



# Special Educational Needs and Disabilities Policy



The Olive Tree  
Primary School

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## 1. Introduction

### Intent:

#### Vision, Values & Ethos

Along with The Olive Tree's motto '*Believe You Can*',

*"The vision for the school is one where a respect for excellence in learning pervades all aspects of school life. "*

The school has an Islamic ethos which is underpinned by our six core values: *Peace, Trust, Fairness, Equality, Respect and Compassion.*

Although these are 'Islamic values' they are universal, applicable to individuals of any faith or no faith. These values sit hand in hand with the core British Values, ensuring our children develop into well rounded British Citizens.

### Our commitment:

The staff and trustees are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement for all children in an environment where all children with SEND are valued, respected and seen as equal members of the school.

Most children admitted to Olive Tree Primary school will already have attended an early education setting. However, some will not. We will therefore be aware that any child admitted to the reception class might have unidentified special educational needs.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the board of trustees, the school's principal, the SENDCo and all other members of staff have important day-to-day responsibilities.

In order to meet the needs of pupils with SEND and in line with the Teachers' Standards (2021), teachers are required to:

- 1 Set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils

- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities

Thus, every teacher is a teacher of every child including those with special educational needs and disabilities.

The Olive Tree Primary school will have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties towards all children with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. We actively seek and encourage the cooperation and involvement of parents in their child's education and strive to keep them well informed as an integral part of the school's approach to safeguarding.

### **SEND Code of Practice (2015)**

The law detailed in the Children and Families Act is set out and expanded upon in the SEND and Disability Code of Practice. The Code of Practice provides much more detail on the legal framework relating to special educational needs and disabilities. Wherever in the Code it says an LA, school or college must do something, then it is referring to compulsory obligations which are set out in the Children and Families Act or the Special Educational Needs and Disability Regulations 2014. Wherever the Code says an LA or other entity should do something, this is statutory guidance.

#### **2. Definition:**

The Code of Practice 2015 on Special Educational Needs and Disability gives the following definition of Special Educational Needs and Disability (SEND):

“Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.”

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age

- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of local education authority.
- Are under compulsory school age and fall within definitions above or would so do, if a special educational provision was made for them.

The Special Educational Needs (SEND) Code of Practice, provides guidance on the duties of schools, local authorities and others working with children who have SEND must have regard. The Code sets out four areas of SEND:

- Cognition and Learning
- Social, Mental and Emotional Health
- Communication and Interaction
- Sensory and/or Physical Needs

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEND policy details how The Olive Tree Primary school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school provides a focus on outcomes for children and not just hours of provision and support. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those children who have special educational needs to join in with activities of the school together with children who do not have special educational needs, so far as this is reasonably practical and compatible with the child receiving the special educational provision.

Partnership with parents / carers plays an important role in enabling children and young people with SEND to achieve their full potential. The Olive Tree Primary school recognises that parent's hold key information, knowledge and experience about their child's needs and the best way of supporting them. All parents /carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.



### 3. Our objectives in SEND provision:

Through our SEND policy the school trustees aim to meet the following objectives:

- To promote high standards, inclusion and equal opportunities.
- To have regard for the SEND code of practice 2015 when carrying out its duties towards all pupils with SEND.
- To monitor the attainment of all pupils in relation to the curriculum offered to facilitate the identification of children with SEND so that appropriate provision can be made at as early a stage as possible.
- To ensure that a child with SEND has their needs met and that parents are notified of a decision by the school that SEND provision is being made for their child.
- To make known the needs of pupils with SEND to all who are likely to teach them
- To provide support and advice for all staff working with SEND pupils.
- To consult with LA and other outside agencies to help meet the needs of pupils.
- To ensure that children with SEND are offered access to broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.
- To ensure that a pupil with SEND joins in with the activities of the school together with pupils who do not have SEND, so far as reasonably practical and compatible.
- To seek the views of the child where appropriate and take these into account.
- To recognise that parents play a vital role in supporting their child's education.
- To monitor the effectiveness of SEND provision including how funding, equipment and personnel resources are deployed at least annually, and report on the implementation of the school policy within the context of the school profile.
- To operate a 'whole school, whole pupil' approach to the management and provision of support for Special Educational needs.

### 4. Broad guidelines:

- A member of the board of trustees takes a special interest in the area of Special Educational Needs;

- The Principal is responsible for the overall management of SEND provision. The SENDCO has responsibility for the day-to-day operation of the policy;
- In its management of SEND the school will adopt a graduated approach as outlined in the SEND Code of Practice 2015. This is a model of assess, plan, do and review to help children with SEND. It recognises that there is a continuum of SEND, and that where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing;
- Children must not be regarded as having a learning difficulty solely because their home language is not English.
- The class teacher will have responsibility for the match of work to the child's abilities. The SENDCO will work closely with him/her to meet the child's needs;
- Monitoring of the progress of pupils with SEND is on-going, but there is a meeting to review pupils' progress between the SENDCO and class teacher in the autumn, spring and summer terms.
- Pupils, are also involved in reviewing their IEP targets and deciding on new areas for development;
- Parents are kept informed and their views sought, usually within the context of the twice-yearly parents meeting, so that there can be a close partnership working for the benefit of the child. Parents are also invited to contribute to the setting of new targets each term [as stated on the child's Individual Education Plan \(IEP\)](#). Staff are happy to discuss their child's needs with parents at other mutually convenient times;
- The school develops contact with outside agencies so that their expertise can be used to support the work of the school;
- The school will monitor the absence of all pupils, including those with SEND, and any concerns regarding attendance will be followed up in line with the school attendance policy;
- Staff and trustees are encouraged to attend training on SEND issues;
- SEND provision is an integral part of the School Improvement Plan;
- Regard will be taken of health and safety considerations in the implementation of this policy.
- The policy will be reviewed and evaluated annually.

### **Implementation:**



## 5. Identifying Special Educational Needs.

The Code of Practice 2015 defines SEND as:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'*

At the Olive Tree Primary School we identify the needs of the pupils by considering the needs of the whole child, which will include not just the special educational needs of the child, but also:

- The child's learning characteristics.
- The learning environment that the school is providing for the child.
- The task that the child is asked to perform.
- The teaching approach that is employed supports the needs of the child.
- Assessment is not regarded as a single event, but rather as a continuing process.

## 6. Identification process – how it will work

To help identify children who may have special educational needs, The Olive Tree Primary will measure pupil's progress by referring to:

- Their performance monitored by the teacher as part of on-going observation and assessment
- The outcomes from baseline assessment results
- Their progress against the objectives specified in nationally recognised frameworks for measuring progress
- Their performance against the level descriptions within the National Curriculum during and at the end of a key stage
- Standardised screening or assessment tools

In addition, The Olive Tree Primary will be responsive to expressions of concern by parents and take account of any information that parents provide about their child.

The Olive Tree Primary will have a rigorous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children. The quality of this delivery cycle will provide substantial evidence to inform any assessment of Special Educational Needs.

### **Assessment on Entry**

The Olive Tree Primary School will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information **will** be transferred through to the Early Years team. The SENDCO and child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure on-going observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Include the child on the SEND Support register
- Ensure on-going observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

As part of our assessment processes, the Engagement Model is employed to help us meet our duties in supporting pupils who are working below the level of the National Curriculum and who are not engaged in subject-specific. Study. The model explores five areas: Exploration, Realisation, Anticipation, Persistence and Initiation. Further information about the Engagement Model can be found in the school's assessment policy or by clicking the link in Appendix 1.

Additionally, the National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

For many children their difficulties will be resolved through scaffolded support and interventions within the class, but some may prove less responsive to this provision. The key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways:

For example as progress which:

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

## **7. Graduated Response**

If the class teacher and SENDCO, in consultation with parents, decide that the child is not making adequate progress and needs help over and above that which is normally available within the class, The Olive Tree Primary School will adopt a graduated response that encompasses a range of support strategies. We recognise that there is a continuum of special educational needs and, where necessary, will bring increasing specialist expertise to advise on the difficulties that a child may be experiencing. However the school will, other than in exceptional cases, make full use of all available classroom and school resources before expecting to call upon outside resources. All staff have a responsibility for identifying students with Special Educational Needs. Identified children will be added to the school SEND Support register to enable closer tracking and monitoring.

Class teachers have the responsibility of ensuring that planning of the curriculum is individualised and support is scaffolded in an inclusive way. They

have a duty to provide scaffolds within a balanced and broadly-based curriculum, in a way that supports children with SEND.

**Scaffolding definition:**

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Scaffolding is widely considered to be an essential element of effective teaching, and all teachers—to a greater or lesser extent—almost certainly use various forms of instructional scaffolding in their teaching. In addition, scaffolding is often used to bridge learning gaps—i.e., the difference between what students have learned and what they are expected to know and be able to do at a certain point in their education.

At The Olive Tree, the established lesson sequence incorporates such elements to enable concepts to be taught in small steps which are clear and scaffolded where necessary.

**8. Action to meet pupils' SEND:**

When planning to meet the needs of pupils with SEND, our actions generally fall within four broad stands, namely:

1. Assessment, planning and review;
2. Grouping for teaching purposes;
3. Additional human resources;
4. Curriculum and teaching methods.

**9. Relating action to Special Educational Needs:**

In order to effectively meet the aforementioned strands, the following considerations will be made:

- Strands of action need to be organised so that progressively more powerful interventions can be used to meet increasing need or so

- that the range type and intensity of interventions can be reduced as a child makes adequate progress;
- The range, type and intensity of interventions can be used to meet increasing need;
  - The support actions can be allocated at Wave 1, Wave 2, or Wave 3 for children with Education Health Care Plans (EHCPs – previously known as 'statemented').
  - For most pupils, extra help will be provided in the classroom, managed by the class teacher as part of their delivery of quality-first teaching. This means that day-to-day classroom teaching takes account of pupils' needs and on occasion may involve spending some time outside the ordinary classroom in the context of the inclusive curriculum. In doing so, efforts will be made to ensure any time taken out of the classroom is mindful of pupils' overall needs – and not to their detriment.

**Help to the child might take the form of:**

- Different learning materials or special equipment. This may include the use of assistive technologies to support the child's learning;
- Introduction of some group or individual support from the SENDCo, support teacher, or teaching assistant;
- Devotion of extra time for staff to devise planned intervention activity and to monitor its effectiveness;
- Staff development and training;
- One-off or occasional advice on strategies or equipment or staff training from external agencies.

In many cases early identification and action taken in school will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern will additional action be taken. At Olive Tree Primary School, when a child is identified as having special educational needs, we will intervene as described below at Wave 1, Wave 2 or Wave 3.

**10. Identification and Assessment of SEND**

As stated earlier, each child is assessed once they begin attending The Olive Tree in order to establish their attainment and needs. The class does this through observations, tasks set for the child in class and assessment using the National Curriculum Level Descriptors/ Early Learning Goals.

If the child is not making enough progress a graduated response will be put in place. This will start by identifying the area of need – which could be one or more area, as identified below:

- Cognition and learning
- Communication and interaction
- Sensory and/Physical need
- Social, Emotional and Mental Health

Depending on the need(s) of the child, the class teacher will put in place additional adaptations in the class, organise intervention activity and closely monitor the child. The class teacher will devise personalised targets for the child in the form of an Individual Education Plan (IEP). If the child is not making enough progress after assessment using the strategies outlined above. The class teacher and the SENDCo will devise further, personalised targets. The child will be given additional support where possible. The targets will be shared with both the parents and the child. The child will continue to be monitored by the class teacher and SENDCO. If the child is still not making adequate progress, advice will be sought from outside agencies. The child will continue to be monitored and supported using the cycle of Assess, Plan, Do and Review throughout. Any resources needed will be provided by the school and parents will be kept informed.

### **11. Wave 1, Wave 2 and Wave 3.**

This model embodies the principles set out below, which are central to the SEND code and to which all schools should have regard to ensure:

- Provision for a child with special educational needs should match the nature of their needs
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.

Additional support for children with special educational needs is expected to be delivered through in three successive levels or '**waves**'.

**Wave 1** is the expectation of 'quality first' teaching, where good quality teaching and matching work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies and is part of the planning and



practice of the school as a whole. Occasionally an outside agency may also provide support at Wave 1.

**Wave 2** is an increased level of additional support. This can include access to specialist resources within the school, such as nurture groups, therapies, identified interventions, targeted 1:1/small group support with a specifically trained adult. This level has more emphasis on 'catch-up' as part of the graduated approach cycles of Assess, Plan, Do, Review. This level can also involve specialist advice from outside agencies.

**Wave 3** (along with elements of Wave 1 &2) usually encompasses external specialists previously asked to provide additional high level guidance/support. Generally this level supports pupils with quite challenging needs, where progress remains poor even after high levels of specialist intervention. Pupils at this level are likely to be on the pathway for an Education Health Care Plan (EHCP).

### **12. Individual Education Plans**

The SENDCo will ensure that parents are informed that their child is to receive special educational provision because the child has SEND. The nature of the additional help that might be needed by the child will be decided on the basis of all the available information about the child collected by the class teacher and the SENDCo, and additional information from the parents and any professionals from health and social services who may have been involved with the child.

Support for children on the graduated response might take the form of teaching time from the additional teacher, extra support from a classroom assistant or the SENDCo.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. An Individual Education Plan (IEP) will be devised by the class teacher and can involve the SENDCo. The IEP will record only that which is additional to or different from the normal adapted curriculum. It will be reviewed in the termly progress review meeting between class teacher and SENDCo. The review will focus on the progress made by the child and the effectiveness of the support provided, the contribution made by parents, and future action including the setting, where appropriate, of new targets in the revised IEP.

The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- Child and parental involvement
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The SENDCo will be responsible for ensuring records relating to the child's SEND are maintained. The SENDCo will update/review the Provision Map each term. Information should reveal the different perceptions of those concerned with the child, any immediate educational concerns and an overall picture of the child's strengths and weaknesses. The record should be updated at least termly following the review meeting.

### **13. External Support**

A request for help from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents, at the termly meeting to review the child's progress but could be made at another time if deemed necessary.

The external support services will usually see the child in school if that is appropriate and practical. They can then advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for practical activities. The external support services will normally need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. Thus, additional or different strategies to those at Wave 2 are put in place and an IEP devised. The SENDCo and class teacher will continue to take the lead in any further assessment of the child, planning further interventions for the child in discussion with colleagues, monitoring and reviewing the action taken. The parents will be kept informed.

The SENDCo should note in the child's records what further advice is being sought and the support that is to be provided for the child, pending receipt of the advice.

Support for children at Waves 2-3 might be from professionals from outside of the school e.g. the Focus Learning Support Service brought in by the school, Behaviour Support Service, Occupational Therapists, Educational Psychologists, Hospital Psychologists, Speech and Language Therapists, Medical Services, Specialist teacher as well as extra teaching time from the SENDCo or additional teacher, or extra support from a classroom assistant.

A child will be considered for Wave 3 if, despite receiving an individualised programme and/or continued support under Wave 2, the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and/or mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning and progress.

The child's progress at Wave 3 can be reviewed half termly and includes input from the external support services involved. The possibility of referral for statutory assessment (EHCP) may also be discussed.

Following the review the child may remain at Wave 2 with a new IEP. This may include new targets in the light of the effectiveness of the first IEP. The child may be judged to have made sufficient progress so that he/she is no longer felt to be in need of this level of extra support and will then revert to the previous Wave level. If after a reasonable time the child has not made adequate progress and further support is needed, then a request might be made to the Local Authority for a Statutory Assessment of the child's educational needs.

#### **14. Education Health Care Plan (EHCP) referral.**

The school will submit the referral for EHCP Assessment to the Local Authority and provide the necessary evidence to support this referral. The referral for an EHCP Assessment will be made using an Early Help Form (EHF) which should incorporate all the relevant information regarding the descriptors of difficulty for the child/young person. The school will seek parental consent for the EHF to be submitted. Referrals for EHCP Assessments will be considered and initiation determined by a multi-agency panel. This will consist of Local Authority, educational settings, health, and social care representatives. The panel will meet at regular monthly intervals throughout the academic year. The panel will determine, on the evidence submitted by the educational setting, if the child/young person's needs require initiation of an EHCP. An EHCP will be issued when a child/young person's learning difficulties:

- Meet the criteria outlined in the High Needs Funding documentation.
- May call for special educational provision which cannot reasonably be provided by the school.

If the panel does not agree that an EHCP is required, this will be fed back to the school with the reasons for this decision. If the panel does agree to carry out an EHCP Assessment, the outcome may be that an EHCP is issued.

If an EHCP is awarded the Local Authority must check the child's progress (at least once a year) and make sure that the EHCP continues to meet his or her needs. This is done through a review to which all involved with the child's education are asked to contribute, including the parents and the child.

The school will endeavour to support and advise parents throughout the EHCP process.

An Education Health Care Plan will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

## Annual Reviews of Educational Health Care Plans

Educational Health Care Plans (EHCP) must be reviewed annually. The annual review will be chaired by the SENDCo. Reports will be submitted by the class teacher, teaching assistant and anyone else working with the child, for example the speech therapist. If there are concerns about the progress or behaviour of a pupil with an EHCP then an annual review can be held at any time during the year and more than one can be held in the course of a year. The annual review can be used to request additional support or changes to the EHCP. In the unfortunate event of a pupil with an EHCP facing permanent exclusion an annual review MUST be held at the earliest opportunity prior to the exclusion meeting.

A review in year 5 will seek to give clear recommendations as to the type of provision the child will require at the secondary stage. Parents will then be able to visit potential secondary schools. At the final review in year 6, the SENDCo of the receiving secondary school will be invited.

### Supporting Pupils and families:

The school will publish a school offer, which will be available at the local authority known as the 'local offer'. A link to this is also attached in appendix 2.

The SEND information report and the school's policies on: admissions, complaints, behaviour and anti-bullying are available by following the link below and clicking on the 'SEND' tab (for the SEND information report) and the 'Policies' tab for all other policies

[www.theoliveetreeprimary.com](http://www.theoliveetreeprimary.com)

### 15. Supporting pupils at school with medical conditions:

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality act 2010.

- Some may also have special educational needs or disability (SEND) and may have a statement, or education health care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND code of practice (2015) is followed.
- Each child will have their medical needs recognised and advice from specialists followed.

### **16. Monitoring and evaluation of SEND:**

At The Olive Tree Primary School we continuously carefully monitor the provision of SEND children through:

- Observations
- Regular audits of resources
- Parents' views
- Pupils' views
- Staff views
- Trustees' views
- Provision map
- Pupil progress meetings

These evaluating and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **17. Roles and Responsibilities in SEND provision.**

#### **Principal:**

- Allocates roles and responsibilities to staff so that special needs are met, liaising with the SENDCo, support services, parents and pupils as needed
- Reports to trustees on the needs of SEND children in the school
- Ensures that the needs of pupils with SEND, pupil premium eligibility and those that are looked after are met within the school
- Is the Deputy Designated Safeguarding Lead, along with the Deputy Principal.



## **SENDCo:**

Ms. Chippendale is our Special Education Needs Co-ordinator. She will be happy to provide any additional information. Parents can see her by arrangement or can contact the office to arrange an appointment.

The SENDCo:

- Plays a key role in delivering the strategic development of the SEND policy and provision
- Oversees the day-to-day operation of the school's SEND policy
- Monitors the needs of SEND and gifted & talented children together with the Principal and class teachers
- Assists with and advises on the teaching and assessment of children with SEND together with the school's teaching and learning lead
- Organises annual and termly reviews of learning for pupils with SEND
- Ensures Individual Education Plans are written and reviewed termly
- Ensures that the impact of SEND interventions is assessed for each pupil
- Gives advice on the level of support and on appropriate resources and strategies to support learning
- Ensures that the school's SEND register & provision map are updated regularly
- Leads reviews of the SEND policy
- Liaises with Educational Psychologists and other support services
- Meets with parents and pupils to discuss and support needs and progress
- Reports to trustees as requested by the Principal
- Leads INSET on SEND in school as appropriate
- Keeps their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses
- Writes an Early Help (EHE) document if more than one external agency is involved. This will be done in liaison with parents.

## **Class Teachers:**

- Identify the Special Educational Needs of individual children in their class
- Know which pupils in their class are on the SEND Register and at what stage

- Maintain a SEND file for their class reflecting this information for each individual child and copies of all relevant IEPs
- Write or contribute to individual IEPs for pupils at Wave 1 -3 and those with a full Statement/EHCP
- Ensure support staff are supporting pupils in their class, as directed
- Attend appropriate INSET and courses.

### **Learning Support and Teaching Assistants:**

Teaching and support assistants will be deployed as necessary to meet the needs of children within the classes. In addition to this, interventions will be put in place as appropriate for groups of children with specific needs.

Within a class, under the guidance of the class teacher the support assistant may:

- Carry out activities and learning programmes planned by the class teacher
- Keep records of this work as requested
- Evaluate and feedback on the progress of children
- Attend INSET and courses where appropriate
- Support the teacher with additional programmes of work for specific children as needed.

### **Trustees:**

- A named trustee will have responsibility for the implementation of the SEND policy
- Be fully involved in developing and monitoring the SEND policy
- Have up to date knowledge about the school's SEND provision, including funding
- Ensure that SEND provision is an integral part of the School Improvement Plan
- Ensure that financial resources are available to carry out the SEND policy
- Ensure the quality of SEND provision is continually monitored
- Ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- To liaise with the Principal and SENDCO as required.

## Parents

Partnership with parents plays a key role in enabling children with SEND to achieve their full potential. Parents are told when a child is first identified with SEND and are told about the Parent Partnership Service delivered by the Local Authority. We aim to keep parents involved in the school – based response for their child, and to ensure they understand the purpose of any intervention or programme of action.

Parents have a legal duty to make sure that their child receives suitable education. In working with schools they should communicate regularly with school staff and alert them to any concerns they have about their child's learning or provision and fulfil their obligations under home – school agreements (where appropriate) which set out the expectations of both sides.

As soon as parents feel that their child may have a special educational need and may need different arrangements made for them, they should discuss the matter with the school. The school should listen to and take parents' views and concerns into account when considering any intervention. Where a child is provided with any additional or different intervention through Waves 1 to 3, parents can play a part in the processes of planning and reviewing their child's Individual Educational Plan. They can also help the school in implementing Wave 1, Wave 2 or Wave 3, for instance by helping their child with any programmes to be followed at home.

If parents feel their child needs more help than the intervention available through Waves 1 to 3 they have the right to seek a statutory assessment of their child's needs through their Local Authority. When a school decides to seek an assessment, parents should help by providing the necessary information.

## 18. Links with Other Schools

When children transfer from other schools or nurseries to The Olive Tree Primary School the school takes careful note of information sent, including that relating to Special Educational Needs. The SENDCo liaises with the previous setting via visits and discussions with key workers to ascertain the nature of the need. The SENDCo meets with parents of children who have SEND in order to ensure smooth transition into school.

The school maintains curricular records on all its pupils including those with SEND. When a child leaves The Olive Tree, these records are passed on to the receiving school so as to ensure continuity and progression in a child's learning. For children with SEND the record will also include background information collated by the SENDCo, copies of IEPs prepared in support of Wave 1, Wave 2 or Wave 3 and any statement of SEND or the EHCP.

Before a child with SEND transfers to secondary school the school liaises with the secondary school's special educational needs department so that individual needs can be met. In the case of a child with a statement / EHCP this may take the form of a meeting between the child's parent, and SENDCOs from the two schools.

A parent may inspect his or her child's records. A request should be made in writing to the Principal. A response to this request will be made within 15 school days.

## **19. Training**

The SENDCo attends courses to further her expertise in this area and reports back to staff as appropriate. All teaching staff are encouraged to attend courses to aid their personal professional development. SEND will, from time to time, have a particular focus for whole school development within the context of the school's development plan and training may be delivered to all staff by either the SENDCo or experts from external agencies.

Staff may attend INSET either provided within school or by an outside trainer. This might be on the basis of an identified whole school need, or that of an individual. Cost of training will normally be met from the school's training budget.

## **20. External Agencies**

The school has developed links with a number of services to support its work with children with SEND, as is appropriate for the needs of the child. Parents are consulted before external agencies are involved.

Learning and behaviour support services may be asked to offer advice on the best way to provide for a child's SEND, to carry out assessments on a child, or to work directly with a child or teaching staff. Staff can borrow resources from these services and staff are encouraged to attend their training courses.

There is a close working relationship with the Educational Psychologist and Ladywood outreach services that advise the school about children with SEND. Additionally the school can call on the services of other experts such as teachers for the hearing or visually impaired, speech therapists, physiotherapists, educational social workers etc.

The school nurse visits school regularly and is available for parents to discuss any concerns with her.

## **21. Additional Observations: English as an Additional Language**

Many pupils at The Olive Tree Primary School have English as an additional language. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English will not be equated with learning difficulties as understood in the SEND Code of Practice. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The Olive Tree will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

The Olive Tree Primary School will follow the advice of the Code of Practice 2015 which states:

'At an early stage a full assessment should be made of the exposure they have had in the past to each of the languages they speak, the use they make of them currently and their proficiency in them. The information about their language skills obtained in this way will form the basis of all further work with them both in assisting their learning difficulties and in planning any additional language support that is needed.'

Children with EAL will be categorised into Waves:

- Wave 1 - needs met through quality-first teaching
- Wave 2 will encompass access to specific intervention
- Wave 3 will involve the external support agency - Achievement, Cohesion and Integration Service (ACIS).

ACIS provides school support for children new to the UK. Support will consist of key assessments and additional support and guidance for staff. Further details on assessment for pupils with EAL can be found in the school's assessment policy.

## **22. Technology for Special Educational Needs**

The Olive Tree Primary will provide suitable technology for any student that has special educational needs, within the school's capabilities. Additionally, technology will be used by students to demonstrate achievement in ways which might not be possible with traditional methods. All children will receive an iPad where personalised technology will be used to enable tasks to be tailored to suit individual skills and abilities.

Educational content will be presented in various media: text on a website, multimedia, such as digital audio, digital video, animated images, annotations, and virtual reality environments. This content may be created in a multiplicity of ways, utilising a variety of authoring tools. As a result, The Olive tree Primary will transform educational dynamics by providing alternative, authoritative sources of information, which requires teachers to become facilitators and, in some cases, intermediaries between specific information sources and a learner.

### **Assistive Technologies**

Using assistive technologies in educational activities will allow students with SEND to be indispensable in the group of their peers and to participate in the learning process as protagonists, and to gain self-confidence, social and communication skills.

The assistive technology applied at The Olive Tree Primary School will enable students with disabilities to exploit their cognitive potential, to interact with others, and to control certain aspects of their environment. Assistive technology will give the opportunities to access the curriculum at the adequate level, providing facilities as well as incentives for learning.

Pupils with SEND will have access to a range of tools to support their learning for including:



- Support for deaf or hard of hearing students:  
**Live Listen** lets them use Made for iPhone (or iPad) hearing aids and AirPods to help them hear more clearly.
- Supporting those with low vision:  
**VoiceOver** tells you what's happening on your screen. Students with colour-blindness can adjust the view on their Mac or iPad to make it work best for them.  
Magnifier works like a digital magnifying glass. It uses the camera on iPad or iPhone to increase the size of anything students point it at, so they can see the details more clearly.
- Supporting those with limited mobility:  
**Voice Control** opens up an intuitive way to navigate the iPad using only voice. For those unable to hold a pen or type with a keyboard, improved dictation and richer text-editing features help them write more efficiently, while simple vocal commands let students quickly open and interact with apps.

### 23. Access

The school has a desire to be fully accessible to all needs. At The Olive Tree we will make arrangements for any disabilities such as wheelchair access as the need arises. We do recognise our limitations in space, access, facilities and we will address these needs as occasions arise.

Parents and carers have access to class teachers at the end of each day. Access to the SENDCo can be made via prior arrangement at a mutually convenient time.

### 24. Evaluating Our Provision

The trustees evaluate the effectiveness of the school's SEND policy each term. They evaluate the effectiveness of the school's provision against its objectives through reference to the Principal's reports.

Evaluation will examine how the school identifies, assesses and provides for pupils with SEND including:

- How personnel are being deployed to support pupils with SEND;
- Funding for equipment for pupils with SEND and what it has been used to purchase;

- Any building adaptations;
- Staff training;
- The use of external support services and agencies.

In addition trustees monitor the effectiveness of our provision through reference to:

- The numbers of pupils moving on and off the register;
- The programme of termly SEND reviews;
- The progress made by pupils with SEND as evidenced by test scores such as end of Key Stage 1 and 2 SATs.

The Local Authority also monitors the effectiveness of provision annually.

## **25. Complaints**

Parents who have a complaint about the school's policy with regard to SEND should follow the school's complaint policy – which can be found under the 'policies' tab on the school website or by using the link below:

[https://theolivetreeprimary.com/wp-content/uploads/2021/08/complaints\\_policy\\_2019.pdf](https://theolivetreeprimary.com/wp-content/uploads/2021/08/complaints_policy_2019.pdf)

In line with this policy, attempts should be made to formally resolve matters before escalating. Should parents feel their concerns have not been resolved and still wish to make a complaint, the complainant must put the complaint in writing using the school's Complaints Form (see appendix 2 of complaints policy) unless the complainant has a disability that prevents this, in which case the complainant may contact the school for assistance. The complaint should be addressed to the 'Principal at The Olive Tree Primary School'. The Principal will acknowledge receipt of the complaint by letter / email, and pass the complaint to a nominated senior member of staff as appropriate for investigation.

### **Contact details.**

- **SENDCo:** Ms. N. Chippendale
- **Contact number:** 01204 322370
- **Email:** SEND@theolivetreeprimary.com

## **Appendices:**

### **Appendix 1: Linked Documents**

#### **Complaints policy:**

[https://theolivetreeprimary.com/wp-content/uploads/2021/08/complaints\\_policy\\_2019.pdf](https://theolivetreeprimary.com/wp-content/uploads/2021/08/complaints_policy_2019.pdf)

#### **Engagement Model:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf)

#### **Legislation:**

<https://www.legislation.gov.uk/ukpga/2014/6/section/69>

#### **SEND Code of Practice:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

#### **Send Information Report and Local Offer:**

<https://www.theolivetreeprimary.com/sen-and-disabilities/>

**Appendix 2: SEND Local Offer**

<https://www.bolton.gov.uk/sendlocaloffer/>