# SEN Information Report September 2024

At Olveston CEVC Primary School we support all pupils with Special Educational/Disability needs to ensure they make progress and achieve their potential. Children have learning needs for a variety of reasons and here at Olveston we ensure that we take responsibility for identifying and catering for all special educational needs.

This report is to be read in conjunction with the SEN/D policy which can be found on the school website- www.olvestonschool.co.uk

# What is included in the SEND/information report:

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| 1. School Context | The number of pupils on roll at Olveston School is 205 (October 2024).<br><br>The proportion of pupils who receive extra help with their learning is below average. The proportion who need a greater level of support or who have a statement of special educational needs or EHCP (Educational Health Care Plan) is also well below average (IDSR – 2024)<br><br>The proportion of pupils who are eligible for pupil premium funding, which is additional funding for looked after children, pupils known to be eligible for free school meals and children of service families, is below well below average (IDSR 2024) |
| 2. Olveston CEVC Primary School Aims | We strive to ensure that all pupils, regardless of their ability and needs, make the best possible progress they can. In line with the SEN Code of Practice (2014), we strive to ensure that we can provide the necessary provision that is required for any child who has Special Educational Needs (SEN Code of Practice 2014). Olveston CEVC Primary School is committed to providing an appropriate and high quality education to all children. This includes a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all. We aim to raise the aspirations of and expectations for all pupils with SEND (Special Educational Needs and/or Disabilities) and ensure that provision and entitlement is provided within a Christian context, recognising the importance of a holistic approach to education. Our school provides a focus on progress and outcomes for all children and young people and not just hours of provision and support. |
| 3. What is the Local Offer? | |

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| | A statutory requirement of the SEN Code of Practice 2014 is for the LA (Local Authority) to outline to parents/carers what services are available and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector, to support children with SEND (Special Educational Needs and/or Disability.) As part of South Gloucestershire's local offer, the following questions and answers detail how we support the teaching and learning of SEND children at Olveston CEVC Primary School. This will be reviewed and updated annually. South Gloucestershire's Local Offer can be found at:<br><br>https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer |
| 4. Who is responsible for SEN/D at Olveston CEVC Primary School? | The following people have specific responsibilities for SEN/D at Olveston CEVC Primary School:<br><br>SENDCo (Special Educational Needs and Disabilities Coordinator): Mrs Amy Fleet<br><br>Special Educational Needs and Disabilities Governor: Mrs. Sian Jenkins<br><br>Head Teacher: Mr. Lee Dunn |

## 5. How does Olveston CEVC Primary School know my child needs extra support and what do I do if I think my child may have a Special Educational Need?

A child can be identified as having SEND if he or she seems to be experiencing significant difficulties accessing the curriculum in line with their peer group. A pupil may have SEND where their learning difficulty or disability calls for special educational provision: namely provision different from or additional to that normally available to pupils of the same age. Please note that with our younger children, developmental factors can play a significant role in them not making progress therefore in the early years all children will be monitored closely but may not be identified as having a special educational need until they are older.

At Olveston CEVC Primary School, the SENDCo and SLT (Senior Leadership Team) work closely with class teachers to use the school assessment tracking system as an early indicator for children who may have SEND; these are children identified by The Code of Practice (2014) who are making less than expected progress given their age and individual circumstances. If the achievement and progress gap widens between the individual and their peers, they will be given an intervention in an identified area and monitored. If interventions do not help to close the gap, additional support from external agencies may be sought, and an identification of SEN made.

The SENDCo maintains a SEND Support List which identifies children with SEN or those needing monitoring. This list is reviewed termly by the SENCo, Teachers, HLTA (Higher Level Teaching Assistant) and SLT. Parents are informed when a child is identified as having SEN/D. Parental consent is always sought before external agencies are involved.

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| 6. What support will my child be given? | A provision map; where interventions, external agency involvement and Personal Plans are recorded and used as an overview of a child's Plan, Do, Review cycle. These are reviewed and updated on a termly basis.<br><br>The majority of our SEND report happens in the first instance through quality first teaching. Teachers, with support from the SENDCo, review a child's needs and make reasonable adjustment to meet these needs. The next layer of support comes through additional intervention. This may take the form of same day mop-ups, small group work or targeted work. School also offers a small number of intervention groups for extra targeted support with other children requiring similar or the same support. Specific interventions, which typically run for 6 weeks-8 weeks, are then reviewed and their impact on the child's learning assessed. Interventions are reviewed by the SENDCo at the end of each term, in consultation with the teachers, TAs (Teaching Assistants) and HLTA.<br><br>Having discussed SEN/D children's progress and attainment, interventions and provision are adjusted accordingly. Parents are informed when their child requires additional support or when additional support is no longer required. The SEND support list is reviewed on termly basis.<br><br>Parental involvement is a core aspiration of the 2014 SEN Code of Practice and parents/carers should be involved in the decision to place a child on the SEN/D register. If you feel that your child has a need that has not yet been identified by the class teacher, please make an appointment to come in and discuss your concerns. We can then discuss our assessments, and other information that we may have, with you. If your child has a diagnosis or a specific learning need when they enter Reception in September please inform the school and pass on any relevant documentation that you have received from doctors or other professionals. |

## 7. What intervention Programmes are currently delivered at Olveston CEVC Primary School?

A range of intervention programmes are available to support learning. These interventions are reviewed every 1-2 terms and are adapted or changed where necessary. Interventions are delivered by teachers and TAs, with support from the SENDCo where needed.

The SENDCo is supported by an experienced Head Teacher who has previously taken the role as school SENDCo and as a result is well versed in special educational needs best practice. The current SENDCo, Mrs Amy Fleet is also part of the Year 2 teaching team and has 19 years experience of working in schools with differing ranges of special educational needs. As part of her role she attends regular training on a range of areas within SEN, and local cluster meetings with other SENDCos. Through these meetings we have developed a list of contacts we can seek advice from. As part of her role she is also supported by external agencies such as behaviour support, inclusion support, the Educational Psychology and the Occupational Therapy services.

If your child has complex SEN/D, or currently has a Statement of Special Educational Needs then this will be transferred to an EHCP (Education, Health and Care Plan), an annual formal meeting will take place to discuss your child's progress and a report will be written.

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| 8. What is an EHCP (Educational Health Care Plan)? | From September 2014, an EHCP replaces a Statement of Special Educational Needs. All Statements are currently being transferred onto this new system. The Educational Health and Care Plan run from birth to age 25 years for children with SEN/D.<br><br>The main differences are that the EHCP is:<br><br>• More person centred with more engagement and involvement from parents, carers, children and young people in the process<br><br>• More co-ordinated assessment process across education, health and care services<br><br>• Focusses on outcomes to be achieved for each child/young person<br><br>• Runs from birth to age 25<br><br>• Includes parents, carers, children and young people at the heart of the changes<br><br>• The legislation applies equally to all schools including academies and free schools.<br><br>The purpose of an EHCP is to make special educational provision meet the special educational needs of the child or young person; to secure the best possible outcomes for them across education, health and social care; and, as they get older, prepare them for adulthood. This will involve additional funding being provided. More information can be found at: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers |
| 9. How are governors involved, and what are their responsibilities? | The Head Teacher reports to the governors regularly and informs them about the progress of children with SEN/D; this report does not refer to individual children |

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| | and confidentiality is maintained at all times. The governor who is responsible for SEN/D meets regularly with the SENDCo. They also report to the Governing Body to keep all informed. The governors agree priorities for spending, with the overall aim that all children receive the support they need in order to make progress.<br><br>This type of SEN/D support is known as the 'Graduated Approach' – we have a leaflet explaining this approach which can be found on the school website; all parents joining the school are given a copy in their welcome pack. |
| 10. When is outside support requested? | Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are related to the pupil's area of need, the school might then consider involving specialists. This could be the case if the child has speech and language needs or behavioural difficulties. In some more complex cases, an educational psychologist may be called in to carry out a cognitive assessment or give specific feedback on particular gaps in learning. Please note, concerns can also be expressed by parents/carers at any time and school teachers/SENDCo will liaise and work closely with parents/carers to identify barriers to difficulties in learning. |
| 11. How will the curriculum be matched to my child's needs? | At Olveston CEVC Primary School if your child has SEN/D, we will endeavour to provide the best support that we can to ensure that your child reaches their full potential in its broadest sense. Depending on the identified area of need, the curriculum will be adjusted appropriately and parents/carers will be involved in |

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| | discussions so that they are aware of what is being adapted/added. This also includes possible extra time or modified test versions in Statutory Assessment such a Year 6 Tests and Year 1 Phonics Testing. |
| 12. What support there be for my child's overall wellbeing? | At Olveston CEVC Primary School we are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children. The class teacher has overall responsibility for the educational, pastoral and social care of every child in their class; therefore this is always a parent's first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.<br><br>Plans and Policies are put in to place for all children to access the curriculum and all other aspects of school life including trips and extra- curricular clubs if children wish to. |
| 13. How will my child be included in activities outside of the classroom, including school trips? | Your child's Special Educational Need or Disability will be taken into account when planning school trips/ camps. Staff will modify activities to include all children; however, it may be necessary to give children a different learning experience from their peers in order to best match their needs. Staff will visit all new camp/trip locations to assess accessibility should there be any physically disabled children in the cohort. Full risk assessments will always be undertaken. Appropriate numbers of staff will accompany children depending on their age and any Special Educational Need within the class. Should a child have an identified need, parents may be contacted to accompany their child on the trip if appropriate. |

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| | Medications/asthma inhalers can be administered by staff whilst children are away on camps for longer than one day. Staff will also carry first aid kits and will have parental contact details for all children on the trip/camp. All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. |
| 14. How accessible is the school environment? | Olveston CEVC Primary School is fully accessible by wheelchair and is all on one level. The school has one disabled toilet. Should a child have a visual impairment, the Local Authority may provide visual aids such as magnifiers, books with enlarged print, personal ipads, visualisers etc. The school may have to identify appropriate resources to allow for the physical adaptation of the environment. This allocation will come from the school's delegated budget. |
| 15. How will the school prepare and support my child when transitioning from primary school to secondary school? | Many strategies are in place to enable your child's transition to and from another school to be as smooth as possible. Our Year Six teacher, Mr. Camm, alongside Mr. Dunn will prepare the Year Six children for their transition to secondary school and will be in touch with secondary teachers and SENDCo there to discuss individual children should this be necessary. At our main 'feeder' secondary schools, Marlwood and Castle Secondary Schools, there is a programme specifically tailored to aid transition for pupils with SEN/D, or the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.<br><br>Mr. Camm will also meet formally to hold discussions with secondary school SENDCos. As a parent, you are also welcome to contact your chosen secondary |

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| | provider and discuss any concerns you may have. Should a child with SEN/D need an enhanced transition to secondary school, this will be arranged by Mrs. Fleet in the first instance. She will arrange an earlier, more detailed induction. This could involve an initial meeting with parents and then several sessions in which the child can visit the school and familiarise themselves with the surroundings. Occasionally, it may be felt that a child's Special Educational Need may not be able to be fully met at or that an alternative, more specialised secondary placement should be sought. In this case, in consultation with parents and the Local Authority, the most suitable alternative educational setting will be discussed and visits can be arranged. Should a child with SEN/D transfer to an alternative setting, all records and paperwork will be sent on with them.<br><br>. |
| 16. How will the school support my child when joining Olveston? | We liaise closely with pre-school settings, visiting these (wherever possible) before children start school. When pre-school children are identified with SEN/D, transition meetings are arranged with the pre-school SENCo, key worker or Early Years Area SENDCo. A clear programme for transition will be developed and organised with parents/carers<br><br>When a child joins the school from another school firstly the school secretary will request information about a child from their current/previous school. This information will include information around attainment, SEN/D and more general information that may be important. In addition to this the school will enquire whether there any safeguarding concerns.<br><br>Once the school has the appropriate information about a child it may be appropriate for the Head teacher and/or SENDCo to contact the child's current/previous school. |

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| | This information and communication helps to ensure that any child transferring to Olveston can do so safely and successfully. |
| 17. How are parents/carers involved in the school? How can I be involved? How will you build on your equal partnerships with parent carers? | As a parent, you will be kept informed of all aspects of the decision making process surrounding a child with SEN/D. You will be updated through both formal and informal meetings with your child's teacher, through annual written reports, parent partnership evenings and more frequent meetings should your child have an EHCP.<br><br>At every stage you will be asked to contribute towards any decisions that are being made about your child's education.<br><br>The school works with the 'Parent Reps', a group of parents who represent the parents in each class to find ways to celebrate success, find development areas and work collectively to strive for the best.<br><br>Olveston CEVC Primary School staff are friendly and approachable. Your feedback and concerns are important as your knowledge is valuable in helping us support your child in school. This partnership will allow your child to achieve and make progress. As a school we pride ourselves on listening and responding to the needs of parents. |

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| 18. Who can I contact for further information? | Contact the school office (olvestonschool@sgmail.org.uk) who will forward your requests or concerns to the appropriate member of staff. If your child has SEN/D and you are considering whether Olveston CEVC Primary School can fully support your child's needs, please contact Mrs. Fleet (SENDCo) via the school office who will be able to further discuss what we can provide for your child.<br><br>For further information about SEN/D in South Gloucestershire and the council's Local Offer, please follow the link below: https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer<br><br>You can access the south Gloucestershire Council website to find out information on local support groups at http://www.southglos.gov.uk |