

Annual SEND report 2023-2024

Author: Laura Turnbull

I am now in my third Year in the role of SENDCo and I am awaiting my results of the NASENDCo. I currently have 1 and a half days allocated time, which has increased since last year as a result of the raising amount of children with SEND. I am also class teacher in Year 3.

Contact details and responsibilities:

Special Educational Needs Coordinator (SENCO) is: Laura Turnbull

Contact details: email: sendco@olseacademy.org.uk Telephone: 0115 915 5800

Responsible for...

- Provide professional guidance to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which MUST be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Organising staff training

Nominated SEND Governor: Shevon Prince

Contact details: email: FAO SHEVON PRINCE admin@olseacademy.org.uk Telephone: 0115 915 5800

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

The Headteacher is: Rachel Byrne

Contact details: email: r.byrne@olseacademy.org.uk Telephone: 0115 915 5800

Responsible for...

- The day-to-day management of all aspects of the school, this includes the support for children with SEN.
- The Headteacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.

- The Headteacher will regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

Context

The school currently has 247 children on role including 23 children on the SEN register (9.3%). This includes 4 with an Education Health Care Plan and 2 currently being applied for. 9 children currently have high level needs funding (3.6%).

Bands	Time allocation (recommended by the council)	Number of children in receipt of band
A1	1:2 am, 1:4pm	1
A2	1:2 am, 1:3pm	0
A3	1:2 am, 1:2pm	2
B1	1:1 am, 1:4 pm	1
B2	1:1 am, 1:3 pm	3
B3	1:1 am, 1:2 pm	1
C1	1:1 in class, no support over lunch	0
C2	1:1 in class, 1:3 during lunch	1
C3	1:1 all day	0

Our highest area of need is SEMH and communication and language. Majority of need is children with ASD.

We have 2 health and care plans in place (one for Sickle Cell Anaemia and one for epilepsy).

Class	Number in class	Number of SEN (percentage)	Number of EHCP's (percentage)	Breakdown of need	Main Area of need
Nursery	29	1 (3.4%)	0 but currently applying for 1.	Suspected ASD	ASD
Reception	30	3 (10%)	1 (3.3%)	Suspected ASD ASD Suspected ASD	ASD
1	30	2 (6.7%) + 1 Concern (- 10%)	1 (3.3%)	ASD suspected ASD- SEMH cognition and learning, SEMH	ASD
2	30	7 (23%)	2 (6.7%)	ASD ASD, ADHD SEMH Cognition and learning ASD ASD, ADHD, Communication SEMH, cognition and learning	ASD
3	32	4 (12.5%)	0 (0%)- in the process of referring 1.	ASD Suspected ASD Cognition and learning	ASD/ Cognition and learning.

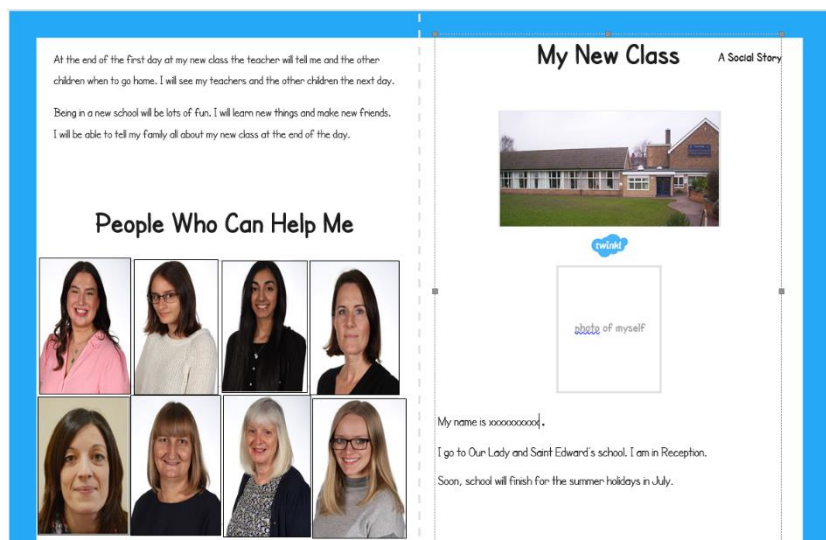
				Cognition and learning.	
4	32	2 (6.3%) + concern (3- 9.4%)	0 (0%)	Suspected ASD SEMH CONCERN - Cognition and learning	Cognition and learning/ ASD/SEMH
5	32	1 (3.1%)	0 (0%)	Suspected ASD	ASD
6	32	3 (9.4%)	0 (0%)	ADHD ASD Cognition and learning	ASD/ADHD/ Cognition and learning
Whole school	247	23	4 with 2 further in the process for applying.	Non-verbal- 7 Communication needs- 11 PIVETS/ Engagement model (from KS1)- 6 ASD (confirmed/suspected)- 8/7 ADHD- 3 Epilepsy- 1	

Progress:

We have hosted the SEN Reviews for all children on the SEN register this year as well as hosting 2 EHCP review with a further 1 pending for this academic Year. Parents were provided with a new progression map and notes taken during the meeting. Some children in Key Stage 2 were able to attend the meetings to share their work, whilst some of our non-verbal children’s views of school were shared using a pupil views sheet completed by a key adult (TA, class teacher, 1:1 teaching assistant). Reviews are currently allocated 30 minutes to ensure parent and pupil views are shared and to be mindful that sometimes these can be emotive conversations whereby our parents require support.

Transition:

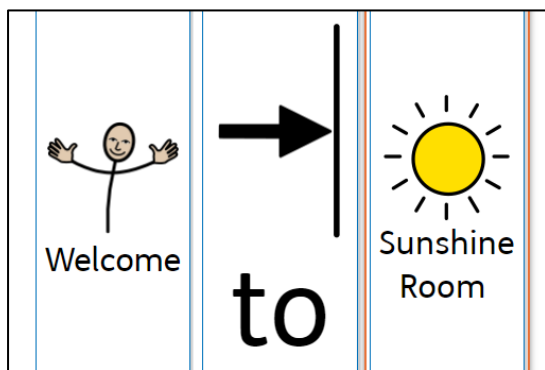
In Pentecost 2 all children with additional needs received a transition pack to share with the adults at home. This included a booklet which had photos of their new staff team and who they could go to if they need support, as well as photos of their classroom and where to put their coats etc. It also listed details about their lessons to prepare them for returning to school. For children who displayed anxieties about returning to school, they also had a pack of morning routine cards (so the school morning routine didn’t come as a surprise on the day), a countdown until the return of school and a social story about returning to school. The impact of this on the children’s wellbeing was positive as they felt better prepared for returning to school and reduced any worries they may have had. A transition day also took place before the school broke up for the summer, which allowed the children to meet the staff they would be working with. It was a big



transition for many of our children which involved learning new routines, new toileting facilities and playgrounds, however staff worked hard to ensure transition was a success and all children were seen to be interacting with their new setting positively. A transition support worker is supporting one of our current Year 6 pupils to prepare for the Secondary transition in 2024.

Curriculum

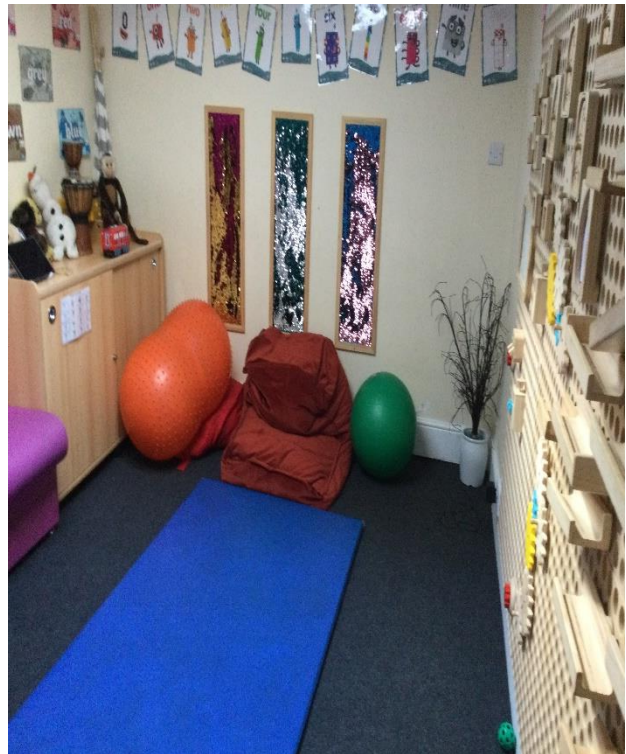
All children are given access to the curriculum through tailored teaching, resourcing and support. We have many children on the SEN register accessing the maths and literacy curriculum through looking at objectives from the year groups before, teachers will also use additional support through resourcing to support them in that lesson. Additional support can be given in the form of small group work with teaching assistants or other additional adults and extra resources to support them including word banks, coloured overlays, physical resources in maths etc. Additional support can also be given in small intervention or catch up sessions, where specialist programmes are delivered on 1:1 basis or in small groups. Classes have intervention folders which are monitored by SENDCo once a term. For children who are currently unable to access the national curriculum in the classroom with the rest of their class, the school have many breakout rooms available so children can be taught in small groups. There has been some disruption to this as a result of staff absences and the need for more classroom TA's to move to a hybrid way of working where they work as a class TA for part of the day and working 1:1 with the children who require this level of support.



We have implemented a new progression document to support children who are working below the Year 1 curriculum. It includes sections in phonics, literacy (writing and enjoyment of reading) and maths. This is to support staff's planning and ensure consistency in expectations. Subject leaders are currently working to develop similar documents to ensure children can access all subjects. The aim of the progression documents is to build up skills needed to access the early curriculum.

















The school has 2 established SEN sensory rooms. One of these is designed for messy/sensory play and the other to support children's work. We are building on current resources to allow the children a range of experiences when using these rooms. We have included a range of sensory boards and interactive displays to support children's learning and self-regulation. We have noted the effectiveness of using sensory lights and calming music to regulate our children with sensory

processing needs. We have also grown our number of weighted equipment to support our children with proprioceptive needs.



We have introduced sensory circuits to enable children to regulate their energy and sensory needs to calm them ready for active learning. Again, this has been difficult to manage staffing and space and growing need of children. We may need to explore splitting the group to make it more manageable but this would require additional staff involvement. Using the Widgeo resources, we are starting to embed communication boards across school to support children's ability to communicate need and understand the purpose of language.

We have successfully developed nurture groups which support children in accessing non-core learning as well as sensory, fine/gross motor support, life skills and self-regulation. Books are kept to allow for monitoring as well as measuring progress. The biggest improvements we have seen is more children interacting with peers as well as increased language used.

Sensory Circuits			
 I	 Want	 Jump	 Sit
 You	 Like	 Climb	 Bounce
 It	 More	 Run	 Weighted Blanket
 We	 Finished	 Music	 Lights

Internal/External Support:

The ASD team has attended school to provide support to children and support with the HLN bids submitted in the Advent Term. We will need to bid for our new starters in Summer HLN deadline if required. The Autism team only counts children as core if they have a formal diagnosis of ASD, therefore some of our package needs to be used to cover this.

The Educational Psychologist is also supporting with children in school and has held meetings with class teachers, SLT and families to ensure holistic strategies are being used to support them. We are

planning on working with the Early Years team to develop language strategies to carry through school.

Last year, we have updated our assessment procedures and created a SEN assessment folder to support teachers and teaching assistants to make assessments and follow the school procedure quickly.

In September, we hosted a team around the school meeting where the external agencies which support school, could recommend strategies, future work and recommended training for staff. Last year, we have updated our assessment procedures and created a SEN assessment folder to support teachers and teaching assistants to make assessments and follow the school procedure quickly.

Due to a child demonstrating violent behaviours, school has implemented a walkie-talkie system whereby those working with children 1:1 carry a walkie-talkie which enables them to signal for help when moving around school. The office have one and will alert relevant staff/ assist if needed. This has continued into this year and has been beneficial when we have had medical emergencies. There is also a hand system in place to summon support to classes quickly.

SENDCo tasks completed so far this year:

- EHCP referral made for a child- received. Currently applying for a further 2 EHCPs.
- Response to consultations.
- Attended SENDCo Our Lady of Lourdes networks in Newark and attended Family SENDCo meetings from City Schools.
- HLN bids submitted for 7 children- results to be given in February 2024- received- all children bid for received some level of HLN funding.
- Staff training: Positive handling, reminders of expectations, the role of Subject leaders in meeting the needs of SEND, Widgit.
- Meet in meetings with ASD team, Ed Psychologist, Behaviour team and Learning support to plan for upcoming year.
- Completed referrals for Speech and language and the behaviour team- we are noticing a long wait between referrals and actions.
- Hosted termly coffee meetings for parents including managing challenging behaviours, sleep, diet.
- Introduced sensory circuits
- Wrote documentation of progression for children working below Year 1- art
- Updated new SEND policy (supplied by the trust).
- Completed NASENDCo- awaiting confirmation of results in March.
- Supported staff with planning as well as running nurture/phonics and number sessions to cover staff.

Stages of SEND support

Universal Provision

Day to day provision in the classroom

Quality First Teaching
Small Group Classroom interventions
Use of practical supporting resources
Discussions between Class Teacher and Parents if any underlying reason for changes.

Children are still not making progress, regardless of Quality First Teaching.
The Class Teacher and Teaching Assistants have implemented 2 terms of interventions but expected progress still not being made (based on child's potential).
Teacher to identify key areas of need through assessment and observation. Findings to be reported on a concern form and passed onto SENDCo. Class Teacher to share initial concerns with parents.

If concerns raised by parent, support with identification of need, parenting interventions and multi-agency assessments.

Pupils may be SEND Concern if they have a diagnosis of need or historic support but do not require ongoing interventions

This level is for children who require additional support to their peers. At this point we would be considering involving multi-agencies.
Parents to be made aware by SENDCo that children will be added to the SEND register.

Provision Maps to be developed and shared with parents and children. PUPIL and PARENT VOICE MUST BE CONSIDERED.

3 yearly meetings with SENDCo and teaching team.

Ongoing support from outside agencies.
Personalised tracking using PIVATS or ARE.
Personalised curriculum or interventions.
May or may not have a diagnosis.
May be eligible for HLN funding.

Highest level of mainstream support.
Applications for EHCP's only made following two cycles of ADPR (two academic terms).
3 x SEND Reviews per year
1 x Annual Review submitted to LA
These pupils may be eligible for a non-mainstream school place
May be in receipt of HLN funding