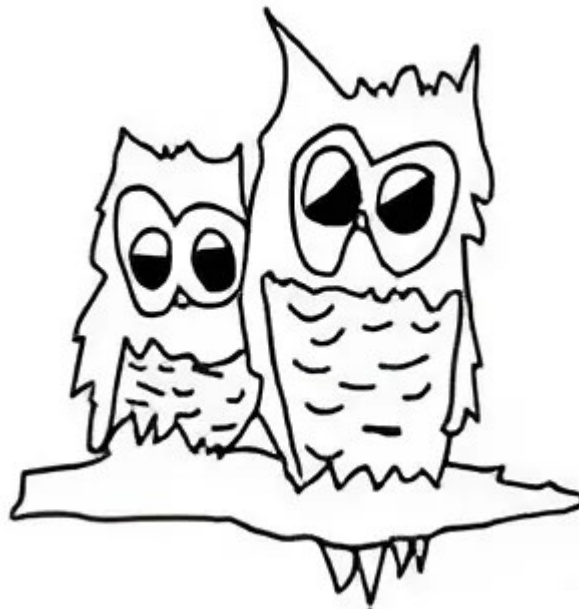


# Special educational needs (SEN) information report

St Oswald's Primary School



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.st-oswalds.cumbria.sch.uk/policies/>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and interaction       | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>                                                                                                                                                                                                                                                                             |
| Cognition and learning              | <p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia.</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul> |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</li><li>• Suffered adverse childhood experiences.</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>                                                                 |
| Sensory and/or physical             | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"><li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li><li>• A physical impairment</li></ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>                                                                                                                                                 |

## **2. Which staff will support my child, and what training have they had?**

### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Kyle Beaty

They achieved the National Award in Special Educational Needs Co-ordination in 2025 and they are a qualified teacher.

They are allocated 3 hours a week to manage SEN provision.

### **Class teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Staff have access to and use SSS training, an online platform that has multiple courses available surrounding SEN. Staff have also attended training on autism awareness, speech and language and dyslexia, amongst others.

### **Teaching assistants (TAs)**

We have a team of 6 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 4 teaching assistants who are trained to deliver interventions such as precision teach, ELSA and Fine/Gross Motor Skills.

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## **3. What should I do if I think my child has SEN?**

If you think your child may have special educational needs, the first step is to speak to your child's class teacher. You can do this by contacting the school office to arrange an appointment, speaking to them at the end of the school day, or via email.

The class teacher will share your concerns with the SENCO, Kyle Beaty, who may also arrange to meet with you. Together, we will discuss your child's strengths, any difficulties, and agree next steps.

We believe in working closely with parents and value your input. Following discussions, we will keep a record of what has been agreed and share this with you. If it is decided that your child requires SEN support, you will be informed and

your child will be added to the SEND register.

Tell us about your concerns

We will invite you to a meeting  
to discuss them

We will decide whether your  
child needs SEN support

#### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.
- Fails to match wider development or social needs of their peers.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the Teacher and SENCO will work with you to create a SEN support plan for them.

If a pupil is joining the school, and:

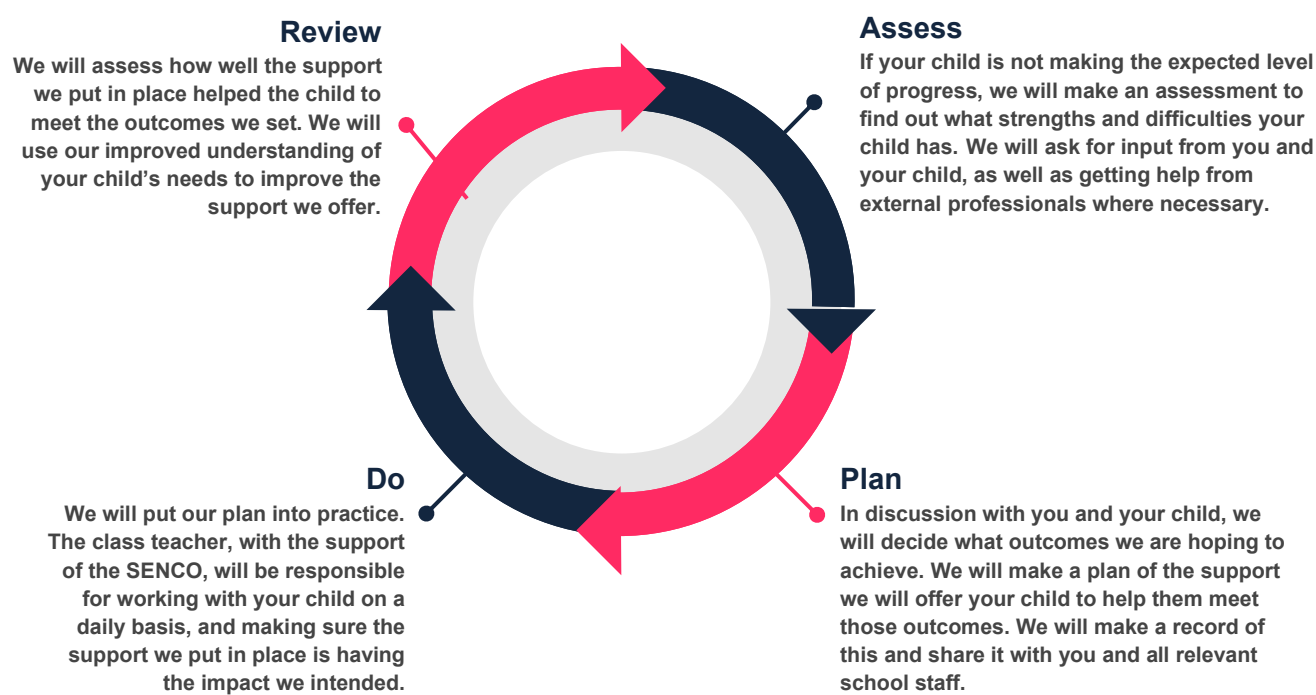
- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We believe that you know your child best. That's why we put you and your child at the heart of every decision about their support.

- **Early Conversations**  
If we think your child might need extra help, we'll talk to you as soon as possible. We'll discuss your child's strengths and any difficulties, listen to your concerns, and agree on what we all want to achieve. We'll make a note of this and give you a copy.
- **Clear Plans**  
If your child needs SEN support, we'll explain what help we'll give and what outcomes we're aiming for. You'll know what we'll do in school, what you can do at home, and what your child can do too.

- **Regular Updates**

You'll meet your child's teacher or SENCo at least three times a year to review progress and update plans. You'll also get an annual report on your child's progress.

- **Your Voice Matters**

We want to hear from you whenever your child's needs or goals change. Your views help us make sure the support we give is right for your child. If you have concerns between meetings, you can contact your child's teacher or the SENCO at any time.

You can contact your child's teacher/s or SENCO by calling the school office on 01538 738185 or emailing: Admin@st-oswalds.cumbria.sch.uk

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

At St Oswald's, we are committed to quality first teaching, ensuring all pupils can access a broad, balanced and inclusive curriculum.

Class teachers are responsible for adapting teaching to meet individual needs. This may include:

- Differentiating the curriculum and learning outcomes
- Adapting teaching methods and resources
- Providing additional adult support where appropriate
- Using strategies such as pre-teaching, visual aids and scaffolding
- Supporting behaviour and emotional regulation

Teaching assistants may work with pupils on a 1:1 basis or in small groups to deliver targeted interventions such as ELSA, precision teaching, and fine/gross motor skills support.

We may also provide the following interventions:

| AREA OF NEED                  | CONDITION                                                                     | HOW WE SUPPORT THESE PUPILS         |
|-------------------------------|-------------------------------------------------------------------------------|-------------------------------------|
| Communication and interaction | Autism spectrum disorder (ASD)                                                | Visual timetables<br>Social stories |
|                               | Speech and language difficulties                                              | Speech and language therapy         |
| Cognition and learning        | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Precision teaching                  |

|                                            |                                                           |                                                                                        |
|--------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------|
|                                            |                                                           | Use of reading pen                                                                     |
|                                            | Moderate learning difficulties                            | Regular input check ins                                                                |
|                                            | Severe learning difficulties                              | 1-1 assistance from TA or teacher                                                      |
| <b>Social, emotional and mental health</b> | ADHD, ADD                                                 | Quiet workstation                                                                      |
|                                            | Adverse childhood experiences and/or mental health issues | Nurture groups / ELSA                                                                  |
| <b>Sensory and/or physical</b>             | Hearing impairment                                        | Classroom Environment Adjustments<br>Assistive Technology                              |
|                                            | Visual impairment                                         | Limiting classroom displays<br>Text to speech                                          |
|                                            | Multi-sensory impairment                                  | Use of high-contrast materials<br>individualised and multi-sensory teaching approaches |
|                                            | Physical impairment                                       | Adaptations to ensure safe and independent movement around school<br>Writing aids      |

These interventions are part of our contribution to the Westmorland and Furness local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We regularly review the effectiveness of SEN provision through our graduated approach of assess, plan, do, review.

This includes:

- Reviewing progress towards individual targets
- Evaluating the impact of interventions
- Ongoing teacher assessment
- Monitoring by the SENCO
- Discussions with parents and pupils

Review meetings involve the class teacher, SENCO, parents, and the child where appropriate. These reviews help us refine support and plan next steps.

If a child makes significant progress and no longer requires additional provision, they may be removed from the SEND register following review.

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

We are committed to inclusive education and ensure all pupils can participate fully in school life.

All pupils, including those with SEN, are encouraged to take part in:

- School trips and visits
- Extra-curricular activities
- Sporting events and performances

We make reasonable adjustments where necessary, including adapting activities, providing additional support, or modifying resources to ensure access for all.

We value diversity and believe all children should feel included, supported, and successful. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

Pupils with SEND are admitted in line with the school's admissions policy and the requirements of the Children and Families Act 2014.

We work closely with parents and previous settings to gather information about a child's needs before they start school. This ensures appropriate provision is in place from the outset.

Where a pupil has an EHCP that names the school, they will be admitted in accordance with statutory guidance.

Our admissions arrangements ensure that no child is disadvantaged because of their SEN or disability.

### **13. How does the school support pupils with disabilities?**

We are committed to ensuring that pupils with disabilities are not treated less favourably and can access all aspects of school life.

Support may include:

- Adaptations to the physical environment where possible
- Use of specialist equipment and resources
- Differentiated teaching and curriculum access
- Additional adult support where required

Our Accessibility Plan outlines how we:

- Increase access to the curriculum
- Improve the physical environment
- Improve access to information

This plan is available on the school website at <https://www.st-oswalds.cumbria.sch.uk/policies/>

### **14. How will the school support my child's mental health, and emotional and social development?**

We recognise the importance of emotional wellbeing in supporting learning.

We support pupils by:

- Promoting self-esteem and positive relationships
- Providing ELSA (Emotional Literacy Support) interventions
- Offering nurture-based support where needed
- Encouraging pupil voice and participation

We have a strong focus on inclusion and ensure pupils feel valued and supported.

We take a proactive approach to behaviour and have clear systems in place to support pupils' emotional regulation.

We also have a zero-tolerance approach to bullying and follow our behaviour and safeguarding policies to ensure all pupils feel safe.

### **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

#### **Between years**

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

## Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

## Between Phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Gill White will work with Kyle Beaty, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

If you have concerns about the help your child is getting, please tell us. We want to work with you to sort things out quickly.

### 1. Talk to Us First

Start by speaking to your child's teacher or the SENCO. Most problems can be solved this way.

### 2. Formal Complaint

If you're still unhappy, you can make a formal complaint. We'll follow our school's complaints policy. You can ask us for a copy or find it on our website. <https://www.st-oswalds.cumbria.sch.uk/complaints-procedure/>

### 3. Other Options

If you feel your child has been treated unfairly because of their special educational needs or disability, you can make a claim to the SEND tribunal. This could be about:

- Admission
- Exclusion
- Education and support
- Reasonable adjustments

Before going to a tribunal, you can try mediation or disagreement resolution. We can give you details of these services.

For more information, see the SEND Code of Practice.

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Westmorland and Furness local offer. Westmorland and Furness publishes information about the local offer on their website:

<https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>

Local charities that offer information and support to families of children with SEN are:

<https://wandffamilyhelp.org.uk/>

<https://www.westmorlandandfurness.gov.uk/health-and-social-care/children-and-families>

<https://www.barnardos.org.uk/get-support/services/mytime-south-cumbria>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages