

Olive Hill Primary School

A member of Stour Vale Academy Trust

Special Educational Needs (SEN) Information Report



We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need Code of Practice 0-25 Guidance (2014).

- To ensure that the educational needs of all pupils are met.*
- To ensure that aspirations and expectations of all pupils with SEND are high.*
- To provide equal opportunities for all.*

Policy Tracker - Responsibility for monitoring:

Local Governing Body

(Reviewed **annually** or in response to changes in legislation or operating procedures)

Date	Reviewed By:	Role	Date Approved by the Governing Board
20-03-2023	Amanda Skidmore	SENCO	12/10/23

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Special Educational Needs Co-ordinator (SENCO)

Our SENCO is Amanda Skidmore.

They have several years' experience in this role and are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2017.

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

Class Teachers

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

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Our teaching assistants are trained to deliver a range of interventions to support the specific needs of our pupils.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that 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 (SALT)
- Educational psychologists (EP)
- Occupational therapists (OT)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Autism Outreach specialist teachers (AO)
- Dudley Learning Support Service specialist teachers (LSS)
- Voluntary sector organisations
- Integrated Early Years' Service (IEYS)
- Health Visitor
- Hearing Impairment Service (HIS)
- Visual Impairment Service (VIS)

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

If you have concerns regarding your child having a SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENCO, who will be in touch to discuss your concerns. You can also contact the SENCO directly either by calling the school office or through email: sen@olive.dudley.sch.uk .

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

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

All our class teachers have an understanding of SEN and are able to identify those pupils who aren't making the expected level of progress. They are able to identify those whose progress:

- Is significantly slower than that their peers starting from the same baseline
- Fails to match or improve the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in other areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will identify the desired outcomes, including the expected progress and attainment, and the views of both pupils and parents. We will use this information to determine the intervention that is needed.

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, 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.

Staff will ensure appropriate interventions are implemented to support the child in making expected progress. Pupils who do not have a specific SEN will usually make progress once an intervention has been completed over several sessions. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and we will contact you to discuss the possibility that a referral to an external agency may be required.

The SENCO will ask for your opinion and speak to your child. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, LSS specialist teacher or an educational psychologist. Based on all the information, we will decide whether your child needs SEN support. You will be told the outcome of the decision. If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will create a SEN support plan for them.

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**.



1. Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

2. Plan

In discussion the outcomes we are hoping to achieve will be decided. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

3. Do

We will put our plan into practice. Staff, with the support of the SENCO, will be responsible for working with your child, and making sure the support we put in place is having the impact we intended

4. Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

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 will review child's progress and update any plans as appropriate.

You will be invited to discuss and share your views to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO will be involved in the discussion and ensuring outcomes are appropriate in supporting your child's needs.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can gain an understanding of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed.

If you have concerns that arise between these meetings, please speak to your child's class teacher or contact the SENCO.

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 two 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:

- Where appropriate to attend meetings to discuss their progress and outcomes
- 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?

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by adapting the teaching style or content of the lesson
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Nurture groups Outdoor intervention
	Speech and language difficulties	Speech and language therapy targets implemented through 1:1/small group intervention
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Adapted resources
	Moderate learning difficulties	Adapted resources
Social, emotional and mental health	ADHD, ADD	Quiet workstation Outdoor intervention
	Adverse childhood experiences and/or mental health issues	Nurture groups Phase Trust mentoring
Sensory and/or physical	Hearing	Classroom seating
	Visual	Limiting classroom displays Adapting resources Classroom seating Use of iPad

These interventions are part of our contribution to Dudley's local offer.

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

Every pupil with additional educational needs, who is currently on roll at Olive Hill, will be provided with the best support the school can offer, in consideration of the resources the school has access to. The progress and attainment of pupils with identified SEND are regularly reviewed alongside the effectiveness of intervention and the impact this has on progress. When a learner with SEND is not making expected progress the SENCO working in collaboration with the class teacher will complete an analysis of the learners needs using the graduated approach and four-part cycle of assess, plan, do, review.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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
- 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 guidance from our local authority.

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

- All our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.
- All pupils are encouraged to go on our school trips, and this includes our residential visit which takes place when your child is in Year 6.

- All pupils are encouraged to take part in all elements of school life and contribute fully during their time at Olive Hill. 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 that they can be included.

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

All children with SEN without an EHCP are welcome to apply for a place at Olive Hill Primary Academy in line with our admissions policy. If a place is available, we will use our best endeavours, within the available resources and in partnership with parents, to adjust provision required to meet the special education needs of the children in our school.

For pupils with an EHCP, parents have the right to request a particular school and the local authority must comply unless:

- It would be unsuitable for age, ability, aptitude or SEN of the child.
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources,

Before making a decision to name Olive Hill Primary Academy in a child's EHCP, the local authority will send a copy of the EHCP and then consult in regard to provision being met.

13. How does school support pupils with disabilities?

The school has an accessibility plan and is committed to making the school accessible for all. A copy of the plan can be found on the school website.

We have the following facilities to aid accessibility:

- Corridor width to support access for wheelchair users
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelving at accessible height
- Ramps and handrails to support access to outside areas

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs to promote social interaction and independence
- We run nurture time for pupils who need extra support with social or emotional development.
- We run a weekly outdoor provision to support children who may find the classroom environment overwhelming
- We have a 'zero tolerance' approach to bullying. We have a comprehensive anti-bullying policy which is available on the school website or from the school office.

15. What support will be available for my child as they transition between year groups or settings?

Between years

To help pupils with SEND 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
- Arrange visits towards the end of the summer term to the new classroom. They will spend time in their new classroom, so they are familiar with the environment
- Organise for their new class teacher to visit in their present classroom and spend time with them in familiar surroundings
- Send home an information booklet containing photographs of their new classroom and the adults who will be working with them. Also, information regarding lunch and playtimes is included

Between schools

When your child is moving on from our school, we will ask you what SEN information you want us to share with the new setting. All records will then be shared with their new school. We will ensure that the new school has all information available regarding any SEN.

Transition to secondary

The staff of the secondary school will come into our school for a meeting with our Year 6 teachers. The SENCO may also attend. They will discuss the needs of all the pupils who are receiving SEN support.

Pupils will be prepared for the transition by:

- Visits from their new teacher
- Visiting their new school prior to the end of the summer term
- Transition support visits from outside agencies such as Autism Outreach and Educational Psychology

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

Our designated teacher for looked after children will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND. 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?

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about, SEND, 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 your authority's local offer. All local authorities publish information about the local offer on their website:

<https://dudleyci.co.uk/send-local-offer>

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/advice.page?id=ighIb1zDi8E>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://dudleyci.co.uk/services/dudley-sendiass>

<https://www.sandwellsendiass.co.uk>

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

IPSEA

SEND family support

NSPCC Family Action

Special Needs Jungle

Glossary

Access arrangements - special arrangements to allow pupils with SEND to access assessments

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 SEND 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 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 SEND

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.*

