



SEN REPORT 2018-19

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



WHO IS THE SENCO 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 visual impairment, emotional and health difficulties, learning and development delays, physical support, dyslexia related difficulties, interventions and IPP support.

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. 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 SENCO 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. This 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

IEP'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 with a lady
to read, go on the
computer on
2type. I can chat
about how I am
doing.

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

	PLAN	DO	REVIEW
nd	Targets/Specific learning objectives	Strategies-who is doing what, how frequently and for how long?	Evaluation of progress against target and next steps
ref, back erty in his	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.	15 minute daily sessions. 4 times a week with Mrs Storey/Mrs Finn.	Monitoring via weekly progress record.
oo and ounding 2	2. To read the sounds (r) and (g) in words. To use the sounds ai, ee (igh) and ar when writing words	1. Spell the HFW's on individual words on paper, whiteboards and in sand. Give Rhys sentences which include these words to ensure he uses them correctly.	Evaluation of IEP-May 15-
and nite	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.	2. Read sounds in words. Write the sounds on individual letters. Give Rhys words and sentences which include these sounds to ensure he reads/writes them correctly.	Struggles to form a f g l m y
ally	4. To count in steps of 2, 5 and 10 accurately. Know bonds to 10 by instant recall, phonics sounds.	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.	Can count slowly up to 20 in 2's not slow
	5. Form all letters correctly to ensure ability to join letters later	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.	Can count in 5's up to 100
		5. Show how to form correctly.	Can count in 10's to 100

- 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.

IEP monitoring form

Day Time	Monday	Tuesday	Wednesday	Thursday	Friday
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 ar 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 0. reading sounds ok. gn		
4	30 q- kn, dge unsure, writing sounds good @ ongoing		
5			
6			
7			

St Oswald's RC Primary
School Report

2014—2015

Pupil:

Class 4 : Year 2

Teacher: Miss Lakeland
Miss Hindley

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 educational psychologist where each time targets are reviewed and new ones written in conjunction with the teachers.

- 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 sessions 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
- EAL cluster meetings-1 each term
- Speechlink-Speech and Language in the classroom
- Diabetes training
- Epi-pen training
- Moving and Handling
- 2TA's-School readiness training

Links to further help and advice

- Dyslexia <http://www.bdastore.org.uk/>
- Bookstart <http://www.bookstart.org.uk/bookstart-packs/>
- Speechlink <http://www.speechlink.info/>
- Talkboost <http://www.ican.org.uk/talkboost>
- SEND Gateway
<http://www.sendgateway.org.uk/about.html>
- Move 4 words <http://www.move4words.org.uk/>
- Motor skills <http://cleverfingers.co.uk/>
- Behaviour <http://www.behavioursolutions.org/>

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
- Emma Stubbs-Visually impaired teacher
- Hendon Brook-Behaviour
- Acorn Primary Health Care Centre-Speech and Language, Occupational therapy, Physiotherapy.
- Local SENDO

HOW DO WE KNOW IF WHAT WE PROVIDE FOR THE CHILDREN IS EFFECTIVE?

SEN Data analysis-End of Year

KS1 Reading

89% of children are achieving their expected level or above on the tracker sheet

22% of children achieving above their expected level on the tracker

KS2 Reading

100% of children are achieving their expected level or above on the tracker sheet

14% of children achieving above their expected level on the tracker

KS1 Writing

78% of children are achieving their expected level or above on the tracker sheet

22% of children achieving above their expected level on the tracker

2 children entering into the level above their expected level on the tracker

KS2 Writing

100% of children are achieving their expected level or above on the tracker sheet

52% of children achieving above their expected level on the tracker

KS1 Maths


100% of children are achieving their expected level or above on the tracker sheet

44% of children achieving above their expected level on the tracker

KS2 Maths

100% of children are achieving their expected level or above on the tracker sheet

14% of children achieving above their expected level on the tracker

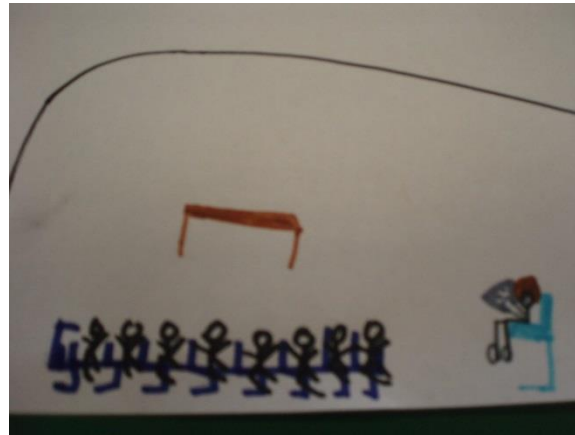


HOW ARE CHILDREN WITH SEND ENABLED TO TAKE PART IN ALL THE ACTIVITIES AVAILABLE AT SCHOOL?

- We have a breakfast club from 8.00 to 8.55 each morning and after school activities from 3pm to 4pm every afternoon. We have a range of after school activities all of which are available to children for £1
- We offer a sports club for 1 week of each holiday.
- All children attend school trips each year and any needs are taken into consideration before booking and arrangements adapted
- Children in Year 5 and 6 attend Hothersall Loge for 3 days in Autumn Term
- We are a school family; we work as a team and look after everyone in it.

OUR CLUBS

Story sacks
Cooking
Dance
Games



Football
Arts and crafts
Dodge ball



HOW DO WE SUPPORT CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES?

- We have support from Hendon Brook. This support comprises of visits from them on a 1-1 basis with children in school who need some support, strategies and approaches for us to use in classes, training and updates which they provide. Please look at the testimonials from schools who have used this support
- http://www.hendonbrook.lancs.sch.uk/index.php?category_id=48

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

Classes also go down to the forest school sessions once a week for 6 weeks at a time to develop social and interaction skills whilst taking part in basic forestry lessons



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
- Taking part in anti-bullying weeks in November
<http://www.antibullyingweek.co.uk/>

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 Hartley



Mrs Mackey



Miss Lakeland



Mrs Harrison



Miss Barlow



Miss Collinge

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>