



Inspiring Futures
Through Learning



SEND Information Report

2023-2024

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?

This information report should be read in conjunction with the [IFtL SEND Policy](#) and Accessibility Policy

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 difficulties in one of the four broad areas identified in the Code of Practice:

- Communication and Interaction (C&I) *including Autism Spectrum*
- Cognition and Learning (C&L)
- Social, Emotional and/or Mental Health
- Sensory or Physical (S&P) *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.

The SENDCo for Olney Infant Academy is our Inclusion Lead Mrs Kim Millican

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

Those children recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category ‘SEND Support’

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. For further information see Annex at the end of this report.

The graduated 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 SENDCo 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.

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 and they will be added to the SEN register (see graduated approach)

If a child is on the SEND Register a Pupil Support Plan (PSP) 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.

If the school needs to apply for additional support from the LA specialist teaching team or apply for 'top up' funding to support extensive needs, a SEND Support Plan (SSP) will be drafted in collaboration with parents, through the 'tell it once' document. 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.

In some cases, a statutory assessment of needs can be conducted by the local authority. The school in consultation with the child, parents and outside agencies will submit an application to the Local Authority. If successful, this will lead to an agreed plan of Education, Health and Care needs. The Education, Health Care Plan (EHCP) incorporates all information about the child from birth to 25 and is a legal document. All parties including health and other agencies involved with the child contribute to the plan.

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 SENDCo 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 SENDCo 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 SENDCo from Olney Infant Academy meets with the new SENDCo and 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.
- 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
- adapting 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 SENDCo or outside agencies) are put in place to support your child to learn.

**Adaptions are made to support specific curriculum needs, for example where a need to develop more independence is identified, or where a child is working significantly below key stage expectations.*

Teaching assistants may be used to give additional support under the direction of the teacher. The use of these additional adults is closely monitored by the SENDCo to ensure maximum impact on learning, progress and engagement. If appropriate, the school will organise specific 1:1 or small group interventions to address specific areas of need. Currently a range of different interventions are delivered throughout the school and these change on a termly basis depending on the needs of the children

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

Olney Infants follows a continuous and enhanced provision model which allows children to work independently at their ability level. We encourage children to lead their own learning and think about what they can do for themselves.

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?

Our SENDCo currently holds qualifications and accreditation in the following:

- Post Graduate National Award for Special Educational Needs Co-ordination (Level 7)
- National Professional Qualification in Senior Leadership – SEND (Level 7)
- ELKLAN training (Level 3)
- TEACCH accreditation
- Autism Education Trust accreditation (Level 2)
- Attachment awareness (6 days) – Milton Keynes Local Authority
- NATSIP awareness – National Sensory Impairment Partnership

The SENDCo regularly reviews Continuing Professional Development (CPD) needs of teacher and support staff’s training needs and provide relevant training to meet the needs of the children. Recent additional training include:

- Protective behaviours
- Elklan – in-depth knowledge of children’s speech, language and communication developmentAutistic Spectrum Disorder
- Bereavement training with Willen Hospice and Winston’s Wish
- Adverse Childhood Experiences – trauma and attachment
- Writing social stories and comic script conversations for children with ASD
- ‘Signalong’ for non-verbal communicators
- Rainbow Road
- Developmental Co-ordination Difficulties (DCD)Using activity breaks to support children
- Managing challenging behaviour
- Engagement Model to track progress for children with complex needs

The SENDCo also works closely with other SENDCo's across the trust and Milton Keynes 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 (universal offer), targeted and personalised provision then the school will engage with relevant external agencies. This will be in addition to the Personal Support Plan (PSP) already in place.

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. A SEN Support Plan (SSP) will be completed with parents to enable us to track and monitor the APDR cycle. The SSP 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, paediatricians, physiotherapists, occupational therapists
- speech and language therapists,
- Educational Psychologists
- Milton Keynes Children and Family Practice (CFP)
- Children's Social Care (CSC)

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 PSP and SSP reviews of the effectiveness of the practices/provision which involves the parents
- Termly reviews of interventions that take place to monitor their effectiveness
- 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 that provision is put into place to fill them.

Subject leaders and the senior leadership team also carry out regular book looks, typicality walks and meetings with teachers 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. Risk assessments will be completed to ensure children are not unduly discriminated from attending trips due to their special educational needs and are adequately supported when off site. 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?

Olney Infant's Pastoral Team:

- Mrs Kim Millican (Inclusion Lead)
- Mrs Natalie Baker (Mental Health Lead)
- Mrs Kate Cousins (admissions, attendance, and pastoral care).
- In each year group, there is a pastoral lead also: Mrs Lay (Year 2), Mrs Gregory (Year 1) and Mrs Beaumont (Foundation)

The pastoral team works closely with all staff and children in school to make sure that everyone, including parents, feels happy and safe. They also monitor children's attendance/lateness and can provide support to parents with this.

The pastoral team pride themselves on the successful work they undertake with those children and parents with mental health issues. We aim to teach children to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups to prevent bullying.

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 SENDCo in resolving the issue.

A number of interventions are used in school to specifically cater for social communication and interaction difficulties pupils may have.

We understand how important it is for the child with SEND 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
- Our Student Voice consists of members from every year group in the school. Children with SEND are encouraged to apply for these roles.

How are the school's resources allocated and matched to children's Special Educational Needs?

The school has a SEND budget allocated each year from the Local Authority. The money is used to provide additional support or resources to support the needs of all children in the school who require it. The deputy headteacher and assistant headteachers complete a termly provision map to monitor how the money is being spent.

The money can be used for:

- Providing specialist equipment to support a specific need
- Providing additional intervention programmes to help children learn and progress
- Providing support for smaller grouping e.g. in phonics
- Provide additional adult help if required
- Creating an immersive and inclusive environment for all our children

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
- The Local authority SEND specialist teaching team

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.

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

First point of contact – Class teacher

Second point of contact – Year Leader

Third point of contact - SENDCo

Third point of contact – Headteacher

In the case of an unresolved complaint the issue should be taken through the [Olney Infant Academy's Complaints Policy](#)

Contact Details:

SENDCo - Mrs Kim Millican
SEND@olneyinfant.org
Tel: 01234711388

Pupil Support Governor – Gillian Green
Tel: 01234711388

• Local Authority Local Offer

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms.

The Local Offer for Milton Keynes can be found <https://www.mksendlocaloffer.co.uk/>

The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support children across other schools.