



Parent's Guide to SEND

1. Roles and Responsibilities of staff –[Who do I contact for further details or to ask for advice?](#)

SENDCo- Gail Furness

Headteacher - Sharon Orwin

SEN Governor- Sophie Jones

Designated staff for Child Protection – Sharon Orwin

The school Safeguarding Team -Sharon Orwin, Gail Furness, Clare Morris and Dee Bonsall

Pastoral support- Sharon Orwin

A team of Learning Support Assistants are employed throughout school to support children's needs.

The school's designated co-ordinator of Special Educational Needs and Disabilities is Mrs Furness. Mrs Furness is available to speak to in school, by appointment, or by telephone/email. Contact details are as follows

Telephone- [01925-813015](tel:01925-813015)

email- stoswalds_primary@sch.warrington.gov.uk



2. How does School identify Special Educational Needs?

Early Identification

On entry to school the Reception class teacher assesses all children using the Baseline Assessment. Any children who under attain on this assessment are highlighted at this stage. Children are monitored by staff over the first 2 terms. **There is a graduated process that children move through before they are deemed to have Special Educational Needs.**

School feel it is very important that children are carefully assessed before they are placed on the SEN register as there could be additional needs acting as a barrier to their learning e.g. low attendance.

The Initial Concern stage is when a class Teacher identifies an area of a child's education in which they are not progressing at the average pace of their peers.

The information to support this concern is obtained from a variety of sources.

- Observation of pupil in the classroom / playground
- Evidence of achievements to date through teacher assessments
- Parental views
- Previous school's records
- Child's own views on achievements
- Medical history
- Attendance data
- A diagnosis of Autism/ ADHD



3. How do staff respond to children with special educational needs within the classroom?

Consideration of the needs of children with additional difficulties is very important. We can respond to their needs in the following ways:

- Contribution - all children must perceive that they can make a useful contribution to the work of the class.
- Interest - children to be engaged in the topics that are taught.
- Cognitive development must be encouraged by a variety of opportunities to work with concrete materials using all their senses.
- Develop physical control and social skills.
- Communication (by teacher and child) should be in appropriate e.g giving short instructions.
- Realistic objectives set for each child. (SMART targets)
- Frequent Teacher contact is required for encouragement and reassurance.
- Be ready to praise and encourage and celebrate achievements, however small.

4. How do we plan for success?

- We start where the child is at now. Assess what he/she can do/learn best. It may be appropriate for a child to approach new learning material through his area of strength.
- Present tasks at appropriate levels to meet individual needs.



- Plan for success - build confidence and self esteem
- Plan short and long term objectives, special teaching, techniques or resources including staff or other adults.
- Individual Education plans are written in consultation with Parents. Short, achievable and measurable targets are agreed and interventions are put in place.
- Individual education Plans (I.E.P's) are reviewed termly, progress is shared with Parents and new plans are written.

5. Working with other agencies;

What external specialist services are accessed by school to meet the needs of pupils and support families?

Links with other agencies

There are many other professional agencies, which are able to support your child and your family. The school makes full use of all these services, in particular:

- The school nurse,
- Speech and Language,
- Child Psychology,
- Social Care and Behaviour support.
- Pyramid Assessment Team - assesses specific learning difficulties.
- Advanced Solutions can be accessed in Warrington to support children, young people, and families living with neurodevelopmental conditions, learning difficulties and associated mental health needs.
- CAMH's and St Joseph's counselling service.
- Bereavement support UK

6. Liaison with other schools;

How does the school support pupils with SEN during transition?



- When a child is coming to St Oswald's from a nursery provider, the Reception Teacher makes visits. She will gather any information regarding special needs children and report this back to the SENDCo.
- When a child moves from St Oswald's to another school, the record, which details the relevant information is passed on. When necessary, the head teacher or the SENDCo will follow this up with a phone call to ensure all the information is given.
- The SENDCO holds transition meetings annually for the children leaving St Oswald's to go to secondary school. Where a child has an Education, Health care plan, then a meeting with all the professionals is convened.
- When a child moves to secondary school any Statement Reviews are completed in the Autumn term of Year 6

Useful Links

Parent partnership - (for independent advice and support)

<https://warrington.fsd.org.uk/kb5/warrington/directory/service.page?id=UcsuB1CIGj>

Advanced Solutions - www.advancedsolutions.co.uk/our-offers/our-offer-in-warrington.html

Health Watch Warrington (support with children's Emotional well- being)

<https://healthwatchwarrington.co.uk/mh-support/>

Warrington Parent Partnership-Autism links-<https://www.autismlinks.co.uk/support-groups/group-support-north-west/warrington-halton-parent-partnership-service?region=North%20West>

Warrington Children's and Adolescents mental health Services

<https://warrington.fsd.org.uk/kb5/warrington/directory/service.page?id=08GPvk6zNn8>