Special Educational Needs Information Report

- Next review due by: March 2027
- St Oswald's Catholic Primary School
- Last reviewed: March 2026
- Approved by: P. Marley – Headteacher
  J. Fitzgerald – SEND Governor
  G. Summersby - SENDco

Key Staff for SEND



Headteacher
Paul Marley



SENDCo
Gemma Summersby



Governor
Julie Fitzgerald

Staff roles and responsibilities

All staff are involved with supporting children with Special Educational Needs.

The staff at St Oswald's Catholic Primary School will work together to:

- Ensure children who may have SEND are identified as soon as possible.
- Arrange meetings which are held when a concern has been expressed by parents, teachers or external professionals.
- Create termly SEND support plans with long term goals and short term targets as well as including information on how the pupil is being supported.
- Hold annual reviews for children with Education, Health and Care Plans.
- Ensure that all children are tracked through the school assessment system.
- Ensure progress is reported at parents evenings and in termly reports.
- Operate an open door policy and liaise with parents.

SEN at St Oswald's Catholic Primary School

Living, Learning and Loving together with Christ

Our mission statement is the mainstay of our school, including our work with our children with additional learning needs. This document gives families information about the variety of ways we ensure we support our children with Special Educational Needs and Disability (SEND) to achieve their potential.

We provide a full range of educational and pastoral support to all and our children with SEND make good progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary.

SEN at St Oswald's Catholic Primary School

Definitions of SEND

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

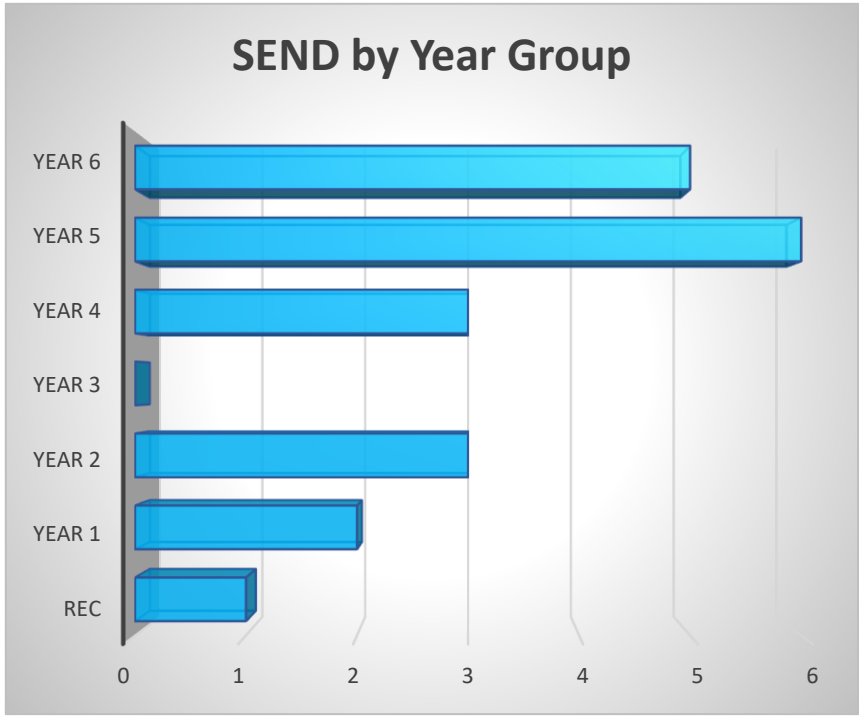
- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

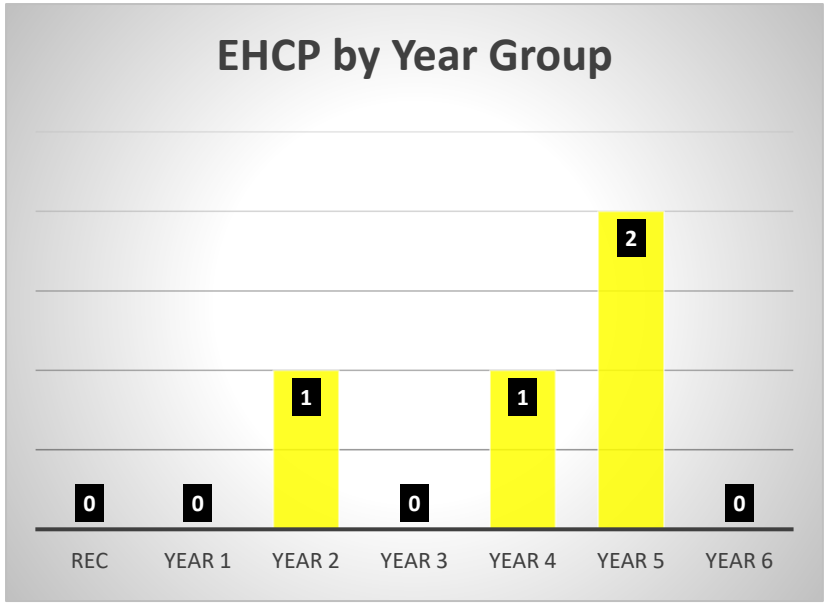
Special educational provision means:

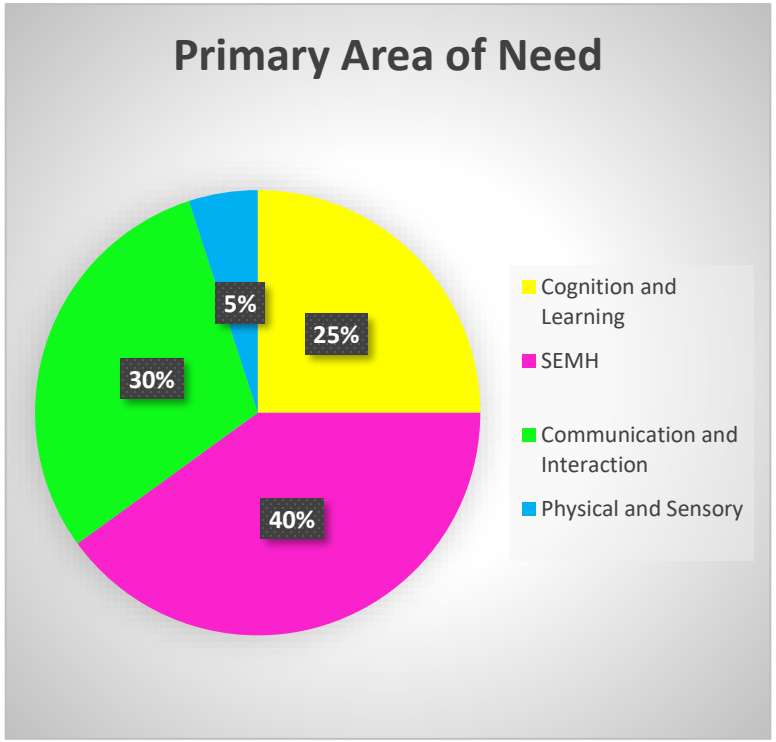
- Education or training provision that is additional to or different from, that made generally for others of the same age.

(SEND Code of Practice 2015)

SEN at St Oswald's Catholic Primary School







Data correct as of 23.3.26

What are the different types of SEND?

Click on the underlined links to see how St Oswald's can support your child with the different areas of need listed below.

Cognition and Learning

Specific Learning Difficulties (SpLD)
e.g. dyslexia
Focus, attention or memory difficulties

Communication and Interaction

Speech, Language and Communication Needs
Autism Spectrum Condition

Social, Emotional and Mental Health

ADHD, Anxiety
Emotional Dysregulation

Sensory and/or Physical

Physical Disability
Hearing Impairment
Visual Impairment

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Cognition and Learning

Wave 1 **(Universal Offer)** **Support available for all children** Use of Newcastle's Universally Available Provision, including but not limited to:	**Wave 2** **(Some Learners)** **More targeted support for individuals not making expected progress.**	**Wave 3** **(Few Learners)** **Highest level of support for children who despite intervention are not making progress.**
• Quality First Teaching • Adaptive Teaching • Visuals • Working Walls • Brain Breaks • Flexible Seating • Word Banks • Explicit Modelling • Manipulatives • Physical Aids e.g. pencil grips • Staff CPD – Trust / LA	• Pre Teaching • Word Wasp • Toe by Toe • Memory Magic • Nessy Reading and Spelling • Better Reading Support Partners • Success at Arithmetic • Small group English and Maths support. • Movement Breaks • Dyslexia GL Assessment Screen • Dyscalculia GL Assessment Screen • Assistive Technology • ELS Phonics Intervention • SEND Action Plan	• Educational Psychologist • SpLD Assessment – Rachel Cliefe • Specialist ASAP Outreach Teams referral • EHCP • Early Help

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Communication and Interaction

Wave 1 **(Universal Offer)** **Support available for all children** Use of Newcastle's Universally Available Provision, including but not limited to:	**Wave 2** **(Some Learners)** **More targeted support for individuals not making expected progress.**	**Wave 3** **(Few Learners)** **Highest level of support for children who despite intervention are not making progress.**
• Quality First Teaching • Adaptive Teaching • Visuals • Wellcomm Language Screen (Rec & Year 3) • Working Walls • Brain Breaks • Flexible Seating • Word Banks • Explicit Modelling • Manipulatives • Zones of Regulation • Staff CPD – Trust / LA	• Additional Wellcomm Screen • Wellcomm Language Intervention • SALT programmes where directed by Newcastle SALT. • Voice's Heard • Lego Therapy • ELSA Friendship Group • Soft Launch to day • ELS Phonic Support • Break/Lunch time Clubs • Happy Hearts Group • GRIT Group • Colourful Semantics • Assistive Technology • SEND Action Plan	• Educational Psychologist • NHS Speech and Language referral • Specialist ASAP Outreach Teams referral • EHCP • Links to Children NE to support parents in supporting children with additional needs. • Early Help • Signposting to Toby Henderson Trust and other external agencies.

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Social, Emotional and Mental Health (SEMH)

Wave 1 **(Universal Offer)** **Support available for all children** Use of Newcastle's Universally Available Provision, including but not limited to:	**Wave 2** **(Some Learners)** **More targeted support for individuals not making expected progress.**	**Wave 3** **(Few Learners)** **Highest level of support for children who despite intervention are not making progress.**
• Quality First Teaching • Adaptive Teaching • Visuals • Brain Breaks • Flexible Seating • Word Banks • Explicit Modelling • Manipulatives • Zones of Regulation • Calm Corners • Snug (Sensory Room) • Wellbeing Hub • Staff CPD – Trust / LA • Wellbeing Council lead days on Mental Health and wellbeing.	• Referral to Single Point Access (To get CYPS support) or The Mental Health and Emotional Wellbeing Collaborative (To get CAMHS support) depending on the Child's GP. • Newcastle SEMH team • Access to Sensory room at GPFS • 1:1 Check in / Voices Heard Sessions • SEND Action Plan • RISE groups • School Health Support • Happy Hearts Support Group • GRIT Group	• Safety Plans to ensure children are able to access the curriculum and remain safe in school. • Educational Psychologist • Specialist ASAP Outreach Teams referral • EHCP • Links to Children NE to support parents in supporting children with additional needs. • RISE 1:1 Support • Early Help • CYPS/CAMHS Crisis Teams • Occupational Health (Via School Nurse) • Signposting to KOOTH and other external agencies

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Sensory and Physical

Wave 1 **(Universal Offer)** **Support available for all children** Use of Newcastle's Universally Available Provision, including but not limited to:	**Wave 2** **(Some Learners)** **More targeted support for individuals not making expected progress.**	**Wave 3** **(Few Learners)** **Highest level of support for children who despite intervention are not making progress.**
• Quality First Teaching • Adaptive Teaching • Visuals • Multi sensory teaching approaches • Brain Breaks • Calm Corners • Low Arousal Learning Spaces • Quiet work spaces • Snug Sensory Room • Training for specific medical conditions e.g. Asthma Training, Epi Pen Training.	• Vision Team Support • Hearing Team Support • Occupational Therapy (Via School Health) • Motor Skills group (Fine and Gross) • Sensory Circuit Movement Breaks • Letterjoin Handwriting Intervention • Adaptions to classroom spaces if mobility issues. • Assistive Technology • Touch Typing • Sensory Room at GPFS	• Educational Psychologist • Safety Plans to ensure children are able to access the curriculum and remain safe in school. • Specialist ASAP Outreach Teams referral • EHCP • Early Help • Deaf CAMHS • Occupational Therapy Programmes • Adapted equipment • Personal Care Support

How do we know when extra support is needed?

If a child is making slower than expected progress, we will take steps to try and find why this is happening. This will include;

- Discussions with the child
- Discussions with parents
- Discussions with previous teachers and support staff
- Analysis of data and assessments

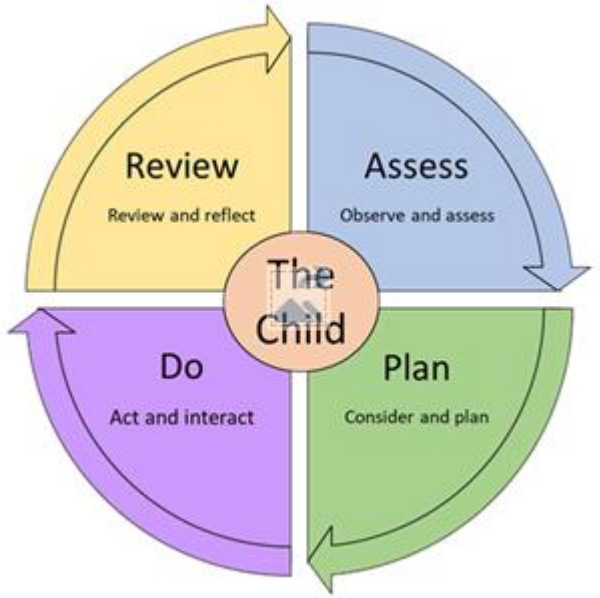
If a child is making slow progress and we are concerned there may be SEND need, we will look at implementing the **Graduated Approach** in order to delve deeper into a child's needs. This will allow us to further monitor their progress.

Assess—what are the child's barriers to learning.

Plan—targeted provision / support / strategies to assist.

Do—as we planned over 2 half terms

Review—the impact of the support which has been in place



Assess

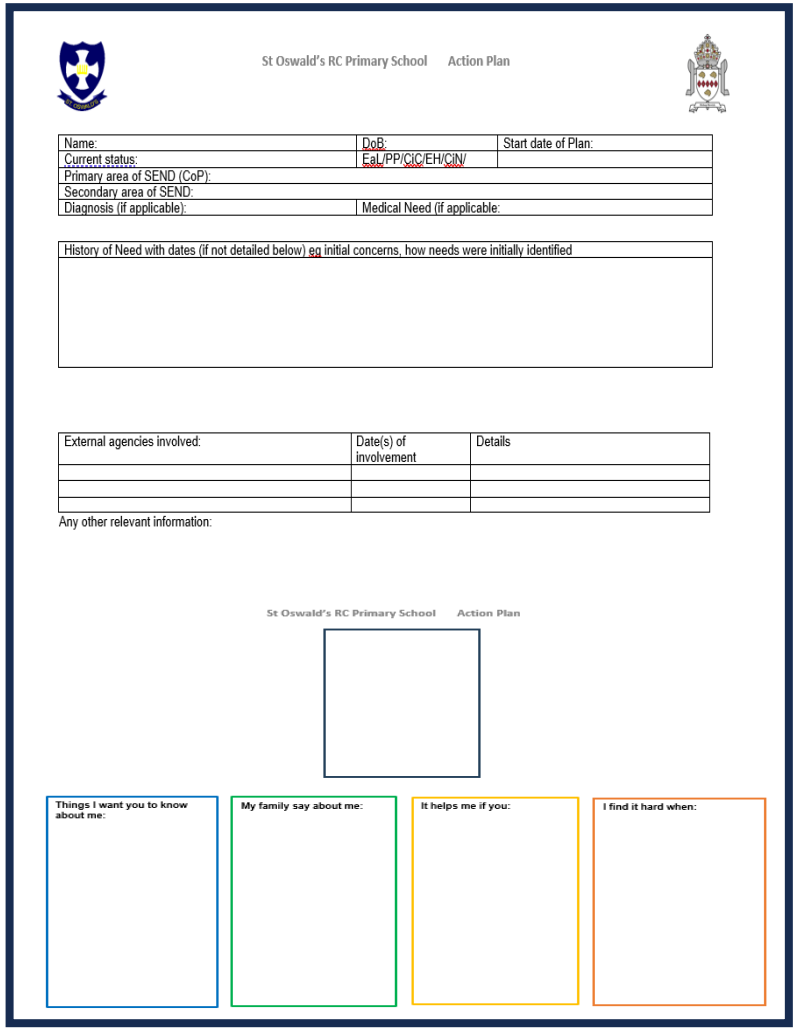
At St Oswald's Catholic Primary School, we prioritise the early identification of any special educational needs to ensure every child receives the support they need to thrive.

We begin by gathering information through both formal and informal discussions with teaching staff and parents or carers. If any concerns arise about a child's learning, development, or behaviour, a decision will be made on how to address these concerns and it may be decided to create an Action Plan.

The class teacher will then create SMART targets—goals that are Specific, Measurable, Achievable, Realistic, and Time-bound—tailored to support the child's progress. The Action Plan also outlines the additional support or interventions the school will provide to help the child achieve these targets. These are reviewed each term, and more frequently if needed.

If, despite this support, the child continues to make limited progress, we may seek further advice by referring them to an external agency (e.g. educational psychologist, speech and language therapist). These professionals provide specialist assessments and recommendations.

Based on this expert input, the Action plan will be adapted with new, targeted strategies. At this stage, the child will be added to the school's SEND Register to ensure their needs are monitored closely and supported effectively.



St Oswald's RC Primary School Action Plan

Name:	DoB:	Start date of Plan:
Current status:	EaL/PP/CiC/EH/CiN/	
Primary area of SEND (CoP):		
Secondary area of SEND:		
Diagnosis (if applicable):	Medical Need (if applicable:	

History of Need with dates (if not detailed below) eg initial concerns, how needs were initially identified

External agencies involved:	Date(s) of involvement	Details

Any other relevant information:

St Oswald's RC Primary School Action Plan

Things I want you to know about me:	My family say about me:	It helps me if you:	I find it hard when:

Plan

When a concern has been expressed or a need has been identified, the next stage is to plan to make adjustments to the provision to support the child. This planning can come in different forms.

It could involve requesting support from an external professional:

Education Psychology
Speech and Language Therapists
CYPS / CAMHS
SEMH Team
ASAP Out Reach Teams
Rachel Cliefe (SpLD Teacher)
Vision Impairment Team
Hearing Impairment Team
School Health
Clennell Education Solutions

Local Authority Support Teams (e.g. Access and Inclusion Team)
Occupational Therapists (via School Health)
Early Help

Plan

It could involve finding and then investing in staff training:

Rainbows Training
Lego Therapy Training
De-escalation Training
Positive Handling Training
Attachment Disorder Training
Mental Health and Emotional Wellbeing Awareness
CPOMS
Safeguarding Update
Whole School Emergency First Aid Training
Diabetes Training
Epi Pen Training
Asthma Training

Autism Awareness Training
Deaf Awareness Training
School Nurse Training for specific conditions
ADHD Awareness Training
Adoption Training
Selective Mutism Training
Developmental Language Disorder Training
Neuro-diverse check in Training
Happy Minds, Health Future Training
PACE Training
MITA Project
Adaptive Teaching
ELKLAN – Speech and Language

Do

Once advice has been received from an external agency, the school moves into the 'Do' stage of the Graduated Approach. At this point, a child will usually be added to the SEND register (although in some cases, continued monitoring may still be appropriate depending on individual circumstances).
The recommendations and strategies provided by specialists are then put into practice. These actions are tailored to the child's specific needs and may include a wide range of support measures—for example:

· Using assistive technology to aid communication or learning,
· Delivering regular or time-limited (short burst) intervention sessions,
· Creating a personalised visual timetable to support routine and understanding,
· Implementing a reward chart to encourage positive behaviour and engagement.

Our focus is on removing barriers to learning and making meaningful, practical changes to the child's learning environment. This might involve adapting teaching methods, providing additional resources, or modifying the physical classroom space.

By taking purposeful and well-informed action, we aim to ensure that every child receives the support they need to make progress and feel successful in their learning.

Review

At St Oswald's Catholic Primary School, the assessment stage is a vital part of our SEND support process. Before planning any intervention or support, we take time to gain a clear and well-rounded understanding of the child's needs. This is achieved through ongoing evaluation and reflection to ensure that any support we provide is both relevant and effective.
We gather assessment information from a variety of sources, including:

- **Teacher assessments and observations**, which provide insight into progress, strengths, and areas of difficulty.
- **Review meetings with parents**—whether part of a SEND Support Plan, an EHCP review or the conclusion of an intervention—help us reflect on what's working and what might need to change.
- **Standardised assessment tools** which offer more detailed information about specific areas of need.
- **SENDCo or external professional observations**, which help provide additional context and a more specialist perspective.
- **Follow-up assessments from external agencies**, which inform our understanding and shape the next steps in provision.

We also place a strong emphasis on **pupil and parent voice**. Listening to how children feel about the support they receive, and gathering feedback from families, helps us build a complete picture of each learner and evaluate how well provision is meeting their needs.

SEND Action Plan meetings are a key opportunity for this assessment and reflection to take place. These conversations are central to the collaborative approach we take as we prepare to move through the next steps of the **Assess–Plan–Do–Review** cycle once again.

Education, Health and Care Plans

What is an EHCP and How Does a Child Get One?

An **Education, Health and Care Plan (EHCP)** is a legal document that sets out a child or young person's special educational needs (SEN), the support they require, and the outcomes they are working towards. It is designed for children and young people aged 0–25 who need more support than a school or setting can provide through their usual SEND (Special Educational Needs and Disabilities) support.

What does an EHCP include?

An EHCP gives a full picture of your child's needs in the areas of: Education**,** Health and Social Care (if relevant).

It details: the support your child needs; how that support should be provided; the goals or outcomes that the support should help your child achieve and the school or setting your child should attend.

Who can apply for an EHCP?

Anyone can request an EHCP needs assessment: parents or carers; a young person over 16 or a school , nursery or college with parental consent.

If your child is already receiving extra help at school but is still not making expected progress, it may be appropriate to consider an EHCP.

How does the process work?

1. Requesting an EHC Needs Assessment You or the school can ask the local authority (LA) to carry out an EHC needs assessment. This is the first step towards getting an EHCP.

2. The Local Authority decides The LA has six weeks to decide whether to carry out an assessment. They will look at evidence from the school, professionals, and parents to make their decision.

3. The Assessment If agreed, the LA will gather information from:
Parents or carers, School or nursery, Educational psychologists, Health professionals (e.g. paediatricians, therapists), Social care (if involved), Your child (where appropriate)

4. Drafting the Plan If the LA decides an EHCP is needed, they will write a draft plan and send it to you for feedback. You can comment on the content and express a preference for a school or setting.

5. Issuing the Final EHCP The LA has 20 weeks from the original request to issue the final plan.

What happens next?

Once the EHCP is in place, the school must follow the support outlined in the plan. The EHCP is reviewed every year to check it is still meeting your child's needs. If you're unsure whether an EHCP is right for your child, speak to the **SENDCo (Special Educational Needs and Disabilities Coordinator)**, or contact your local **SEND Information, Advice and Support Service (SENDIASS)** for free, impartial guidance. (see links page for further information).

Transition

Nursery to Reception transition / Primary School to Secondary School

At St Oswald's Catholic Primary School, we are committed to ensuring smooth and supportive transitions for all pupils when they join us or move on to a new setting.
We work closely with previous and receiving schools to share information and ensure continuity of care and support. This is particularly important for pupils with additional needs, so that appropriate provision is in place from the very beginning and continues without disruption.
When children transition from nursery into our school, we use the Newcastle Passport to support the sharing of key information. Staff also visit previous settings to discuss each child's needs in detail and ensure that appropriate support is planned and ready for when they start with us.
As pupils move on to secondary school, the SENDCo works alongside the class teacher to complete and share detailed transition documentation. This ensures that information about each child's needs, support strategies and any professional involvement is passed on effectively, helping the next setting to provide the best possible support from the outset.

From year group to year group

At St Oswald's Catholic Primary School, we place great importance on ensuring smooth transitions between year groups.
Staff work closely together to ensure a thorough handover from one class teacher to the next. This includes sharing Action Plans, along with detailed information about the support and strategies currently in place, so that provision can continue seamlessly.
Pupils are also supported through this transition by being given opportunities to spend time in their new classroom and begin building positive relationships with their new class teacher. This helps children to feel confident, secure and ready for the next stage of their learning.

Exam Access Arrangements

At St Oswald's Catholic Primary School, we adhere to statutory guidance regarding assessment arrangements to ensure that all pupils are supported to achieve their full potential. We recognise that some children benefit from adjustments to the standard testing environment. Where appropriate, movement and rest breaks are embedded into everyday classroom practice for pupils with additional needs, helping them to manage their time effectively and perform at their best during assessments.

For pupils who meet the criteria, the SENDCo, Headteacher and Class Teacher work together to apply for additional time. Where possible, a quieter workspace is also provided to support pupils who may find the main classroom environment challenging during assessments.
We are committed to ensuring that all pupils can access tests fairly. Some pupils with specific needs may require additional arrangements in order to participate fully.

These arrangements are carefully considered and implemented in line with national guidance, ensuring that all pupils are given the opportunity to demonstrate their knowledge and skills in a supportive and inclusive environment.

Types of support may include:

Early opening of test packs to allow adaptations (e.g. enlarged font papers)
Additional time to complete tests
The use of scribes, word processors or other technical/electronic aids
Transcripts
Written or oral translations
Readers
Prompts and rest breaks
The use of accessibility equipment in mathematics tests
Highlighter pens
Special consideration for pupils who are ill or injured at the time of the tests

Accessibility for children with disabilities

At St Oswald's Catholic School, we are committed to ensuring that all children, including those with disabilities, can access a full and inclusive education. Schools have a legal duty under the **Equality Act 2010** to make reasonable adjustments so that children with disabilities are not disadvantaged compared to their peers.

1. Physical Access to the School Environment

We work to ensure that the physical school environment is as accessible as possible. This may include:

- Ramps or lifts for wheelchair users
- Wide doorways and corridors
- Accessible toilets and changing facilities
- Adapted furniture or equipment
- Clear signage or visual supports

If your child has specific physical access needs, we will work with you and outside agencies to plan any adjustments needed to make the school safe and accessible for them.

Accessibility for children with disabilities

2. Access to the Curriculum

Every child should be able to learn, achieve, and take part fully in lessons. To support this, we may:

- Adapt lessons to suit different learning styles and abilities
- Provide assistive technology, such as laptops or speech-to-text tools
- Offer additional adult support in class where needed
- Use visual timetables, simplified instructions, or multi-sensory teaching
- Allow extra time for tasks or assessments

Teachers and support staff are trained to meet a wide range of needs and to make learning inclusive for all.

Accessibility for children with disabilities

3. Access to School Activities

Children with disabilities are encouraged and supported to take part in all aspects of school life, including:

- School trips and educational visits
- Sports and PE
- After-school clubs
- School performances or assemblies

Risk assessments and support plans are used to make sure children can participate safely and successfully, with adjustments made where needed.

Accessibility for children with disabilities

4. Support and Communication

We work closely with parents and carers to understand your child's needs and to keep you informed. This may include:

- Regular meetings with the SENDCo or an appropriate member of staff
- Individual support plans
- Clear communication about any changes or challenges
- Involving external professionals, such as occupational therapists or advisory teachers, when necessary

5. Planning for Transitions

Whether starting school, moving to a new class, or preparing for secondary school, we carefully plan transitions for children with disabilities to ensure they feel confident and supported.

Local Offer and other support

LOCAL OFFER

Parents can find impartial and useful advice and services available on the Local Offer website.

IPSEA

IPSEA are the leading charity in the field of SEND law in England and provide free and independent legal advice and support to families of children and young people with SEND.

SENDIASS

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service provides information, advice and support at any stage of a child or young person's education including support for families in the process of getting an Education Health and Care Plan.

This is an impartial, confidential service providing information, advice and support for parents and carers of children with special educational needs children and young people up to the age of 25 years

Useful websites

School contact details

Link to accessibility report

Link to SEND Policy

Link to behaviour policy

Link to complaints policy