Olveston CEVC Primary School

SEN/D Policy

Signed (Chair): Signed copy in school office	Name	Date: March 2026
Signed (Headteacher): Signed copy in school office	Name: Lee Dunn	Date: March 2026
Ratified: by Full Governing Body	Next Review: March 2027	

Changes in policy
March 2024 – Section 2 additional aim added. Aim paragraph now include section about Christian Character and adjusted terminology. Section 3 – change of word 'will' to 'may' to allow reasonable flexibility on SEND register. Addition of 'mental health' in emotional barriers. Section 4 – change of the differentiated to adapted Section 5 – addition of paragraph about the evidence from EEF regarding QFT. Section 7 – change of wording in opening paragraph – school mentor and head teacher availability. Removal of appendix items
March 2026 – Removal of the word 'statement' which are now referred to as EHCP's. Section 5 - The word 'personal' changed to 'pupil' when referring to pupil plans. Section 7 – removal of a school mentor Section 15 – removal of Building Learning Powers

Ephesians 3:17-19 *That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.*

The vision of the school, along with the values and attributes we seek to instil, form the foundation and the rationale behind our decisions, policies, and procedures as we strive to inspire the hearts and minds of all who work and learn in our school community in order for each individual to thrive and flourish. This policy has been developed to support our vision that all that we do is 'Rooted in Love'

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the Head teacher and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes
The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

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Olveston's Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs. Amy Fleet. She is the Year 2 class teacher. If you have an SEN/D (Special Educational Needs and Disabilities) query or concern, you are invited to email Mrs. Amy Fleet at OlvestonSchool@sgmail.org.uk

SECTION 1 Introduction At Olveston CEVC Primary School, all children are treated with respect, one of the school's 5 values (Respect, Success, Courage, Friendship, and Happiness). We recognise our duty to identify, assess and provide for all pupils, including those who have SEN/D. The whole team at the school is committed to providing a broad and balanced curriculum in a safe, stimulating and caring environment which enables every child to reach their full potential.

This policy has been developed in consultation with the SENDCo, SENDCo Governor, the Senior Leadership Team (SLT) and the Governing Body. It is shared with all stakeholders via the school website, www.olvestonschool.co.uk , and as an appendix to our Information Report for SEN/D, and it reflects the SEN Code of Practice (2014) and 0-25 guidance.

SECTION 2 Rationale

Our school aims state that we:

- For all children to flourish through broad, rich and exciting opportunities.
- Nurture and develop children's love of learning through an inclusive, innovative and creative school environment;
- Our forward looking school aims to be challenging and inspiring, enabling children to develop the independence to guide them through life.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils, including those with SEN/D, are enabled to realise their potential. We fully support all of our pupils and provide equal opportunities for every person in our care within a safe environment which caters for the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Aim

This policy sets out our belief that every a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. Our Christian values and mission that every child develops roots of responsibility and wings of independence. We aim to foster high aspirations for all pupils with SEN/D 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.

Objectives

- To identify all pupils requiring SEN/D provision as early as possible in their school career
- To provide for pupils who have Special Education Needs, Disabilities and Additional Needs through a wide range of provision
- To work within the guidance provided by the SEN Code of Practice (2014)
- To provide a Special Educational Needs Coordinator who will work with the SEN/D Policy
- To provide support and advice for all staff working with SEN/D pupils
- To work in partnership with parents, pupils and external agencies in order to provide for the children's SEN/D
- To ensure that all children with SEN/D are included in all activities in the school in order to promote the highest levels of progress and achievement
- To contribute to the Local Offer and give transparent resourcing and provision to children with SEN/D

SECTION 3 Identification of Children with SEN

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. We aim to identify pupils requiring SEN provision as early as possible. The Code of Practice (2014) states that: A pupil has SEN 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. There are four broad areas of need which may have an impact on a pupil's attainment and progress, which we consider as part of the whole child:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

In addition to these, there are areas which may impact on progress and attainment which are not SEN:

1. Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
2. Attendance and Punctuality
3. Health and Welfare
4. EAL (English as an Additional Language)
5. Being in receipt of Pupil Premium Grant
6. Being a Looked After Child
7. Being a child of Serviceman/woman

The SENDCo and SLT work closely with Class Teachers to use the school assessment tracking system as an early indicator for children who may have SEN; these are children identified by The Code of Practice (2014) who are making less than expected progress given their age and individual circumstances. These can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We use a number of additional indicators for Special Educational Needs:

- Pupil Progress Meetings
- SEN surgeries and intervention tracking
- The following up of teacher concerns
- The following up of parental concerns
- Information from previous educational settings at transfer
- Information from external agencies

Children may be identified as having SEN when they:

- Still make little or no progress in specific areas over a long period of time
- Continue to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continue to experience difficulty in developing English/Maths skills
- Have social, emotional or mental health difficulties that substantially impede learning
- Have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Have communication or interpretation needs that impede specialist equipment or relationships, thus presenting barriers to learning
- Have an EHC (Education, Health and Care) Plan
- Have external agency support

Parents are informed when a child is identified as having SEN. Parental consent is always sought before external agencies are involved.

The SENDCo maintains a SEN/D Support List which identifies children with SEN or those needing monitoring. This list is reviewed termly by the SENDCo, Teachers and SLT.

SECTION 4 A Graduated Approach to SEN Support

In line with the Code of Practice (2014), the school adopts a graduated response to meeting pupils' needs:

Assess - A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Assessment comes from a range of sources e.g. teacher's assessments; pupil's progress, attainment and behaviour; the views and experiences of the parents; the pupil's own views; and advice from external agencies.

Plan - Once the need for SEN Support has been identified the first step in responding to the pupil's identified need is to ensure that high quality teaching, adapted to the pupil's needs is in place. If necessary the SENDCo or specialist member of staff may help the class teacher to make the necessary adjustments. At this point additional or adapted provision targeted at these key areas can be planned.

Do - The class teacher is placed at the centre of the day to day responsibility for working with all pupils, including those with identified SEN. The teacher will work closely with any other teaching staff involved in the planning and assessment of the targeted interventions and provision.

Review - Robust tracking of progress will take place termly, assessing if the planned outcomes are being met. These reviews take place during SEN Surgeries, Pupil Progress Meetings, PP/IBP

(Personal Plan/Individual Behaviour Plan) Reviews and EHC Plan Reviews. The following are some of the key considerations taken into account:

- Has the pupil achieved the agreed targets? Is the gap narrowing?
- What is the evidence from day to day tracking?
- How have the pupil and parents responded to the provision?
- What are the necessary changes to support provision and targets needed for next term?

SECTION 5 Managing pupils' needs on the SEN Support List (including the SEN Register) The SEN Support List identifies children as having SEN or needing monitoring using the criteria in SECTION 3.
Interventions are reviewed by the SENDCo at the end of each term, in consultation with the teachers and TAs (Teaching Assistants). Teachers then discuss SEN/D children's progress and attainment with the SENDCo and interventions and provisions are adjusted accordingly. Parents are informed when their child is part of an intervention and when that intervention is no longer necessary because it has been successful – children are then removed from the Support List.

Much of the support at this stage comes through adaptive teaching – reasonable adjustments that can be made in most classrooms. The EEF's guidance report on Special Educational Needs in Mainstream Schools found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it.

The five strategies outlined here were identified as having relatively strong evidence for their effectiveness in supporting pupils with SEND:

Pupil Plans (PPs) for children with SEN are reviewed on a termly basis. Children are assessed, SMART (Specific, Measurable, Attainable, Relevant and Timely) targets are set, done, reviewed and then new targets are planned for - these targets are shared with parents. Additional parent consultations happen 3 times a year for children on Pupil Plans. Where external support services advise on targets, these are included in Pupil Plans or on provision maps to support children's learning. EHC Plans are reviewed annually, in accordance with the Code of Practice (2014). Support from external services such as Inclusion Support, Educational Psychologist etc. may be requested, in consultation with parents – when this occurs a referral is made and a visit is arranged; parents are kept fully informed about this process.

EHCP – Educational, Health and Care Plans
An EHCP may be requested if a pupil or young person has Special Educational Needs or a disability that significantly impacts on his/her ability to access education or if they are a child with a current Statement of SEN. In this case, under new legislation they will automatically have their Statement transferred to an EHCP in accordance with The Department for Education implementation guidance. The school recognises that a request for an EHCP does not necessarily lead to one. Evidence required before requesting an EHCP includes:

- The child has not made progress in his/her learning despite evidenced based interventions over time, usually one academic year
- Outside agencies have provided oversight and advice and interventions have been implemented, maintained and reviewed over time - usually a minimum of 6 months
- Information regarding the nature, extent and context of the child's SEN/D
- Levels of attainment continue to be lower than peers and the attainment gap between the child and his/her peers is increasing
- Evidence of whole school and individual child provision maps

- Evidence of proactive person-centred planning and progress towards specific and meaningful outcomes
- The child requires a significant integrated multi-agency response to address the severity and complexity of need or where the child will need significant assistance from Health & Social Care

EHCPs must be reviewed annually. The LA (Local Authority) will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite the relevant people to offer information and attend the review (these include the pupil's parents, the pupil if appropriate, the pupil's teacher, the SENDCo, any external agencies who have been involved in assessment or provision for the pupil).
More information on EHCPs can be found in the South Gloucestershire Local Offer - https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/localoffer/localoffer-education.

SECTION 6 Criteria for exiting the SEN Register

A child will remain on the SEN register for as long as they are meeting the criteria used for the identification of children with SEN. If they no longer meet these criteria, the school may decide to remove them from the SEN Register.

SECTION 7 Supporting Pupils and Families

At Olveston, we make every effort to ensure that pupils and families feel fully supported. The Head Teacher is available on the gate at morning drop off and end of school collection; and we operate an 'open door policy' whereby parents can talk to teachers regularly – this includes telephone consultations, emails and face-to-face meetings with the teacher, SENDCo, Deputy Heads and Head Teacher on a needs basis. In addition to this:

- Olveston has contributed to the South Gloucestershire Local Offer - https://www.southglos.gov.uk/health-and-social-care/care-and-support-childrenfamilies/localoffer/local-offer-education
- The school website shows Olveston's Information Report for SEN/D - www.olvestonschool.co.uk which includes our contribution to the Local Offer
- We have effective working links with the following services:
  - Primary Mental Health services
  - Community paediatricians
  - Educational psychologists
  - Educational welfare
  - Inclusion support workers
  - School health nurses
  - Social care services
  - Speech and language therapists
  - Behaviour Support services
  - Autism support services
  - 0-25 Team and the Local Authority
  - Family support services
- We follow the South Gloucestershire admissions policy - https://www.southglos.gov.uk/educationand-learning/schools-and-colleges/schooladmissions/primary-school-admissions/
- We work closely with pre-schools and nurseries; our cluster schools; and our main secondary schools to support children with transition.

SECTION 8 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 Olveston will comply with its duties under the Equality Act 2010. Some children may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

SECTION 9 Training and Resources

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and INSET (In-Service Training) day training opportunities undertaken are detailed in the Head Teacher's report to governors 3 times a year.

The provision for SEN/D is funded through the SEN formula allocation and statemented support from the LA. Funds are deployed to implement the SEN/D policy and support those children with matrix funding through a Statement for SEN or an EHCP.

SECTION 10 Roles and Responsibilities

Class Teacher

- High quality adapted teaching that is targeted at areas of weakness
- Monitoring the progress of children and then identifying, planning and delivering any additional help they may need (this could be targeted work, additional support) and letting the SENDCo know as further support is required
- Ensuring that all staff working with children with SEN/D know and are able to deliver the planned work/ programme for those children so that they can achieve the best possible progress

SENDCo

- Ensuring that the school's SEN/D Policy is followed for all the pupils that they teach
- Overseeing the day-to-day operation of the school's SEN/D policy
- Co-ordinating provision for children with SEN/D, including those who are looked after pupils
- Advising on the graduated approach to providing SEN/D support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN/D
- Liaising with early years providers (e.g. nurseries and preschools), other schools, Educational Psychologists, Inclusion Support, Health and Social Care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education (e.g. secondary schools and special schools) to ensure a pupil and their parents are informed about opinions and a smooth transition is planned
- Working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN/D up to date

SEN/D Governor –

- Informing the governing body about SEN/D systems and practices in the school and ensuring that the school is compliant with statutory duties
- Helping to raise awareness of SEN and Disability issues at governing body meetings
- Monitoring the appropriate use of the delegated budget for SEN/D.
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the policy on provision for pupils with SEN/D
- Ensuring that the school has regard to the SEN/D Code of Practice (2014)
- Ensuring, on behalf of the governing body, that the school website publishes the school's SEN/D Policy and Information Report, which includes our contribution to the SEN/D Local (South

Gloucestershire) Offer in accordance with the latest regulations (Code of Practice 2014) https://www.southglos.gov.uk/health-and-social-care/care-and-support-childrenfamilies/localoffer/local-offer-education

Head Teacher

- The day-to-day management of all aspects of the school, which includes the support of children with SEN/D
- Giving responsibility to the SENCo and the class teachers but still being accountable for ensuring that every child's needs are met
- Ensuring that the Governors of the school are kept up to date about any issues in school which are related to SEN/D

SECTION 11 Storing and Managing Information

Documents are stored in a locked cupboard within school. Information is shared on a need to know basis and where information needs to be shared with external agencies, an Information Sharing Consent form is completed once parents/carers have been informed of the information sharing process (compliant with GDPR).

SECTION 12 Reviewing the Policy

The SEN/D Policy will be reviewed annually by the SENDCo, SEN/D Governor and SLT and any changes or amendments made will be shared with and ratified by the Curriculum sub-committee, as part of the Governing Body.

SECTION 13 Accessibility

The school has a commitment to be a truly accessible and inclusive community, providing equal opportunity for all. We are constantly monitoring and improving accessibility in the school. We are always happy to consider any access needs that arise and aim to respond quickly. Issues relating to accessibility within our school are covered under the following headings:

1. Curriculum Development

Our Accessibility Plan increases the extent to which all pupils can participate in the school curriculum. Any issues that fall within this area are considered primarily by the Curriculum Governors sub-committee.

2. Accessible Information

This is also monitored by the Curriculum sub –committee. It aims to improve access to information to all pupils, carers and Governors.

3. Accessible Buildings

This section improves the physical environment of the school in order to increase the extent to which the school community and visitors to the school are able to take advantage of education and associated services provided.

Please see our Accessibility Plan for more information.

SECTION 14 Dealing with Complaints

If there are complaints relating to the provision for pupils with SEN/D these will be dealt with in the first instance by the Head Teacher and SENDCo. Please see the school's Complaints Policy on the school website (www.olvestonschool.co.uk) for more information.

SECTION 15 Bullying

Olveston CEVC Primary School is a caring community where we encourage every child and adult to value and respect the feelings of others. **Bullying is regarded as totally unacceptable throughout the school.** We use a 4-point procedure for dealing with bullying behaviour: tell, investigation, intervention and follow up – please see our Anti- Bullying Policy for more information (Appendix 3).

Steps are taken to mitigate the risk of bullying of vulnerable learners by following the Anti-Bullying Policy. Our implementation of the school's values, the British Values and the Christian Values to support the promotion of independence and building resilience in pupil's learning.

