

**Believe
You
Can**

**The Olive Tree
Primary School**

SEND POLICY



The **Olive Tree**
Primary School

This document has been approved for operation at The Olive Tree Primary School

Document Control

Date of approval:	12th November 2024
Date of next review:	November 25
Review period:	Annual
Status:	Approved
Approval Committee:	Safeguarding and Inclusion Committee
Version:	4.0

Contents	Page
Introduction	5
Definition	6
Four Areas of SEND	7
Neurodiversity	8
Our Objective	9
Broad guidelines	10
Identification	11
Assessment on Entry	11
Graduated response	13
Scaffolding	13
Action to Meet Pupil's SEN need	14
Relating Action to SEN	14
Identification and Assessment of SEND (SEN Register/Under Monitoring)	15
Wave 1, Wave 2 and Wave 3	16
Individual Education Plans	17
External Support and Early Help	18
Education Health Care Plan	20
<ul style="list-style-type: none"> • Annual Reviews • Supporting Pupils and Families 	
Supporting Pupils with medical conditions	22
Monitoring and evaluation of SEND	22
Roles and Responsibilities in SEN provision	23
<ul style="list-style-type: none"> • Principal • SENDCo • Class Teacher • Learning Support and Teaching Assistants. • Trustees • Parents/Carers 	

Links with other schools	26
Training	27
English as an Additional Language (EAL)	27
Technology for Special Educational Needs	28
Assistive Technologies	29
Physical Access	30
Evaluating our Provision	30
Complaints	31
Addendum RE: SEND Assessment tools (inc Engagement Model and Pivats)	32

Introduction

The Olive Tree Primary school will provide all pupils with an ambitious education to prepare them for the future. 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 or disabilities.

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

"Every teacher is a teacher of every child including those with special educational needs."

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 disabilities and ensure that parents/carers 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/carers in their child's education and strive to keep them well informed as an integral part of the school's approach to safeguarding.

Linked Documents:

Safeguarding and Child Protection Policy

SEND Local offer

Legislation: *The Children and Families Act 2014*

Also see *The SEND Code of Practice 2015* which refers to the Special Educational Needs and Disability framework providing guidance to organisations working with, and providing support to, children and young people (0-25 years old) with special educational needs and disabilities.

SEND Code of Practice (2015)

The law detailed in the Children and Families Act is set out and expanded upon in the SEN 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.

Definition:

The Code Of Practice 2015 defines SEND as:

"A child or young person has specialist educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her"

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 facilities of a kind, generally provided for others of the same age in schools or mainstream post-16 institutes

Four Areas of SEND

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: Children who learn at a slower pace compared to their peers, and students with Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia. Cognitive learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. SpLDs affect one or more aspects of learning.

Social, Mental and Emotional Health: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This can appear as withdrawal or isolation, and some pupils display challenging, become disruptive or display disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming or physical symptoms that are medically unexplained.

Communication and Interaction: Children with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others, such as those diagnosed with ASD.

Sensory and/or Physical Needs: Children with these difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and

young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Neurodiversity

Neurodiversity refers to the natural variation in human brains and the diverse ways in which individuals perceive, think, and learn. It recognises that neurological differences, such as autism, ADHD, dyslexia, and others, should be embraced and valued as part of the human experience.

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 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 parent(s)/carer(s) 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)/carer(s) hold key information, knowledge and experience about their child's needs and the best way of supporting them. All parent(s)/carer(s) of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their child's education.

Our objective 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 parent(s)/carer(s) 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 parent(s)/carer(s) 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 and Disabilities .

Broad guidelines:

- A member of the Governing Body takes a special interest in the area of Special Educational Needs;
- The Head of School is responsible for the 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 special needs co-ordinator 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;
- Parent(s)/carer(s) are kept informed and their views sought, usually within the context of the twice-yearly parent(s)/carer(s) meeting, so that there can be a close partnership working for the benefit of the child. parent(s)/carer(s) 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 parent(s)/carer(s) 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;
- Consideration will be given to health and safety in the implementation of this policy.

Identification process – how it will work

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

- Their performance is monitored by the teacher as part of on-going observation and formative 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 parent(s)/carer(s) and take account of any information that parent(s)/carer(s) 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 and Disabilities.

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 SEN Support register.
- Involve parent(s)/carer(s) in implementing a joint learning approach at home.
- Celebrate achievements.

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 the scaffolded support and interventions within the class, some children may require a more adapted 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.

Graduated Response

If the class teacher and SENDCo, in consultation with parent(s)/carer(s), 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 and Disabilities. 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 the curriculum will be individualised and supported in an inclusive way. They have a duty to provide adaptations within a broad and balanced 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.

Action to meet pupils' SEND needs (falls within four broad strands):

- Assessment, planning and review;
- Grouping for teaching purposes;
- Additional human resources;
- Curriculum and teaching methods.

Relating action to Special Educational Needs:

- 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 Statemented children/children on Education Health Care Plans (EHCPs).
- For most pupils, extra help will be provided in the classroom, managed by the class teacher as part of National Strategies associated with Quality First Teaching (QFT). This may involve spending some time outside the ordinary classroom, it will be in the context of the inclusive curriculum.

Help to the child might take the form of:

- Different learning materials or specialist equipment;

- Introduction of some group or individual support from the SENDCo or support teacher, or teaching assistant;
- Devotion of extra time to staff to devise the nature of the planned intervention and to monitoring its effectiveness;
- Staff development and training;
- One-off or occasional advice on strategies or equipment or staff training from external agencies.

Identification and Assessment of SEND.

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 The Olive Tree Primary School, when a child is identified as having special educational needs the school will intervene as described below at Wave 1, Wave 2 or Wave 3.

Pupils will be assessed once they come into school to find out the level the child is working on at the moment. The class teacher will assess the child through observations, tasks set for the child in class and assessment using the National Curriculum Level Descriptors / The Early Learning Goals.

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

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

Depending on the need of the child,

- the class teacher will put in place additional adaptations in the class, organise boosting, 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 review the personalised targets. The targets will be shared with both the parent(s)/carer(s) and the child. The child will remain under monitoring by the class teacher and SENDCo.
- If the child is unable to make 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.
- Any resources needed will be provided by the school and parent(s)/carer(s) will be kept informed.

Subsequently, following a period of monitoring the child may then be added to the school SEND register (if agreed by the parent(s)/carer(s)). Prior to this the child is classified as Under Monitoring.

Wave 1, Wave 2 and Wave 3.

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

- 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 suitable work is matched to the individual meaning every pupil is included and expectations remain high. This level has an emphasis on 'catch-up' and 'boost' support' - part of the graduated approach cycles of Assess, Plan, Do, Review. This is supported by whole-school policies - ie, it is part of the planning and beliefs 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 resource/s within the school, such as nurture groups, therapies, identified interventions, targeted 1:1/small group support with a specifically trained adult. This level can also involve further specialist advice from outside agencies.

Wave 3 (along with elements of Wave 2 & 1) usually encompasses external specialists previously asked to provide additional high level guidance/support. Generally this level supports pupils with significant levels of neurodiversity where progress remains low even after high levels of specialist intervention. Pupils at this level are likely to have an Education Health Care Plan (EHCP) or on pathway to apply for one.

Individual Education Plans

The Teacher will ensure that parent(s)/carer(s) 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 parent(s)/carer(s) and any professionals from the Local Authority, health and social services who may have been involved with the child.

Support for children on the graduated response might also take the form of teaching time from an additional teacher, extra support from a classroom assistant, SENDCo or targeted intervention provided by a bespoke digital application.

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 that which is additional to or adapted to support the usual 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 parent(s)/carer(s), 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 SEN are maintained. The SENDCo will oversee the IEP each term. Information should reveal the pupil's perceptions and an overall picture of the child's strengths and weaknesses. The IEP record should be evaluated.

External Support

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

External support services will observe the child in school and they can then advise teachers on the next steps. This can result in an IEP target adjustment.

External agencies provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice and recommendations on specialist strategies or materials. The external support services will 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 parent(s)/carer(s) will be kept informed. This process is supported using the Early Help Assessment.

Early Help Assessment

The Early Help Assessment should be undertaken when there are initial concerns about a child's development and progress. A child's strengths and areas of need can be assessed so that the right support can be provided. This should include asking parents/carers what they think, talking to professionals who work with the child, and looking at records and other information.

Support for children at any Wave 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, nursing team as well as extra teaching time from the SENDCo or additional teacher, or extra support from a classroom assistant. This would be evidenced in the Early Help documentation.

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 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 the Wave 2 with a new IEP. This may include new targets with considerations 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.

Education Health Care Plan referral.

The school can submit the referral for an EHCP assessment to the Local Authority (LA) and it must provide the necessary evidence to support this referral. A referral for an EHCP assessment will be supported by the Early Help assessment process. The school must seek parental consent before the application can be submitted. The Local Authority will view the application and may then initiate a statutory assessment. When the assessment is completed the Local Authority and their multi-agency panel may initiate an EHCP. The decision making panel meets throughout the academic year to review applications. An application for an EHC can take 20 weeks to process from the time they agree to the assessment. Supporting evidence for an application usually involves 3 cycles (terms) of assess, plan and do review procedural evidence.

Potential outcomes:

- Criteria outlined in the High Needs Funding documentation is met, an EHC draft is written.

- Statement made in regard to a specialist educational provision which cannot reasonably be provided by the school.
- Application rejected on the grounds of insufficient evidence provided.
- Do not agree that an EHCP is required. Reasons are expressed and potential next steps are outlined.

The school will endeavor to support and advise parent(s)/carer(s) throughout the EHCP process however parent(s)/carer(s) are encouraged to also seek support and guidance from Bolton Information and Advisory Service <https://iasbolton.com/>

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

For further detail regarding the EHC process and timescales please refer to the Bolton Guidance at:

Annual Reviews of Educational Health Care Plans

If a child has a Statement of Special Educational Needs the Educational Health Care Plan (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 a Statement 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 Statement. In the unfortunate event of a pupil with a

Statement 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. Parent(s)/carer(s) 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. This is also attached in the appendix.

The 'SEN information report' and the schools 'Policy on Managing the Medical Conditions of Pupils' our 'Admissions Arrangements' 'Complaints Procedures' and 'Anti Bullying Policy' are available on the school website.

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 Need or a 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 need recognised and advice from specialists followed.

Monitoring and evaluation of SEND:

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

- Observations
- Assessments
- Regular audits of resources
- parent(s)/carer(s) 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.

Roles and Responsibilities in SEND provision.

Principal:

- Allocate roles and responsibilities to staff so that special needs are met.
- Liaise with staff, SENDCo, support services, parent(s)/carer(s) and pupils.
- Report to trustees on the needs of SEND children in the school.
- Ensure that the needs of SEN/PP/CLA/ children are met within the school.
- Is the Designated Safeguarding Officer or Deputy Designated Safeguarding Officer.

SENDCo:

Mrs. Cattermole is the Special Education Needs & Disabilities Coordinator.

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 children together with the Head of School and class teachers. Supports the More able lead with progress and provision of pupils who are more able.
- Assists with and advise on the teaching and assessment of children with SEND.
- Organises annual and termly reviews.
- Ensures Individual Education Plans are written well 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 is updated regularly.
- Reviews the Special Educational Needs Policy.
- Liaises with Educational Psychologists, other support services and specialist assessments to identify children with SEND
- Meets with parent(s)/carer(s) and pupils to discuss and support needs and progress.
- Reports to trustees as requested by the Head of School.
- Leads INSET on SEND in school as appropriate.
- Keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.
- Leads SEND Early Help review meetings in liaison with parent(s)/carer(s), teachers and external agencies.

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 TAs are supporting pupils in their class, as directed.
- Attend appropriate INSET and courses.

Learning Support and Teaching Assistants:

Teaching/Learning support assistants (TA/LSAs) may be deployed as necessary to meet the needs of children within the classes. In addition to this, interventions will be put into place as appropriate for groups of children with specific needs.

Within a class, under the guidance of the class teacher the TA/LSA 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 to 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 Head of School, SENDCo and staff

The SEND Trustee for The Olive Tree primary is: Mrs M Chauhan.

Contact number: 01204 322370

Parent(s)/Carer(s)

Partnership with parent(s)/carer(s) plays a key role in enabling children with SEND to achieve their full potential. Parent(s)/carer(s) 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 parent(s)/carer(s) involved in the school – based response for their child, and to ensure they understand the purpose of any intervention or programme of action.

Parent(s)/Carer(s) 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 fulfill their obligations under home – school agreements which set out the expectations of both sides.

As soon as parent(s)/carer(s) 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 parent(s)/carer(s)' views and concerns into account when considering any intervention. Where a child is provided with any additional or different intervention through Wave 1 to Wave 3, parent(s)/carer(s) 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 parent(s)/carer(s) 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, parent(s)/carer(s) should help by providing the necessary information.

Links with Other Schools

When children transfer from other schools or nurseries to The Olive Tree Primary School the school takes note of information sent, including that relating to Special

Educational Needs. The SENDCo liaises with the previous setting via the Early Help process involving key workers to ascertain the nature of the need. The SENDCo is then able to meet with parent(s)/carer(s) of children who have SEN in order to ensure smooth transition into school. This is done as part of the transition process.

The school maintains curricular records on all its pupils including those with SEND. When a child leaves The Olive Tree Primary school, 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 SEN or the EHCP.

Prior to a child with SEND transferring to secondary school the school liaises with the secondary school's special educational needs department so that individual needs can be met as part of transition. In the case of a child with an Education Health Care Plan/Statement a meeting will take place between both special needs coordinators. Parent(s)/Carer(s) may request for their child's records. A Subject Access Request should be made in writing to the Head of School.

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 in service training 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.

English as an Additional Language

Many pupils at The Olive Tree Primary School will 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 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 Primary School 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:

At an early stage a full assessment can be made to ascertain the level 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, use of accessibility features on mobile devices and translation tools.

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. The School aims to enable greater learner autonomy and unlock hidden potential for those with communication difficulties. 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, 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 SEN 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.

To enable all pupils to succeed, pupils are equipped with mobile devices that not only supports learning (for further information on general teaching and learning, refer to the Teaching, learning and Assessment Policy) but provides accessibility for those that require it. This includes:

- Personal mobile device with access to visual, physical, motor and hearing features to support learning.
- Digital writing tools and headphones
- Accessibility and adjustments for statutory tests is taken from National Curriculum Assessment Guidance. Considerations are made for what is normal practice for the child.

Physical 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/carers 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. The school concerns process enables parent(s)/carer(s) to arrange a suitable time to meet with staff.

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 Head of School'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 the end of Key Stage 1 and 2 SATs.

Complaints

Parent(s)/carer(s) who have a complaint about the school's policy with regard to SEND should contact the Head of School. Should the matter not be resolved they should contact the school's Board of Trustees through the Complaints procedure, a copy of which can be obtained through the school office.

Contact details.

SENDCo Ms. Cattermole

Contact number 01204 322370

Addendum - SEND Assessment Tools

Cognition and Learning	Social, Mental and Emotional Health	Communication and Interaction	Sensory and/or Physical Needs
<p>***Rapid (age 4-11 all ages dyslexia screener) https://glready.com/</p>	<p>**BOXALL (age 4+ Emotional & Behavioural)</p>	<p>**Wellcomm (up to age 6 Early Year - Communication & Language)</p>	<p>Referrals to: NHS Paediatric Occupational Therapy (all ages Physical)</p>
<p>***CoPS (age 4-7 Dyslexia screener) https://glready.com/</p>	<p>Referrals to Bolton Behaviour Support Services for Behaviour related intervention (all ages) Behaviour Support Service - Local Directory of services, activities and events in Bolton</p>	<p>**Wellcomm (age 6 - 11 Primary - Communication & Language)</p>	<p>Referrals to: NHS Paediatric Physiotherapy (all ages Physical)</p>
<p>***GL LASS (age 8-11 Dyslexia screener) https://glready.com/</p>		<p>Referrals to: NHS S&L services for a language development programme (all</p>	<p>Irlen Screening completed by the SENCO (all ages)</p>

		ages)	
*BPVS3 (from age 3-16 Picture Vocabulary Scale inc. EAL)		Referrals to: Bolton Social Communication and Interaction Pathway (BSCIP) All ages Autism Pathway in Bolton – SEND Local Offer	Referrals to: Ladywood Outreach (all ages) for a sensory needs assessment Woodbridge SEND Service Bolton
**PhAB2 (age 5-11 Phonological processing)			
*Sandwell Early Numeracy Test 4-8 and 8-14			
**YARC https://support.gi-assessment.co.uk/knowledge-base/assessments/yarc-support/after-the-test/scoring-and-reporting/			
Educational Psychology services for psychometric assessments to support a statutory assessment Educational psychologists – SEND Local Offer			

*-paper based no online reporting tool

** - Paper based assessments plus online reporting tool

*** - digital via GLready.com

The Engagement Model and Pivats

From September 2021, it became statutory for pupils working below subject-specific study to be assessed against the Engagement Model. If pupils are at the end of the key stage, the school will report which children are assessed against this but not their actual assessments.

Regarding the Engagement Model, the DFE guidance states,

"It will not necessarily replace a school's existing plans, assessments and reporting systems, but adds value to them by helping schools assess pupils' progress from a different angle."

Standardised assessment at the end of key stage 1 (KS1) is no longer statutory, but it remains statutory for schools to use the engagement model to set attainment targets for pupils working below the standard of national curriculum

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are

achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

The engagement model does not replace existing planning and assessment systems and schools will have autonomy over how it will be implemented.

The model encourages schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress.

For further information link to: [The engagement model - GOV.UK](#)

PIVATS:

Is used to help support schools where children need small steps of learning.

PIVATS is an assessment tool used to assess pupils working below their chronological age expectations within the National Curriculum. It supports aspects of reading, writing, math, and can also be used for aspects of personal and social development.

For further informations link to: [PIVATS news and information - Lancashire County Council](#)