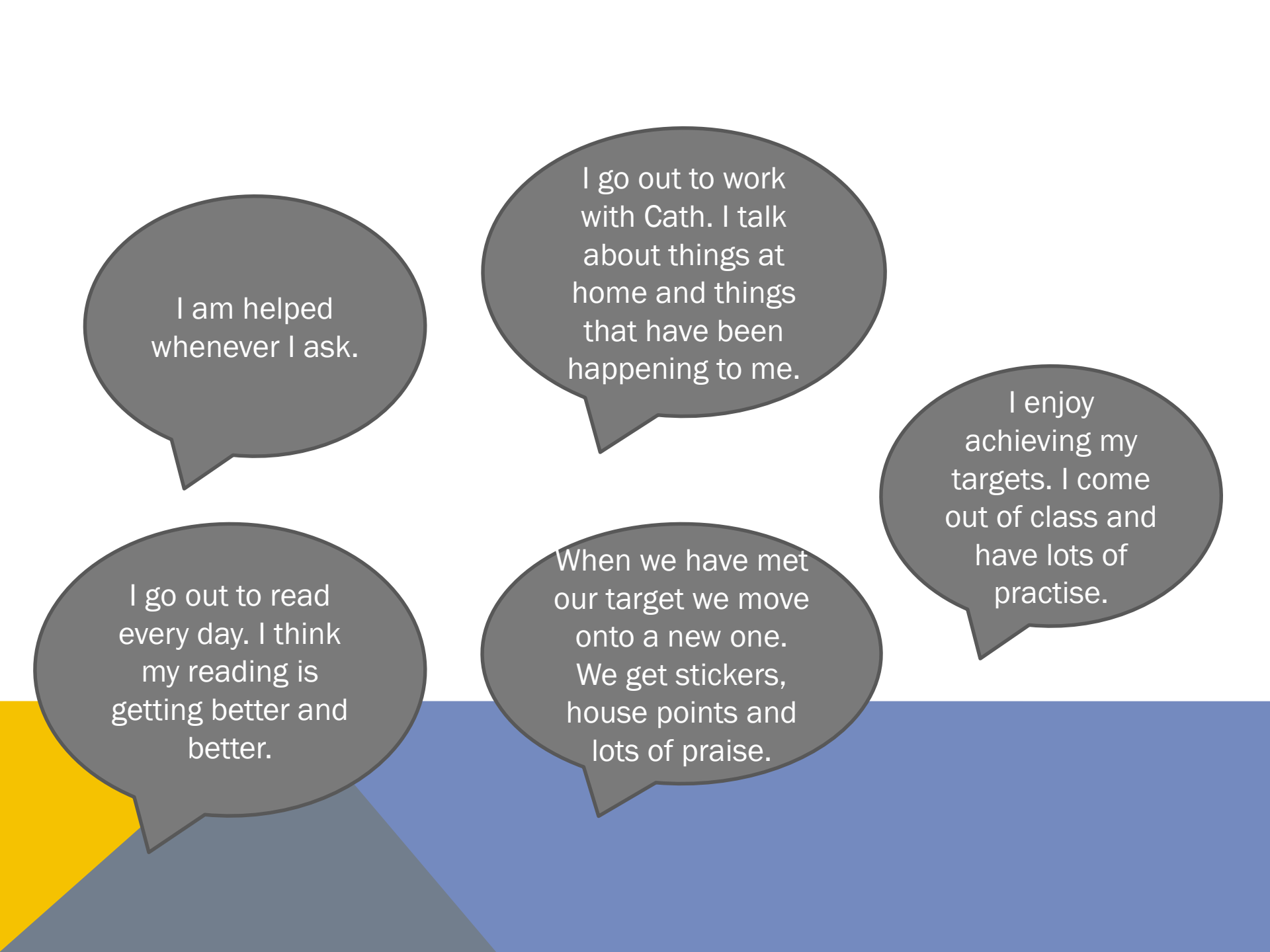
We are encouraged to do our work and remember our targets.

I know my IPP targets for this term. I enjoy working on them very much.

We decide together with our teacher if we have achieved our target or not.

At the moment I am focussing on my mental maths and number sequences.

I get help from my teacher in class and from the TA's.



I am helped
whenever I ask.

I go out to work
with Cath. I talk
about things at
home and things
that have been
happening to me.

I enjoy
achieving my
targets. I come
out of class and
have lots of
practise.

I go out to read
every day. I think
my reading is
getting better and
better.

When we have met
our target we move
onto a new one.
We get stickers,
house points and
lots of praise.

HOW DO WE ASSESS AND REVIEW THE PROGRESS THAT CHILDREN MAKE AND HOW DO WE INVOLVE THEM AND THEIR PARENTS?

- IPP's are written 3 times a year and evaluated by the teacher. These are shared with parents

- IPP monitoring forms monitor the IPP targets and allow change when needed. They also keep an eye on how many IPP sessions children are receiving.

PLAN	DO	REVIEW
Targets/Specific learning objectives 1. To spell the HFW's that, too, and they correctly in his writing. To write a sentence independently with the previous HFW's in correctly. 2. To read the sounds ur, ew, i-e and gn in words. To use the sounds ai, ee (igh) and or when writing words. 3. To look at his big writing and find a sentence which needs improving. Write a sentence down with punctuation, describing words and which makes sense. 4. To count in steps of 2, 5 and 10 accurately. Know bonds to 10 by instant recall, phonics sounds. 5. Form all letters correctly to ensure ability to join letters later.	Strategies-who is doing what, how frequently and for how long? 15 minute daily sessions 4 times a week with Mrs Storey/Mrs Finn. 1. Spell the HFW's as individual words on paper, whiteboards and in sand. Give Rhys sentences which include these words to ensure he uses them correctly. 2. Read sounds in words. Write the sounds as individual letters. Give Rhys words and sentences which include these sounds to ensure he reads/writes them correctly. 3. Give Rhys his big write back. Read it together and find any parts which don't make sense, miss punctuation or could be improved. Rhys re-writes using punctuation, describing words and full sentences. 4. Count in steps of 2, 5, and 10 together, then on his own. Link to finding the answers to times tables questions. Learn bonds to 10 by heart-piece together, chant, complete missing numbers. 5. Show how to form correctly.	Evaluation of progress against target and next steps Monitoring via weekly progress record. Evaluation of IEP-May 15- Struggles to form a f g l m y Can count slowly up to 20 in 2's not 5's Can count in 5's up to 100 Can count in 10's up to 100

IEP monitoring form

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					
Reason for support not taking place					

Targets

1. To spell the HFW's that, too, and they correctly in his writing. To write a sentence independently with the previous HFW's in correctly.
2. To read the sounds ur, ew, i-e and gn in words. To use the sounds ai, ee, igh and or when writing words
3. To look at his big writing and find a sentence which needs improving. Write a sentence down with punctuation, describing words and which makes sense.
4. To count in steps of 2, 5 and 10 accurately. Know bonds to 10 by instant recall, phonics sounds.
5. Form all letters correctly to ensure ability to join letters later

Week	Progress against target	TA	T
1	Doing well lgh - struggles	✓	
2	Number work good. lgh - still put the other	✓	
3	good with ①. reading sounds ok. gn		
4	30 q. lgh, dgh, unsure writing sounds Good @ ongoing		
5			
6			
7			

St Oswald's RC Primary School

Accrington

End of Year Summary Report

2021/2022

Class: Year:



Name: _____

Acorn

Psychology Services



...room to grow

- Reports are written in each summer term for parents detailing the progress which has made and the current levels they are working at.
- Children are seen by an Educational Psychologist. Targets are reviewed and new ones written in conjunction with the teachers.

Speech and Language Therapy Request For Involvement guidelines

Children develop at different rates and language development should be in line with cognitive skills. If there is concern about a child's speech and language development, and efforts to improve skills have been tried without success, request for SLT involvement should be made with reference to the following guidelines

Children whose communication skills have previously been assessed as being in line with their cognitive ability should only be referred if a new or specific difficulty arises.

For more information on speech and language development visit
www.talkingpoint.org.uk

Requests should be made at any age where:

- ☐ Child is stammering/dysfluent
- ☐ Child shows suspected Selective Mutism
- ☐ Child has a recently acquired disorder (e.g. acquired brain injury, etc)

- Children are referred to outside agencies such as Speech and Language and Paediatricians for further support and guidance for home and school. Specific conditions are diagnosed which helps with schools understanding of the children's needs.
- Parents evenings are held twice a year where children's progress is discussed and new IPP's talked through
- Pupil progress meetings are held between Head teacher and teachers to discuss the progress made and interventions children are receiving

HOW DO WE SUPPORT OUR PUPILS WITH SEND AS THEY MOVE ON TO HIGH SCHOOL OR MOVE TO ANOTHER SCHOOL?

There is a detailed transition programme in place to support children transferring to our partner high School - Mount Carmel, Accrington. As well as visits, quizzes and special masses with children from other partner primary schools, extra visits are arranged in the Summer term to support children who need a little more reassurance. Some children who do not transfer to our partner High School, their teachers are spoken to and given details about the child before they start. They also will be welcome to visit the school/the school visit them to allow a smooth transition. All SEN information, statements and IPPs are shared with the high school of the child's choice. SEN children will have access to a transition programme through the Educational Psychologist.

HOW DO WE ADAPT THE CURRICULUM AND THE LEARNING ENVIRONMENT FOR CHILDREN WITH SEND?



TA's are highly skilled in delivering 1-1 and small group session on IPP targets



We have specialist equipment such as visualisers for children who require them.



We follow advice from the educational psychologist to help children's progress

such as individual workstations and writing boards.

We have a special SEN room to carry out testing, group work and 1-1 sessions.



HOW ARE THE STAFF TRAINED AND KEPT UP TO DATE? IF WE NEED MORE EXPERT HELP AND ADVICE, WHAT DO WE DO?

Training which has been taken by the SENCo and some staff in school

- SENCo1 course
- SENCo2 course
- SENCo3 course
- SEN cluster meetings-1 each term
- Early Years SEN cluster meetings-1 each term
- Wellcomm speech programme
- Diabetes, Epi Pen and Asthma training
- Quality First Teaching for SEN children.
- District 11 SENCo breakfast briefings
- Education for the Developmentally Young

Links to further help and advice

- Parenting support <https://www.lancashire.gov.uk/children-education-families/early-years-childcare-and-family-support/family-support/parenting-support/>
- Places to go for carers <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/things-to-do/places-to-go-tips-for-carers/>
- Dyslexia <https://www.bdadyslexia.org.uk/>
- Speechlink <http://www.speechlink.info/>
- Motor skills <http://cleverfingers.co.uk/>
- Behaviour <http://www.behavioursolutions.org/>
- Wellcomm <https://support.gl-assessment.co.uk/knowledge-base/assessments/wellcomm-support/wellcomm-early-years-supporting-language-at-home/wellcomm-early-years-supporting-language-at-home/>

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

We obtain help and advice from

- Acorn Psychology-Educational psychologists and specialist teachers
- NHS Speech and Language therapists
- Visually/Hearing impaired teachers
- District 11 Inclusion Hub
- Acorn Primary Health Care Centre-Speech and Language, Occupational therapy, Physiotherapy.
- Local SENDO
- Paediatricians

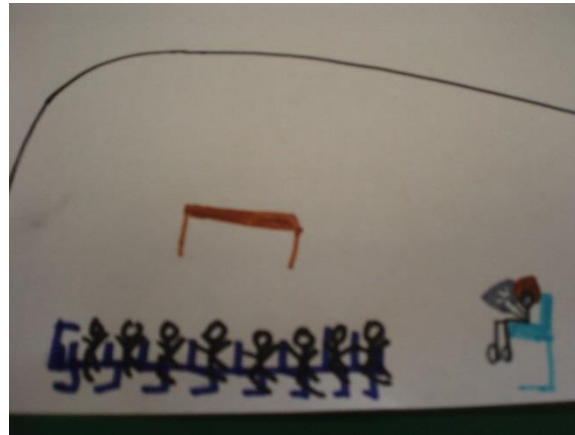
Targets from these organisations are written into children's individual IPPs and worked on daily/weekly. Targets are continually reviewed and updated to ensure pupils make good levels of progress. Parents are supported to attend all of their appointments and continue the work on targets at home. Home/school books are completed to ensure fluidity between home and school.

HOW ARE CHILDREN WITH SEND ENABLED TO TAKE PART IN ALL THE ACTIVITIES AVAILABLE AT SCHOOL?

- We have a breakfast club from 7.50 to 8.40 each morning and after school activities from 3:15pm to 4:15pm accessible to all children. Children who require support in school are also given the same support before and after school.
- Children are given support in PE and sports activities as required consisting of adapted equipment, frequent breaks and visual representations of the rules.
- All children including children with SEND attend school trips each year and any needs are taken into consideration before booking and arrangements adapted
- All children including children with SEND in Year 5 and 6 experience outdoor and adventurous activities for 3 days on a trip away from home and school.
- We are a school family; we work as a team and look after everyone in it.

OUR CLUBS

Choir
Arts and
Crafts
Sewing



Ballet
Dodge ball
Street Dance



HOW DO WE SUPPORT CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES?

- School has access to the District 11 Inclusion Hub who offer training for Headteachers and SENDCOs. They also offer specialist teacher surgeries for help and advice, transition funding for Nursery to Reception and Year 6 to Year 7 and access to Golden Hill Inclusion Support Team. We also refer children and families to 'Children and Family Wellbeing Service'.
- We are also using the new service of from 'Inclusion and Engagement Support Team' where children can receive a visit into school for further help and support for their behavior.

We have support from Cath Smith coming into school three days a week to work with children and their families

Classes 4 to 7 go to the forest school sessions once a week for 4 weeks at a time to develop social and interaction skills whilst taking part in basic forestry lessons. Children in EYFS attend Forest School sessions here in the facilities in school.

We have recently had a new Forest School area developed in school which all children have access to as and when they need it.



HOW DO WE DEAL WITH BULLYING AND MAKE SURE CHILDREN WITH SEN CAN TELL US IF THEY ARE HAVING A PROBLEM?

- Please see and refer to St Oswald's bullying and behaviour policies available on request
- PHSE lessons highlight what bullying is and how to talk to adults and friends about this.
- Anti Bullying week is celebrated in school. Odd socks day celebrates children's differences.
- Open door policy with parents.
- Classroom ethos-children feel respected, valued and like their voice is heard. They are important and can talk to the teachers about anything that is troubling them.

WHAT SHOULD I DO IF I HAVE A CONCERN OR COMPLAINT ABOUT THE PROVISION FOR MY CHILD?

- Speak to your child's class teacher as a first port of call as follows



**Mrs Guest
Class 3**



**Mrs Robinson
Class 4**



**Miss Lakeland
Class 4**



**Mrs Harrison
Class 5**



**Miss Barlow
Class 6**



**Miss Collinge
Class 7**

If you feel your concerns have not been dealt with please contact the SENCO or Head Teacher



Miss Lakeland (SENCO)



Mrs Kippax (Head Teacher)

WHERE CAN I FIND INFORMATION ABOUT THE AUTHORITY'S LOCAL OFFER?

[http://www.lancashire.gov.uk/children-
education-families/special-educational-
needs-and-disabilities.aspx](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx)