



SS. Osmund & Andrew's RCP School

SEND Information Report

***Together in Love, Growing in Faith, A Journey of Hope.
Together in Love, Faith and Hope.***

Reviewed Autumn 2025

This policy will be reviewed in line with the policy review cycle.

Introduction

This report is published in compliance with Section 69 of the Children and Families Act 2014 and reflects the requirements set out in Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It also takes account of the guidance provided in the SEND Code of Practice: 0 to 25 years (paragraphs 6.79 to 6.82).

This report outlines how our school supports pupils with Special Educational Needs and Disabilities (SEND) and ensures equality of opportunity for all.

1. The Kinds of SEND Provided For

Our school provides support for pupils with a wide range of needs, including:

- Communication and interaction needs (e.g. speech, language, and communication difficulties, autism)
- Cognition and learning needs (e.g. moderate learning difficulties, specific learning difficulties such as dyslexia)
- Social, emotional and mental health needs
- Sensory and/or physical needs (e.g. visual impairment, hearing impairment, physical disabilities)

2. Identification and Assessment of SEND

We identify pupils with SEND through:

- Ongoing teacher assessment and observation
- Monitoring of progress data
- Concerns raised by parents/carers
- Information from previous settings
- A graduated approach is used (Assess, Plan, Do, Review) to ensure needs are accurately identified and supported.
- Specialist assessments where appropriate

3. Consulting and Involving Parents and Pupils

We work in partnership with parents/carers and pupils by:

- Holding regular review meetings
- Sharing progress and support strategies
- Involving pupils in setting their own targets where appropriate
- Maintaining open communication channels

4. Assessing and Reviewing Progress

Progress is monitored through:

Termly assessments

- Individual support plan reviews
- Meetings with teachers, SENDCo, and parents
- Adjustments are made to provision based on these reviews

5. Supporting Pupils Moving Between Phases

We ensure smooth transitions by:

- Liaising with previous and next educational settings
- Providing transition visits and additional support where needed
- Sharing detailed information about pupils' needs

6. Teaching Approach for SEND Pupils

We use a range of inclusive teaching strategies, including:

- Lessons adapted so children can achieve and make progress
- Small group or one-to-one support
- Use of assistive technology
- Adapted resources and environments

7. Adaptations to the Curriculum and Learning Environment

- Adjustments may include:
- Modified learning materials
- Flexible teaching methods
- Quiet spaces or sensory support
- Additional adult support where appropriate

8. Additional Support for Learning

We may involve:

- Teaching assistants
- External specialists (e.g. speech therapists, educational psychologists)
- Targeted intervention programmes
- Behaviour Support
- Woodbridge Services

9. Expertise and Training of Staff

Staff receive regular SEND training, including:

- Safeguarding and inclusion training
- Specific needs such as autism or speech and language difficulties

- Ongoing professional development led by the SENDCo, internal subject leaders or external specialists

10. Evaluating the Effectiveness of SEND Provision

We evaluate provision through:

- Monitoring pupil progress
- Feedback from pupils and parents
- Review of intervention outcomes
- School self-evaluation processes

11. Enabling Pupils with SEND to Engage in Activities

All pupils are encouraged to participate fully in:

- School trips
- Clubs and extracurricular activities
- Reasonable adjustments are made to ensure inclusion

12. Support for Emotional and Social Development

We support wellbeing through:

- Pastoral care system with a full time Pastoral Support Manager
- Anti-bullying policies
- Access to counselling or mentoring where needed
- PSHE curriculum linked to emotional and social development
- Use of Pol-Ed resources
- Rainbow Room to support regulation

13. Working with External Agencies

We collaborate with:

- Health services
- Local authority services
- Specialist support teams

14. Complaints Procedure

Parents/carers can raise concerns by:

- Speaking with the class teacher in the first instance
- Speak to the SENDCo
- Following the school's complaints policy if needed
- Additional Statutory Information

15. Arrangements for the Admission of Disabled Pupils

The school operates an inclusive admissions policy. Disabled pupils are admitted in accordance with the same criteria as all other pupils, in line with national legislation. We work with families and external agencies to ensure appropriate provision is in place prior to admission.

16. Preventing Less Favourable Treatment

The school takes the following steps to prevent disabled pupils from being treated less favourably:

- Implementing inclusive policies and practices
- Providing staff training on equality and inclusion
- Making reasonable adjustments to teaching, resources, and activities
- Promoting a culture of respect and diversity

17. Facilities to Support Access

The school provides:

- Accessible entrances and exits
- Work in conjunction with the occupational therapy
- Adapted classrooms where required
- Specialist equipment to support learning and mobility

18. Accessibility Plan

Increasing Participation in the Curriculum

We:

- Provide differentiated learning opportunities
- Use assistive technologies
- Offer additional adult support where necessary
- Adapt teaching strategies to meet individual needs
- Improve the Physical Environment

We:

- Maintain accessible buildings and classrooms
- Improve signage and navigation
- Ensure safe access to all areas of the school
- Plan ongoing improvements as part of site development
- Improving Access to Information

We:

- Provide information in accessible formats (e.g. large print, visual aids)

- Use clear and simple language
- Offer support for communication needs
- Use digital tools to enhance accessibility

Conclusion

Our school is committed to providing an inclusive environment where all pupils, including those with SEND, can thrive. We continuously review and improve our provision to ensure every child achieves their full potential.

For further information, please contact the school SENDCo.