



Inspiring Futures  
Through Learning



# SEND Information Report

## 2021-2022

*At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.*

## What kinds of Special Educational Needs and Disabilities (SEND) are provided for?

The 2014 SEND Code of Practice defines SEND as:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means:

- he or she has a significantly greater difficulty in learning than the majority of others the same age
- he or she has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others in mainstream schools

The special educational need may relate to one of the four broad areas identified in the Code of Practice:

- communication and interaction difficulties (including autistic spectrum condition)
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory or physical difficulties (including visual and hearing impairment)

Special Education Provision is that which is additional to, or different from, that provision which is offered for most of the children.

At Olney Infant Academy we offer support and provision to children across all these identified areas of need. We prepare to receive children with SEND transitioning into our school and ensure that when required the teachers and support staff receive training to understand the special educational need, to be able to give the appropriate support.

## How does our school identify children with Special Educational Needs and Disabilities?

At the point of transition into the school we listen to the previous educational settings and parents to ensure we continue to use successful strategies and approaches where a SEND has already been identified.

Throughout the Early Years Foundation Stage and Key Stage 1 all children are assessed against nationally set criteria to assess their progress against all areas of learning and development. It is through this process that children who are not making progress are identified by their teachers. Parents' and children's views and concerns are also taken into consideration. Teachers, teaching assistants and parents play a vital role in raising concerns about other barriers to learning, such as behavioural, and social and emotional difficulties.

To establish that the child has a SEND the school uses the Graduated Approach to assessing, identifying and providing for a pupil's special educational needs. The approach follows a model of assess, plan, do and review which recognises that there is a continuum of SEN, and that it may be necessary for some pupils to have additional support to make progress in the form of an intervention, targeted provision and/or personalised provision to make progress. The teachers all understand the school's pathway for identifying SEND and work their way through, receiving the correct support at each stage.

### How does our school assess their needs?

A variety of assessment tools are used to assess a child's difficulties and determine the correct strategies/interventions to support them.

The following are regularly used in school:

- FACT (First Access Communication Tool) – used to determine speech and language difficulties
- FACT+ - used to determine social communication and interaction difficulties
- Boxall Profile – to identify social, emotional and behavioural difficulties
- Coventry Scales – attachment difficulties
- Referral to the Speech and Language department
- Dyslexia checklist

The SENCo is involved in some of these assessments and the results feed into the assess, plan, do and review cycle. External agencies may also become involved at this point and carry out their own alternative assessments.

### How will you support and communicate with me to help my child?

Establishing and maintaining a positive working relationship with the parents of children with SEND is essential to enable the child to achieve their potential. The school recognises the parents as the experts on their child, that they hold key information about their child and can contribute to the shared view of the child's needs and how to support them.

At Olney Infant Academy parents are encouraged to play an active role in their child's education through:

- attending induction evenings for children transitioning into school
- attending transition meetings for parents as children move into a new year group
- home visits by Foundation Stage staff to see a child in their home environment
- parents being consulted when there is concern over a child and being made aware of additional support being put in place
- participating in formal termly meetings to discuss progress
- an open door policy for parents to provide additional information to school that may help their child
- class teachers providing informal updates
- annual Education, Health Care Plan reviews
- Parent mail to signpost support from other agencies
- Staff email addresses can be used to communicate effectively with parents

### What will the review process look like?

The class teacher is responsible for assessing and reviewing the progress of the pupils in relation to age related and national expectations. The children's progress is tracked from Foundation Stage to Year 2 using a variety of methods (see Assessment Policy).

Pupil Progress review meetings are used to discuss the progress of children and the provision being put in place for those who are not making the expected progress. If the provision changes for a child the parents are informed and ways the parents can also support the child are discussed.

If a child is on the SEND Register a Pupil Support Plan is put in place. Outcomes we would like to achieve are discussed with the parent/carer and pupil and provision put in place to achieve them. These are reviewed with the parents each term. Parents are asked to consider how they can work with school to support their child to achieve these outcomes. Additional meetings also take place if external agencies/specialist teachers are involved in supporting the needs of a pupil. Parents are informed of any assessments taking place and are invited to be part of any reviews of provision that take place with other professionals.

When a child is demonstrating a significant cause for concern or their learning needs are more complex and persistent than can be met by interventions, targeted and personalised support will be considered, then statutory assessment. The Education, Health Care Plan (EHCP) incorporates all information about the child from birth to 25. All parties including health and other agencies involved with the child contribute to the plan. The school in consultation with the child, parents and outside agencies will submit an application to the Local Authority.

#### How will my child be prepared and supported during transition?

Excellent links have been established with our feeder nurseries and pre-school, and with Olney Middle School where most of the children continue their education.

Transferring into Olney Infant Academy:

- Early Years Foundation Stage (EYFS) staff visit the children transferring from the Early Years settings and a handover meeting takes place between the professionals.
- The SENCo and EYFS teachers attend any meetings with regards to children with SEND and also observe the children in their present educational setting
- Careful liaison takes place between the school and Early Years settings to ensure any relevant paperwork is passed on and contact made with any external agencies involved with a child
- The class teacher and SENCo meet with the parents/carers of a child with SEND to establish a positive relationship

Transferring from Olney Infant Academy to Olney Middle School:

- The children with SEND have an opportunity for a series of transition visits before their full transition day/s which all of the children attend, to give them more time to learn about their new environment
- A handover meeting takes place between the Year 2 and Year 3 teachers
- The SENCos from Olney Infant Academy meets with the new year 3 team to discuss needs of the SEND children transitioning and aids with provision that needs to be put into place
- Education and Health Care Plan reviews for Year 2 children are used as transition meetings and Olney Middle School are invited to attend. This takes place in the Spring Term, with further meeting arranged as required.
- The SENDCo is a shared SENDCo across both Olney Infant Academy and Olney Middle School allowing for more effective transfer of knowledge on children with SEND.

Arrangements are made with other settings as and when they occur.

#### Internal transition to next year group

- All of the children participate in a transition programme in the Summer Term. This involves time with their new teacher and opportunities to spend time in their new environments.
- Children with a SEND have additional opportunities to visit their new classroom as the need arises, allowing them to spend more time in their new environment helps them to become more familiar and therefore reduces anxiety
- The final pupil support meeting in Summer 2 for a child with SEND is attended by the present teacher, new teacher and parents to ensure detailed transfer of information

#### How will my child be taught within the school?

Teachers are responsible and accountable for the development of the pupils in their class including those who have or may have SEND. Quality First Teach principles ensure high quality provision in the classroom:

- high expectations of the pupils
- excellent knowledge of prior learning
- differentiated ways of learning which may involve more practical learning strategies
- carefully planned lessons ensure the child's needs are met
- pupils with individual needs receive a personalised approach
- Specific strategies (which may have been suggested by the SENCo or outside agencies) are put in place to support your child to learn.

Teaching assistants may be used to give additional support under the direction of the teacher.

Where interventions are used to target specific gaps then the learning takes place outside of the classroom. These interventions are led by experienced teaching assistants who are skilled in running the intervention, monitoring and recording progress and giving feedback to the teacher.

#### How will the curriculum and school environment be matched to my child's needs?

The learning environment is given due consideration for pupils with SEND. Responding to the needs of pupils as we receive them in Foundation Stage, particular attention has been paid in recent years to considering the features of "Autism Spectrum Condition friendly classrooms" to reduce the anxiety of our pupils with this SEND. The school has been adapted to be accessible for wheelchair users. Consideration has been made for a number of children with hearing or visual impairments.

#### **Additional support that is available for pupils with SEND**

- Foundation Stage have a teaching assistant in each class who can be directed to give targeted support or work on a group intervention
- Experienced, trained teaching assistants are directed to give targeted or personalised support to individual children
- Researched intervention programmes

Technology including an iPad to record pupils' reading and participation in Sensory Circuits for the pupils to see their progress

- When children with specific needs of specialist equipment join the school there is a multi-agency meeting to discuss their requirements and the relevant changes to the school building are carried out and equipment installed.
- The school has a sensory room which can provide sensory support for those children that need it.

#### What training has been provided for staff at our school?

At Olney Infant Academy we:

- have ensured that the SENCo has completed the National Award for Special Educational Needs Co-ordination
- review staff training needs and provide relevant training to meet the needs of the children
- have completed training in the following areas
  - Protective behaviours
  - Trauma and Attachment behaviours and strategies to deal with them
  - Elklan – in-depth knowledge of children's speech, language and communication development
  - Autistic Spectrum Disorder (ASD) Level 2
  - Autistic Spectrum Disorder Awareness
  - Writing social stories for children with ASD
  - Writing comic scripts for children with ASD
  - Signalong for non verbal communicators
  - Rainbow Road
  - Developmental Co-ordination problems
  - Using activity breaks to support children
  - Managing challenging behaviour
  - Attachment Lead Teacher training – SENCo

The SENCo also works closely with other SENCo's across the trust to share good practice and develop knowledge and skills.

#### How can specialist expertise be accessed?

When a child is demonstrating further cause for concern or their learning needs are more complex than can be met by the school interventions, targeted and personalise provision then the school will engage with relevant external agencies. This is triggered when the pupil:

- continues not to make adequate progress
- continues working at levels significantly below that of their peers even when teaching approaches have been targeted on an identified area of weakness

- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners despite taking part in an individualised behaviour management programme
- has sensory or physical needs and requires regular advice and or visits from a specialist service or specialist equipment
- has on-going communication and interaction difficulties that impede the development of social relationships and causes substantial barriers to learning

For these children the difference between their attainment and that of the other children is widening and needs further investigation.

A request for external agencies to be involved follows a decision taken jointly by school staff in consultation with the parents. An SEN Support Document will be completed with parents to enable us to track and monitor the APDR cycle. The SEN Support document will usually be supported by Specialist teacher input from the LA. Those visiting school will have access to the pupil's records in order to establish the strategies already tried and parental permission must be given.

We work closely with:

- the Local Authority specialist teaching team
- health services – GPs, school nurse, speech and language therapists, paediatricians, physiotherapists, occupational therapists
- social services – social workers and educational psychologist

#### How do we evaluate our practices within our school?

As professionals we continually review our practices within school. There are key times when the practices we employ are reviewed with other stakeholders.

These are:

- Termly review Personal Support Plan reviews of the effectiveness of the practices/provision which involves the parents
- reviews by external agencies (eg speech and language) on the progress of a child
- assessment data reviews by the senior leadership team
- termly meetings when the SEN Governor discusses provision and strategies used

All class teachers use their assessment data to inform their planning across the curriculum, this allows us to ensure that gaps are recognised and provision put into place to fill them.

Subject leaders from the senior leadership team also carry out regular book looks, learning walks and meetings with teachers in order to continually monitor the impact of practices within the school.

#### How does the school ensure an inclusive environment for all?

In accordance with the Equality Act 2010 we promote the positive health and well-being of each child in an inclusive environment by ensuring:

- all extra-curricular activities at lunchtime and after school are available to all of the pupils
- inclusion on school trips. In the unlikely event that it is considered unsafe for a child to participate in an offsite activity then alternative activities covering the same curriculum areas will be provided in school

- SEND teaching assistants timetabled to give guidance and support during the social breaks of the day
- before and after school care is available to all of the pupils

#### How does the school support my child's wellbeing?

At Olney Infant Academy we understand how important it is for the child with SEN to be listened to and to have an understanding of the processes going on to support their difficulties. We involve the child by:

- holding regular review meetings of their Pupil Support Plan (PSP) which they may attend
- getting their views on the support they receive and the progress they feel they are making
- establishing outcomes with them and the provision to achieve those outcomes
- using the PSP as a working document so that they can see their progress

The class teacher has responsibility for the well-being and pastoral care of the pupils in their class. If there is concern for the well-being of a pupil with SEND then the teacher may involve the SENCo in resolving the issue.

A number of interventions are used in school to specifically cater for social communication and interaction difficulties pupils may have. There is a pastoral lead teaching assistant for each year group, they are responsible for pastoral care of children on their registers and work closely with and report to, the class teacher, SENDCo and if necessary the designated safeguarding team.

#### What additional support is available for a child who is looked after by the Local Authority and has Special Educational Needs and Disabilities?

Other professionals involved can be:

- A social care team – who support the family and engage with the school
- The virtual school – who provide schools with information, tools to raise attainment and training

Additional financial support

Pupil Premium Plus - additional funds to help school meet the needs of a child

Olney Infant Academy has a designated teacher for looked after children who works closely with the virtual school team and Social workers and other professionals involved. The DT attends reviews, organises PEP meetings and where appropriate liaises with other local authorities. Within school we have a member of staff who has completed their qualifications to become an Attachment Lead Teacher across two schools.

#### Who do I contact if I need further support or information about the provision for my child?



The class teacher has direct responsibility for the provision for your child and should be the first person contacted. An appointment can be made with the SENCo to discuss your child's provision.

In the unlikely event of a parent feeling the need to complain about the provision for their child with SEND this is the procedure that should be followed.

In the first instance the class teacher should be contacted, followed by the SENCo, then, if unresolved the head teacher. In the case of an unresolved complaint the issue should be taken through the general complaints procedure.

See Olney Infant Academy's Complaints Policy.

#### Contact Details:

If you have concerns about your child

- please contact their class teacher in the first instance.
- contact the Special Education Needs Co-ordinator (SENCo) Miss Laura Circuitte who is available to discuss your concerns.

Tel: 01234 711388

Email: [laura.circuitte@olneyinfant.org](mailto:laura.circuitte@olneyinfant.org)

Address: Olney Infant Academy

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#### • Local Authority Local Offer

All information regarding the Local Authority's 'Local Offer' can be found at:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>