



Special Educational Needs and Disability Support and Aspiration

Mrs. Wood - Head teacher

At St. Oswald's C. of E. Primary School we provide the best possible primary education, in a stimulating and creative environment. I believe all our children should develop a love of learning through high quality teaching and build upon individual strengths and talents.



We value the contribution that every child can make and welcome the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued and respected and are equal members of our school. However, we ensure there is equity and that children are given the support and adaptations are made to meet their needs.

The Governing Board

The governing body ensures the implementation of the SEND Policy. The named SEND Governor is Mrs. Sarah Higton. Sarah takes part in monitoring with the SENCo. Sarah is an experienced Teacher and has considerable experience of working with SEND children.

Roles and Responsibilities

Mrs. Mansfield - SENCo / Deputy Head teacher, EYFS and Phonic Lead.



As SENCo I co-ordinate all of the specific provision that is put in place to support children with SEND.

I am responsible for writing and implementing the Special Educational Needs Policy and ensuring it complies with the SEND Code of Practice.

I liaise with class teachers, and together we monitor pupil's progress and arrange further, or different provision, if progress is slower than expected.

I also liaise with a range of external agencies who can give us more specialised advice and support. I meet with parents of SEND children at least termly to discuss their child's needs and how the school can best support them. It is my belief that our kind and caring ethos supports both children with SEND needs and their parents.

If you have any concerns about any SEND matter, please contact me on 01335 342660, or email info@st-oswalds.derbyshire.sch.uk

Miss Simons is our School Business Officer, along with Mrs Waring, work daily in the school office from 8.00 a.m. to 4.00 p.m. and will be more than happy to take messages and make appointments if you wish to see Mrs. Wood or Mrs. Mansfield.

All of our Teachers are teachers of SEND and have a wealth of experience in teaching SEND children.

At St. Oswald's we have a number of Learning and Teaching Assistants who are specially trained in working with children with various needs.

Mrs. Seddon is a Higher Level Teaching



She has experience in working with children with ASD, Physical Difficulties, Dyspraxia, Visual Impairment, Downs Syndrome, Sensory Difficulties and Global Learning Development. Mrs. Seddon has been trained in Pro-Act Skip, First Class Number, Talk Boost, Physical Literacy, Every Child a Mover, Every Child a Talker, Numicon, Core Stability Exercises, Pindoras Box, Social Stories, Lego Therapy, Autism and First Aid training and administering various medication. Mrs Seddon specialises in the Early Years within our school.

Mrs. Shearer is a Higher Level Teaching Assistant



She has worked with children who need support with communication and interaction, overcoming physical difficulties, sensory needs, ASD, visual impairment, social and emotional difficulties and various types of cognition and learning difficulties. Mrs. Shearer is trained in Pro-Act Skip, First Class Number, Talk Boost, Positive Play, Physical Literacy, Numicon, core stability exercises, Pindoras Box, Every Child a Talker, Elkan, Every Child a Mover, Lego Therapy and First Aid. Mrs Shearer administers our Dyslexia Screening programme.

Mrs. Beresford



She has experience in working with children with Autism, Dyslexia, Physical difficulties and Sensory difficulties. Mrs. Beresford is trained in Pro-Act Skip, Core Stability Exercises, Pindoras Box, Physical Literacy, Lego Therapy, Write from the Start handwriting and First Aid.

Miss Smith



She has experience in working with children with Autism, ADHD, PDA, Chromosome Abnormalities, Global Learning difficulties, Downs Syndrome, Asperger's', Hearing and Visual Impairment and Cerebral Palsy. She has been trained in writing social stories, first aid, administering epilepsy medication, Lego Therapy, ASD, PDA, Portage, PECS and specific Speech and Language needs, Sensory Diets and Curiosity Program



Mrs Dacre has experience of working with children with ASD, ADHD, Dyslexia and sensory needs. She has had ASD and Lego Therapy training. Mrs Dacre has experience in working with SEND children both in Key stage 1 and Key Stage 2



Mrs Bould has experience of working with children with ASD, ADHD, Dyslexia, Processing difficulties and children who have medical needs and physical disabilities. She has had training in supporting children with medical needs, ASD and Lego therapy.



Mrs Maznenko has a wealth of experience in Nursey and EYFS as well as working with children who have ASD, Sensory difficulties and Physical difficulties. She has had ASD, Lego therapy and Curiosity Program training. Mrs Maznenko works closely with outside agencies such as Autism Outreach and Speech and Language,



Mrs Yeomans has experience in working with many additional needs such as children with ASD, ADHD and Dyslexia and runs our intervention / nurture groups during afternoon sessions.

She has had ASD, Lego Therapy, Social Stories and Behaviour Box training.



Mrs Richmond is a Higher Level Teaching Assistant and has worked with children with ASD, ADHD, Challenging behaviours, Brain Trauma, Dyslexia, Global Developmental Delay, Speech and Language difficulties and children with partial hearing.

She has had training in Autism Awareness, Lego Therapy Training, Numicon, Forest Schools, Physical Literacy and various Reading interventions.



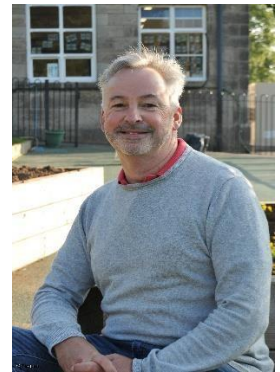
Mrs Oxspring has experience in working with children that have ASD, Hypermobility, Global Delay, Dyslexia, Processing Needs, Sensory needs Physical Difficulties, Speech and Language needs.

She has had training in First Aid, Lego Therapy, ASD, Demand Avoidance and Attachment. Mrs Oxspring also helps to run our before and after school care.



Mrs Williams has experience in working with children who have Global Learning Delay, ASD, Dyslexia, Hypermobility, ADHD, Speech and Language needs, Processing difficulties, Sensory Needs and Physical Difficulties. She has had training in ASD, Children's Mental Wellbeing, Adverse Childhood Experiences, Diabetes, Lego Therapy, Attachment Disorder and Helping Demand Avoidance. Mrs Williams also works at lunchtimes, supporting our SEND children and helps to run our before and after school care.

Dr Collinge is a qualified teacher and has experience in working with children that have ASD, ADHD and Dyslexia. He has established a Literacy Program for children aged 11-16 which supports various needs. He has recently had training in ASD and Lego Therapy.



Mrs Morgan has experience in teaching drama, dance, music and singing. She has worked with children that have Dyslexia, ASD, ADHD, Hypermobility, Speech and Language needs, Foetal Alcohol Syndrome and Global Developmental Delay.

She has had training in ASD, Lego Therapy, Catch up Literacy and Social Communication Interventions.





Mrs Harrison has lots of experience in working within the EYFS curriculum. She has worked with children with ASD, ADHD, Dyslexia, Hypermobility and children with Cerebral Palsy.

She has been trained in ASD, ADHD, Dyslexia and Lego Therapy.



Mrs Bond has worked with children that have ASD, ADHD, Global Developmental Delay and Downs Syndrome.

She has had Autism Advocate training, Understanding Autism, ADHD and Encouraging Positive Behaviour.



Mrs Blundell is both a Learning and Teaching Assistant and Midday Supervisor in our school. She has experience in working with a child that has ADHD and Dyslexia and previously a child with ASD. She has had Autism Advocate Training, ADHD Awareness, Understanding Anxiety, Mindfulness and First Aid.

All of our Learning and Teaching Assistants have had phonic training and are able to adapt their teaching in this area to support various needs.

Our Midday Supervisors have all had SEND training from Mrs Wood and Mrs Mansfield and are all aware of how to help and support our children

with SEND at lunchtimes. Mrs Williams is our specialist Learning and Teaching assistant at lunchtimes

Frequently asked questions:

How are decisions made about how much support my child will receive?

- ✓ The Headteacher, SENCo, class teacher and parents are all included in the decision making on how best to support a child's individual needs. In some cases, outside agencies are also involved in advising on specialist help.

How will I be involved in discussions and planning for my child's education?

- ✓ If your child has an Education and Health Care Plan (EHCP), GRIPS or Inclusion Funding we hold a meeting each half term to discuss your child's targets. If your child has a specialised Learning & Teaching Assistant working with them, they will liaise with you on a day-to-day basis through verbal feedback or the use of a home-school diary. Children without extra funding will have meetings each term with the SENCo to discuss progress.

Who can parents contact for further information?

- ✓ The SENCo/Deputy Head (Mrs. Mansfield) is in school most days if you require further information. We can provide details for you to contact the Local Authority.

How will my child be included in activities outside of the classroom?

- ✓ We endeavour to include all children, in all visits and school events. Thorough consultation and liaison with parents ensure inclusion, unless it is not beneficial for the child.

How accessible is the school environment?

- ✓ Parts of our school environment does have limitations due to some of our buildings being Victorian. However, we do have a ramp in the playground which provides wheelchair access. We have rails fitted in some of the toilets to support children and smaller railings to support children with physical difficulties to climb the steps. If you feel the school can make any further changes to support children's needs, please speak to Mrs. Mansfield or Mrs Wood. Some children may be identified as needing a PEEPS to assist safe exits from the building in case of emergencies.

How will the school support my child in starting school and moving on?

- ✓ Transition between the school and some of the early years' providers within the area is excellent. Transition days are planned, including lunchtimes, to support children starting school. More visit days can be planned according to specific children's needs. Mrs. Mansfield and the EYFS team will also visit children at their Early Years setting. If your child is moving to another school, then provision will be made to ensure a smooth and enjoyable transition is made.

How are the school's resources allocated and matched to the pupil's SENDs?

- ✓ The school is well resourced in the SEND department. Careful consideration is given to match a child's needs with the resource they require. Advice is taken from other professionals and we listen to parents to ensure the right provision is given to individual children.

How will you help me to support my child's learning?

- ✓ We have an open-door policy for all parents at St. Oswald's, but those children who have SEND needs are given opportunities to come into school and discuss their child's progress and targets each half term. Children who have an ECHP/GRIPS/Inclusion Funding may have a home-school diary which notes how their day has gone, how you can

further support them and any issues that need to be discussed further.

What support will there be to support my child's overall wellbeing?

- ✓ The school gained 'outstanding for behaviour and safety of pupils' during our latest OFSTED inspection, therefore we feel that the wellbeing of children is at the heart of everything we do. We have a member of staff that are trained in Positive Play and run nurture groups throughout the school, to support those children who need social and emotional support.

What specialist services or expertise are available, or accessed by the school?

- ✓ All teachers and learning and teaching assistants have specific areas of expertise. This ranges from nurture groups, intervention groups, and 1:1 support for those children that may follow a learning plan. We have close links with all of the outside agencies, such as Speech & Language, School Health, Educational Psychology, Occupational Therapy, Behaviour Support etc.

What training have staff had who support pupils with SEND?

- ✓ At the beginning of this report, the specialist SEND team are listed: the list highlights their relevant specialisms and experience. All teaching staff within the school are led by the SENCo who keeps them up to date with any changes or training.

How does the school know if pupils need extra help?

- ✓ Children's progress is monitored carefully in all year groups, to ensure that children develop to their full potential. Records and information are passed on from previous settings to ensure early identification of children that may need extra help.

What should I do if I think my child has SEND?

- ✓ If you have any concerns regarding your child, you should speak to the SENDCo (Mrs. Mansfield), the Headteacher (Mrs. Wood) or your class teacher as soon as possible.

How will I know that the school will support my child?

- ✓ The school has a duty of care to ensure that all children are supported in school, to ensure they meet their full potential. As a parent you will be kept up to date on how the school is supporting your child.

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

- ✓ St. Oswald's work with a creative curriculum approach through 'Cornerstone', which ensures that all children's needs are met, through providing different types of learning opportunities. Careful monitoring will make sure that all individual children's needs are matched.

How will I know how my child is doing?

- ✓ For all children, the school offers two parents' evenings per year, and a yearly report. For those children with SEND, we offer individual meetings to support learning plan targets, which as a parent you will be included in. At times, other professionals come into school to support your child's learning. You will be informed of these times and given information from the professionals so that you are aware of what they are doing and working on.

Mrs. D. Mansfield

Deputy Headteacher / SENCo / EYFS Lead / Phonic Lead.