# ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

## Special Education Needs and Disabilities and Inclusion Policy

Date reviewed: March 2026
Date of next review: March 2027

# POLICY

## This policy should be read alongside the Accessibility Plan, Annual SEND Report and the SEND Information Report.

**Rationale:**
Every child at St. Oswald's Catholic Primary School is entitled to a broad and balanced curriculum. It is the duty of all members of staff at St. Oswald's to use their best endeavours to ensure that each child with Special Educational Needs and Disabilities has access to the wider curriculum and is fully integrated into the social and academic life of the school.

The governors and staff of the school acknowledge their shared responsibility for making appropriate provision for children with Special Educational Needs and Disabilities. It is our aim that this policy will help us succeed with our principal aim of enabling every child to achieve his or her full potential.

We hope to provide a caring, supportive learning environment in which children with Special Educational Needs and Disabilities can achieve success; Living, Learning and Loving together with Christ.

**Objectives**

- To maintain the graduated process of assessment and review, as outlined in the Code of Practice 2014.
- To take into account legislation related to SEND and Disabilities, including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014, The Special Educational Needs and Disabilities and Disability Regulations 2014, The Special Educational Needs and Disabilities (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, the Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with Medical conditions 2014.
- To ensure the equality of opportunities for all children.
- To develop a system for the early identification and assessment of a child's Special Educational Needs and Disabilities.
- To work in partnership with parents and encourage their participation.
- To take into account the views of the child.
- To seek the support from outside services, when required, so that the child's needs are addressed as early as possible.
- To take into account SEND when identifying staff training needs.

**Admission arrangements**
St. Oswald's has a published admissions policy, agreed by the governors. The school does not prioritise on the grounds of ability. Information on this can be found HERE.

**Special Educational Needs and Disabilities Co-ordinator**
The SENDCO is **Mrs Gemma Summersby**. Mrs Summersby has achieved the National Award for SEN Co-ordination. She can be contacted via telephone or the school admin email address:

Tel: 0191 2852437
Email: office@stoswaldsnewcastle.co.uk

**Mrs Julie Fitzgerald** is the governor with SEND responsibility.

**Roles and Responsibilities:**
The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for:

• Managing the day-to-day operation of the policy
• Co-ordinating the provision for pupils with SEND
• Advising on the graduated approach to providing SEND support
• Advising on the deployment of the school's delegated budget and resources
•To meet pupils' needs effectively
• Liaising with parents of pupils with SEND
• Liaising with early years providers, other schools, Educational Psychologists, Health and Social care professionals, and independent or voluntary bodies
• Being a key point of contact with external agencies, especially the local authority and its support services
• Completing referrals to outside agencies
• Completing relevant documentation required for audit

**Looked after Children (LAC)**
The designated teacher for LAC is **Mrs Gemma Summersby**. Mrs Summersby ensures that arrangements are in place for supporting pupils that are looked after or former looked after and have SEN. SEN and PEP meetings are coordinated and where possible held on the same day.

**Access to Facilities and Provision:**
Please refer to school's accessibility plan which outlines how we:
•Increase access to the curriculum for pupils with a disability
•Improve and maintain access to the physical environment
•Improve the delivery of written information to pupils

**Special Educational Needs and Disabilities Specialism**
St. Oswald's has no Special Educational Needs and Disabilities specialism.

**Access facilities and provision**
The school has wheelchair access through one main entrance and there are ramps leading to the fire exit doors in each classroom. The building has had specific alterations for disabled provision which includes the installation of a disabled toilet, which was previously identified as a priority in the Access Plan. Another identified priority was access in the main hall. A wheelchair ramp is available to ensure access via the steps or alternative access is via the fire exit doors at the rear of the hall.

**Allocation of resources**
Mrs Summersby as SENDCO, Mr Marley as Headteacher and Mrs Lightfoot as School Business Manager are responsible for the operational management of the budget for Special Educational Needs and Disabilities provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

St. Oswald's receives minimal funding to support SEND. This money is used to enhance staffing and to purchase resources. Where they receive high needs top up funding, this is used to provide provision as specified in Section F of an EHCP.

Class teachers constitute the main resource for SEND, supporting children through Quality First Teaching, adaptive teaching and use of additional adults in the classroom. They make use of Newcastle Local Authority's Universally Available Provision and their Descriptors of Need to support children in our school.

**Identification, assessment and review arrangements**
The school follows the graduated approach of action and intervention as outlined in the Code of Practice 2014.

• Needing Support – the class teacher will liaise with the pupil's parents, the SENDCO, and the pupil to plan and implement targets based on need. This will be reviewed termly.
• Educational Health and Care Plan – as above with additional involvement of the external support services.
•Where parents or schools have requested a statutory assessment and an EHCP has been issued, it will be reviewed every 6 months if the child is under 5 or annually if over 5. However, informal reviews will be more frequent according to stipulations in each plan.
• The views and wishes of both the parents and child are taken into account at all stages. They should be kept informed at all times.

**Access to the curriculum**
At St Oswald's, the broad and balanced curriculum is differentiated to enable all children to access teaching and learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of sessions, pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions, planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs, as well as any wider community activities.

**Identification**
All children experience the full range of curriculum opportunities. Teachers plan for adaptive teaching within the classroom ensuring that all children gain access to the curriculum at an appropriate level. This is part of our universal offer.

St Oswald's follows the graduated approach of Assess, Plan, Do and Review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for *'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)*

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

A provision map outlines all SEND support and is updated each term.

SEND is a standing item on staff meeting agendas and staff will discuss children who are of concern and who may require SEND provision. These concerns are shared with parents and decisions will be made, supported by the Local Authority's Descriptors of needs, on whether to monitor or add the child to the school's SEN Register.

Targets and progress are reviewed termly through a variety of methods: with parents/carers at SEND action plan update meetings, parents' evenings and written reports. Informal discussion with parents is encouraged.

The four strands of action, as set out in the Code of Practice, are taken into account when planning provision for children with SEND. These strands are:
• Assessment, planning and review
• Grouping for teaching purposes
• Additional human resources
• Curriculum and teaching methods

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Transition between settings
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

**Education, Health and Care Plans**
Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, school or parents may consider requesting an Education, Health and Care assessment. This will be a decision

that would be taken, after receiving advice from external agencies. School will provide the local authority with evidence of the action taken as part of SEND support. ***(The Local Authority is decided based on home postcode when applying for an EHCP.)***

**Pupil Participation**
The views of the child should be sought where practical, taking into account age, maturity and capability of the child. When the initial concern form is completed the views of both the child and the parents are sought. Targets and plans are discussed with the child and where appropriate they have input into target setting.

**Partnership with Parents**
At St. Oswald's, we value our partnership with parents. Parents are encouraged to share any concerns about their child with staff and likewise any concerns expressed by staff about a child in school would be shared with the child's parents.

Parents are kept regularly informed of their child's progress.

All parents are welcome to help in school and are invited to attend workshops, accompany their child on visits and take part in social and fund raising events throughout the year.

**Inclusion**
We actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with SEND.

We engender a sense of community and belonging and encourage all involved to come together to support each other.

The school has regard to the following guidance and legislation
- Special Educational Needs and Disabilities Code of Practice
- Special Educational Needs and Disabilities Toolkit
- National Curriculum
- Special Educational Needs and Disabilities and Disability Act 2014
- Equalities Act 2010

**Review and assessment procedures**
- Assessment, recording and reporting procedures
- Monitoring of pupil progress
- Monitoring of resource allocation

**Policy Evaluation**
The schools' SEND policy will be successful if the following criteria are met for children with SEND:

- Self-esteem and confidence are developed and nurtured.
- Adequate progress is made in learning, social and personal skills or improvements are made in behaviour.
- Pupils are fully included in the normal life of the school.
- Parents are kept informed and are able to work in partnership with the school.

• Children receive the support and advice needed to achieve their potential.
• Resources are used effectively.

**Staff Development**
Training for SENDCO and for the staff as a whole will be an integral part of the School Improvement Plan. The SENDCO and other identified members of staff attend courses provided by the Local Authority, Bishop Bewick Catholic Education Trust and outside agencies in order to increase their expertise and knowledge with regard to SEND. The information is disseminated to all staff through INSET. Where appropriate, outside services are brought in to deliver INSET on particular aspects of SEND. More information on staff development can be found in the SEND information report.

**Medical Conditions**
St Oswald's will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has a SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

**External Services**
The school has an SLA agree with a private Educational Psychologist, arranged through the Bishop Bewick Catholic Education Trust.

The school has a traded agreement with the Local Authority at Bronze level and can refer children to the Advice and Support Allocation Panel (ASAP) where appropriate.

The school recognises that external support services can play an important part in helping identify, assess and make provision for pupils with Special Educational Needs and Disabilities. The expertise of other services and agencies, including Local Authority support services, Health and Social Services are called upon when required.

**Links with other schools**
When pupils move schools, either at Phase Transfer or at any other time, school records will be transferred, usually via CPOMS. For pupils with SEND, information collated by the SENDCO will be sent to the receiving school's SENDCO, during a transition session.

St Oswald's are part of the Bishop Bewick Catholic Education Trust, who have SENDCO network meetings on a half termly basis and work closely with the Local Authority to ensure all staff are up to date with current practice.

**Complaints Procedure**
The school will initially attempt to resolve a complaint about SEND provision at school level within one week of the complaint having first been made. The procedure is as follows:

Firstly, the class teacher attempts to resolve matters, then if required the SENDCO and/or Head Teacher becomes involved. SENDIASS (SEND information, support and advice service) may also become involved at this stage.

If the complaint is unresolved, then the person making the complaint is advised of their rights, under Section 23 of the Education Reform Act, to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved.

This policy will be reviewed and amended on a regular basis.

| *Date Reviewed* | *By Whom* |
|---|---|
| *November 2024* | *Gemma Summersby* |
| *March 2025* | *Gemma Summersby* |
| *November 2025* | *Gemma Summersby* |
| *March 2026* | *Gemma Summersby* |
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