St Oswald's Catholic Primary School

SEND Information Report

2026-2027

Date: September 2026

Review Date: September 2027

St Oswald's Catholic Primary School

SEND Information Report 2026-27

Name of the Special Educational Needs/Disabilities Coordinator: **Mrs Kate Taylor (Associate SENDCO)** **Mr Niall Owens (Headteacher and SENDCO)**
Contact details: St Oswald's Catholic Primary School Spendmore Lane Coppull Lancashire PR7 5DH Tel: 01257 791379 Email: SENDCO@st-oswalds.lancs.sch.uk **Further contacts:** SEND governor: Mrs E Bibby c/o the School Office 01257 791379

This report should be read alongside the school's SEND Policy, Accessibility Plan, Equality Information and Objectives and Behaviour Policy, all of which are available on the school website

The kinds of special educational needs for which provision is made at St Oswald's:
St Oswald's Catholic Primary School is a mainstream school where each child is encouraged to learn and develop their uniqueness through Jesus Christ. We have high expectations for all children and are dedicated to ensuring the best possible outcomes for children with SEND. The school is committed to meeting its duties under the Equality Act 2010 and makes reasonable adjustments to support pupils with special educational needs and/or disabilities. Currently, the school has provision in place to meet the needs of pupils in the following areas: · Autistic Spectrum Disorder (ASD) · Social, emotional and mental health difficulties, including behaviour (making friends, relating to adults or showing inappropriate behaviours in school) · Cognition and learning – learning difficulties (in acquiring basic skills in school. This can be moderate or severe) · Specific Learning Difficulties (with reading, writing, number work or understanding information etc…)

· Communication and interaction
· Sensory or physical needs (such as hearing impairment, visual impairment or physical difficulties that affect the child accessing the curriculum)
· English as an additional language support
· Medical or Health Conditions (a medical condition that affects the child's learning)

Often, a child's needs are varied, and it is important to remember that he/she does not need to 'fit' into a single category. At St Oswald's we have previously and are currently supporting children with Autistic Spectrum Disorder (ASD), dyslexia, dyscalculia, speech and language difficulties, hearing and visual impairments, social and emotional difficulties, Attention Deficit Hyperactive Disorder (ADHD) and physical developmental needs.

The School Leadership Team (SLT) meets regularly to look at the needs of pupils in school and the level of support that is required to be put in place to meet those needs; this produces the school's SEND provision map. The provision map is regularly reviewed throughout the year and adjusted in light of any changing need. It ensures that any needs that have been identified are being met.

How does the school know if children need extra help and what should I do if I think my child has special educational needs (SEND)?

It is very important that SEND needs are identified at an early stage. We gather information to support early identification in several ways such as:

- Information from outside agencies involved with your child.
- Information from previous school or nursery.
- Concerns raised by class teacher or parents.
- Sensory and/or physical needs
- Recognition of slow rate of progress in whole school tracking systems.

Class teachers may recognise that a child is having difficulties in one area and the first response to this will be high quality, adaptive teaching targeted at their area of weakness. Where progress continues to be less than expected, the teacher, working with the SENDCO, will begin to assess whether the child has SEND. Evidence will be gathered which will include the views of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by the school or if something different or additional is required.

If you have concerns that your child may have special educational needs, you should firstly contact your child's class teacher and discuss this with them. The class teacher will share this information with the school's SENDCO, and actions will be taken to ensure the best possible outcomes for your child.

What arrangements does St Oswald's make for consulting with children and parents/carers of children with special educational needs and disabilities about - and involving them in - their education?

How do you evaluate the effectiveness of the provision made for children with special educational needs?

The class teacher and SENDCO will consider all of the information gathered from within school about the pupil's progress. This may also include when appropriate, more specialised assessments from external agencies and professionals. As part of this information gathering process, we will have discussions with the pupil and their parents in order to develop a good understanding of the pupil's areas of strength and difficulty. Pupils are encouraged to express their views about the support they receive, the targets that are set and the outcomes they would like to achieve.

Where it is decided that a pupil does have SEND, the decision will be recorded in the school records, the SEND register and the pupil's parents will be formally informed that special educational provision is being made. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: Assess-Plan-Do-Review. This graduated approach is called SEND support.

The assess, plan and do part of this cycle is as detailed above with the addition of planning for the correct support to achieve the best outcomes and then deciding on the deployment of staff to carry out the appropriate support effectively. The external agencies and professionals that we have access to include:

- Physiotherapy services
- Occupational therapy services
- Speech and language therapy services
- Educational Psychology Service (EPS)
- Children and Young People's Mental Health Services (CYPMHS)
- Family support services for domestic abuse, family support, parenting programmes and emotional health and wellbeing.

The review part of the cycle is carried out informally daily and weekly through discussions between staff in school and is reviewed formally at the end of each term, when the targets on your child's plan are evaluated to ensure that the desired outcomes have been achieved. This will be shared with you and your child, and a new set of achievable targets will be decided upon. You will have the opportunity to have a formal meeting with your child's class teacher to discuss the effectiveness of the provision every term. You may make an appointment with the class teacher or SENDCO to discuss the provision being made for your child at any time by appointment.

How will both you and I know how my child is doing and how will you help me?

At St Oswald's School we operate an open-door policy, which means that you may discuss your child's needs with us at any time before and after school, or by appointment for a more formal discussion. If we have concerns that your child may have SEND, we will have an initial meeting with yourselves to discuss this as described above in the assess section. Your child will then have a SEND Support Plan which will set out small achievable targets tailored to your child's individual needs.

We will always share these targets with you, explain how we are going to put support in place in school to help your child to achieve these targets in school, and explain how you can help your child to work towards these targets at home. At the end of each term, we will invite you into school to meet with the class teacher to discuss the evaluation of the SEND SUPPORT PLAN and to set new targets for the following term. We will always share information with you regarding different services and information that you may be able to access that we feel may benefit your child and family. Information for parents is always available on our school website. The school's SEND policy also provides detailed information regarding how we can support you and your child with your child's learning. This is available on the school's website, or a hard copy can be requested via the office.

We can also offer support to you as a family if you wish to access services for support with domestic violence, family support, parenting programmes and emotional health and wellbeing. If you would like further information on how to access support for any of these services, please speak to the Headteacher, the school's SENDCO or any member of staff. We are a very caring and understanding staff who operate within the Catholic ethos of this school and all requests will be treated in the strictest of confidence and may help us to understand how we can support your child or family better in school.

The Lancashire Information, Advice and Support Service (SEND IAS) is a free service offered by Lancashire County Council to provide support for families of children with SEND. They can be contacted on 0300 123 6706.

How will the curriculum be matched to my child's needs?

We will have an initial meeting with yourselves, class teacher and SENDCO, to discuss your child's SEND and how we are going to meet your child's needs. We use targets which are specific to the objectives in the National Curriculum and filtered down into bitesize chunks that should be achievable within a termly timeframe. We will use a range of teaching styles to adapt to your child's preferred learning needs. The deployment of school staff will have been considered in the assess and plan section of the graduated response for SEND support and will also be detailed in the "who will do this" section of your child's SEND SUPPORT PLAN. The person who is delivering the provision for your child will always remain under the instruction of the class teacher and SENDCO.

How accessible is the school environment?

We are a welcoming school with friendly staff who form good relationships with pupils and parents. Staff are approachable and accommodating.

The school is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that most doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. The school site includes appropriate accessibility adaptations to support pupils, parents and visitors with mobility needs. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.

The school's Accessibility Plan is available on the school website.

How are the school resources allocated and matched to children's special educational needs and disabilities?
How is the decision made about the type and quantity of support my child receives?

The Ordinarily Available Provision at St Oswald's Catholic Primary School is strong. High-quality adaptive teaching is the first response to meeting the needs of pupils with SEND. Teachers provide a range of adaptations including scaffolding, visual supports, pre-teaching, assistive technology where appropriate, targeted intervention and personalised approaches to enable pupils to access learning successfully. There are also a wide range of physical resources, such as ear-defenders, restrictive chair bands and fidget devices available to all children to support sensory regulation.

We have a varied and very experienced staff at St Oswald's, who have lots of qualifications and expertise of working with children with different types of SEND. When considering the type of SEND need that is applicable to your child, we will firstly consider the strengths and expertise of the staff that we have available in school. If we feel that your child's needs can be met through the appropriate deployment of staff, then this will be discussed with you at the target setting meeting. If we feel that we need extra advice about your child's SEND from external agencies, such as medical professionals, then this will also be discussed with you, and outside agencies will visit your child either at home, at clinics or in school to assess your child's needs and decide on an appropriate programme of action. This may mean that the professional works with staff in our school to provide the best possible outcomes for your child. Recommendations are then included in the targets on your child's SEND SUPPORT PLAN.

The majority of children will have their needs met through the assess-plan-do-review cycle, however if a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. A request for an Education, Health and Care Needs Assessment can be made by the school, parents/carers or other professionals supporting the child and submitted to Lancashire County Council for consideration.

Lancashire County Council has a seven-step EHC Plan pathway for considering a referral for an EHC plan which can be viewed in the SEND policy on the school's website or by requesting a hard copy via the school's office.

If your child has SEND, arrangements may need to be made for your child to access certain tests such as SATs in primary school. The Headteacher ensures that pupils who meet the relevant criteria can access appropriate assessment arrangements in accordance with national guidance, which may include additional time, readers, scribes or, in exceptional circumstances, statutory exemptions.

What training have the staff supporting children with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?

The school's SENDCO (Mr N Owens) has completed the NPQSEND award, and he is supported by a well-qualified and experienced Associate SENDCO (Mrs Kate Taylor). Our teachers and teaching assistants have a wealth of experience and have worked with a range of education, health and social care professionals, and are therefore proficient at delivering a range of intervention programmes in a variety of learning styles to meet individual children's needs.
For higher levels of need our school also has access to:

The following National Health Services: physiotherapy services, occupational therapy services, speech and language therapy services, school nurse, educational psychologists, and Children and Young People's Mental Health Services (CYPMHS), formerly known as CAMHS and can refer pupils to these services with parental permission, via single point referral for some services or through the Early Help Assessment process where appropriate for other services. We also have the option to purchase advice and resources from specialist teachers which is accessed via the **Inclusion and Disability Support Service (IDSS).** This referral process, or request for support is usually carried out by the school's SENDCO after consultation with the Headteacher, class teacher, pupil and parents.

To fulfil our aim to support children and families with additional needs, we are keen to signpost families to the types of support that may be available to them. We can assist families to access external support for.

Domestic Abuse. This service is part of a wider strategy to prevent and minimise the effects of domestic abuse across Lancashire and will provide a range of therapeutic interventions which are designed to improve the relationship between mother and child, whilst also helping children to overcome the effects of witnessing and/or experiencing domestic violence.

Family Support. This service will deliver time limited support to families, the focus being on developing family attitudes, thinking and behaviours in order to support the development of their resilience and may include approaches such as multi-systemic therapy, functional family therapy, neuro-linguistic programming and solution focused coaching.

Parenting programmes. This service has proven to improve parents' self-esteem, parents' confidence in their parenting, family relationships and relationships with children.

Emotional health and wellbeing. This service is aimed at providing support for and building resilience in children, young people and families where poor emotional health and wellbeing is having a significant impact on their lives. Support packages can include anger management work, self-esteem and confidence building, work on feelings and emotions, work around bullying, sessions on dealing with peer pressure, image and healthy eating and counselling

How will the school prepare and support my child to join St Oswald's, transfer to a new school or the next stage of education and life?

We support each child's transition on an individual basis and in a variety of ways including. Enhanced transition arrangements will be put in place where required to meet individual needs.

· An individual transition programme to join our school, each new class and secondary school.
· Transition meetings with SENDCO and other staff from the secondary school that the child is due to attend. We have excellent links with the local Catholic High School's SENDCO as one of their feeder schools.
· Extra visits to the school if appropriate. A summer school is offered for children with SEND when they are transitioning to our feeder Catholic High School in Chorley.
· All relevant documentation forwarded to the relevant schools via the SIMS electronic transfer service.

How will my child be included in activities outside the classroom, including school trips?

The school will only use companies to deliver extra-curricular activities who have a policy of full inclusion for all pupils. Company policies are checked and verified before any service level agreements are signed. Coaching/teaching staff are provided with details of specific needs before any activity commences. The school would seek to arrange adult supervision where necessary and appropriate, whether this be parental support or staff supervision.

When planning educational visits which involve children with SEND, parents are included in the planning process where necessary and appropriate at an early stage to assist in overcoming potential barriers to ensure that the children are able to be included as much as reasonably possible.

The school will endeavour to provide appropriate support and supervision for pupils with specific needs during periods outside the classroom. This may be 1:1 supervision for children with physical disabilities who receive such supervision in class, or arrangements will be made for children to play small group games in specific areas of the playground where appropriate.

What support will there be for my child's overall well-being?

Health and therapy services are available in school. These include the school nursing support where appropriate. Hearing and vision are tested in Year 1. Referrals can be made by school for occupational therapy, physiotherapy, speech and language therapy, educational psychologists, CYPMHS and links to the children's centres and family support services.

Care plans are put in place for those children who require them. They are devised with parents and health professionals. All relevant staff are made aware of the content of the care plans for individual children and any specific training required takes place for the appropriate members of staff.

The school offers a child-centred approach when dealing with social and emotional issues, and all staff are fully committed to this. As we are a small Catholic school, we are able to provide a strong ethos to develop the uniqueness of each child in a nurturing and supportive way. We are also able to signpost families to appropriate services that can offer support to both child and family to deal with social and emotional issues. Referrals can be made to early support when appropriate.

The school is able to administer medicine and have a policy and procedure to ensure this is done with safety and practicalities in mind. Medicines are stored securely and safely.

The school has a graduated approach to behaviour as described in the behaviour policy. Adaptations can be made to reflect a child's needs.

Safeguarding is of the highest priority and clear safeguarding policies and procedures are strictly adhered to. All staff receive at least Level 1 training in Safeguarding, and DSPs are in place and regularly receive updated training.

Children are able to contribute their views to their overall well-being through SEND SUPPORT PLAN review meetings and informal discussions with members of staff delivering targeted provision.

Appropriate staff are First Aid trained and are aware of how to deal with medical emergencies, should this matter arise. Children with potential for specific emergencies, such as children with severe allergies, have care plans and details of how to act in the case of an emergency. Relevant staff receive training to administer emergency medication where required, such as EpiPens.

How are parents of children with SEN involved in the school and how can I get involved?

We have an open-door policy, which means that teachers are available before or after school, by phone, email or letter or by appointment via the school office. There are many ways that you can get involved with the school. Some examples include the following:

1. Reading Dojo communication posts
2. Reading termly curriculum newsletters which outlines the programmes of study your child will be following.

3. Attending mass when your child's class attends- dates are found on the newsletter.
4. Accessing the school website which is frequently updated with information about what is going on at school.
5. Attending parents' evenings twice per year
6. Reading your child's end of year report
7. Attending curriculum evenings such as reading, phonics, maths, e-safety, SATs information meetings and residential trip meetings
8. Attending open days.
9. Volunteering as a parent helper in school.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?

As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Specialist teachers, Counsellors, Social Workers, Paediatricians and Educational Psychologists. In addition, the Special Educational Needs Co-ordinator and Head Teacher are able to consult with Lancashire education authority for advice and support with access to services provided by the SEND Traded Team.

These services are accessible through discussion with the SENDCO and may require a request for service form or Early Help form.

What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher should further discuss the concern with the parent or carer. If the concern cannot be resolved at this stage, it should be brought to the notice of the Headteacher.

In the unlikely event that the difficulty is unable to be resolved, the parent or carer's concerns should be put in writing to the SEND Governor:
Mrs E Bibby
c/o St Oswald's Catholic Primary School, Spendmore Lane, Coppull, Chorley, PR7 5DH.

Parents also have the right to seek advice and support from Lancashire Information, Advice and Support Service (SEND IAS).

Where can I find the contact details of support services for the parents of children with SEND?
Parents/carers should in the first instance speak to their child's class teacher, who may be able to signpost different services or support available. If they are unable to, a meeting with the SENDCO can be arranged. Parents/carers may wish to visit the link below for up-to-date support available in the Lancashire area as well as the Lancashire County Council SEND website and local offer (as below). Information, advice and support - Lancashire County Council

Where can I find information on where the local authority's local offer is published?
Lancashire County Council's Local Offer - http://www.lancashire.gov.uk/send