

Who can I contact?

Who?	When?	How?
Class teacher	first point of contact if you have a concern regarding your child	Note in diary/end of the day/ phone to arrange appointment 0115 915 5800
SENDCo (Miss Toplass)	Can support with concerns regarding special educational needs, support with contacting agencies, monitoring progress, support for home.	0115 915 5800 sendco@olseacademy.org.uk
Head Teacher (Mrs Byrne)	If your concerns have not been addressed by the class teacher or SENDCo.	0115 915 5800 r.byrne@olseacademy.org.uk
Governors (SEN-Shevon Prince)	Contact when you have already worked with class teacher, SENDCo and Head Teacher but your concerns still have not been addressed.	0115 915 5800 admin@olseacademy.org.uk FOA Shevon Prince

Vision of School and Trust.

- Opportunities and **high expectations** should be the same for all children.
- All children are entitled to an **OUTSTANDING** education.
- All parts of school life should be **inclusive** regardless of background/ability/ disability/ ethnicity/ religion/ gender/sexuality.
- Ensure progress for all pupils.
- Children should leave prepared for life.

All children must **REACH THEIR POTENTIAL**

Key words and definitions

EHCP	Educational Health and Care plan
Annual review (EHCP)	Review once a year (statutory)
Early identification	Systems in place to make sure children with SEN identified quickly.
Inclusion	Ensuring children are educated alongside their peers and given equal opportunities to progress.
Local Offer	What provision is available in the local area.
LOL CMAT	Our Lady of Lourdes Catholic Multi-Academy Trust.
SENDCo	Special Educational Needs Coordinator.
SEND	Special Educational Needs and/or disabilities.
SEN Provision	What support is available to those with Special Educational Needs.

SEND Policy

One Page Overview

The SEND policy is designed to share with pupils, parents, school staff, governors and those working alongside school what support is in place and the requirements of the school to meet the needs of children with SEN in the setting.

More information in the OLSE SEND POLICY 2024

Cognition and learning

Communication and interaction

4 areas of Need (SEND Code of Practice, 2015)

Social, Emotional and Mental Health

Sensory and/or Physical Needs

School must:

- Work with **parents and children** when designing provision.
- Fulfil obligations under part 3 of children's and families Act 2014 (and associated guidance).
- Set up and maintain procedures to meet **statutory duties** and **support wider vision of SEND code of Practice (2015)**.
- **Safeguard ALL pupils**, recognising added vulnerability of children with additional needs.
- Operate within **Law-** (Part 3 of Children's and Families Act 2014// SEN and Disability Regulations 2014// SEN (personal budgets) Regulations 2014// Equality Act 2010// Code of Practice 2015.
- Make use of **resources** in school.
- Attend regular **training** so provision is up-to-date.
- **SEND Leadership** must be **effective and strategic**.
- Work alongside **external agencies**.
- **Timely diagnosis and identification** of children with SEND.
- Follow the "**assess, plan, do, review**" cycle.
- Ensure EHCP/ SEN register is kept up to date and is referred to throughout children's time within school.

Parents are entitled to:

- Your views, wishes and concerns **MUST** be considered.
- You **MUST** be informed when the school is considering making special provision for your child. You **SHOULD** be invited to work alongside during the provision development.
- You **MUST** be invited to attend progress reviews at least 3 times of year to discuss child's progress.

Children are entitled to:

- Children have the right to be educated alongside their peers.
- They must have a say in their provision and should be given opportunities to feedback the impact they have noticed.
- Every child has the right to make their own steps of progress, this may be different from the curriculum expectations.
- They should leave school feeling prepared for life.
- They should not only be supported with their academics but also with their behaviour and mental health.