



## Annual SEND report 2024-25



**Author: Joe Whittle**

This is my first year in the role SENDCo and I hope to start my NASENDCo in the next academic year. I have 1 day allocated time, which has decreased from the previous year by half a day. I am also a class teacher in Year 4.

### **Contact details and responsibilities:**

**Special Educational Needs Coordinator (SENCO) is:** Joe Whittle

Contact details: email: [sendco@olseacademy.org.uk](mailto: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](mailto: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](mailto: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.

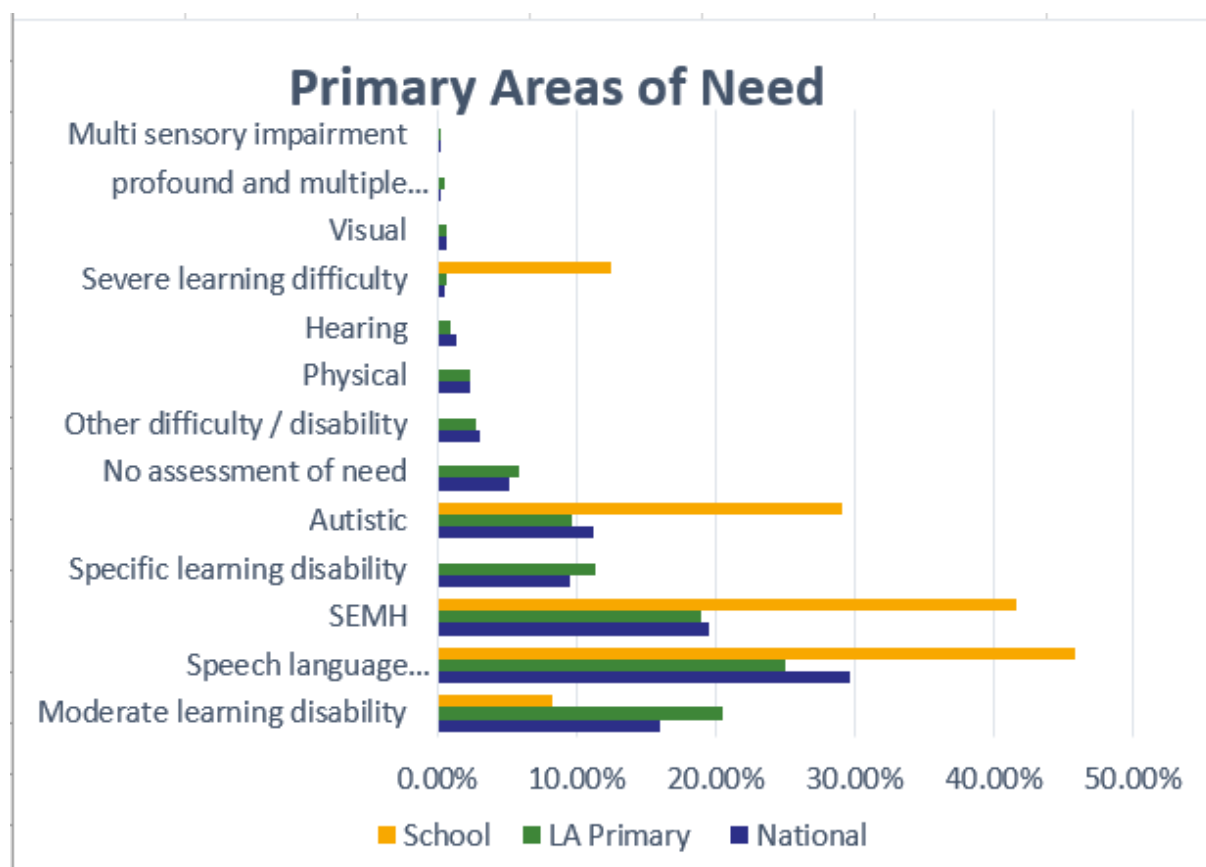
### **Context**

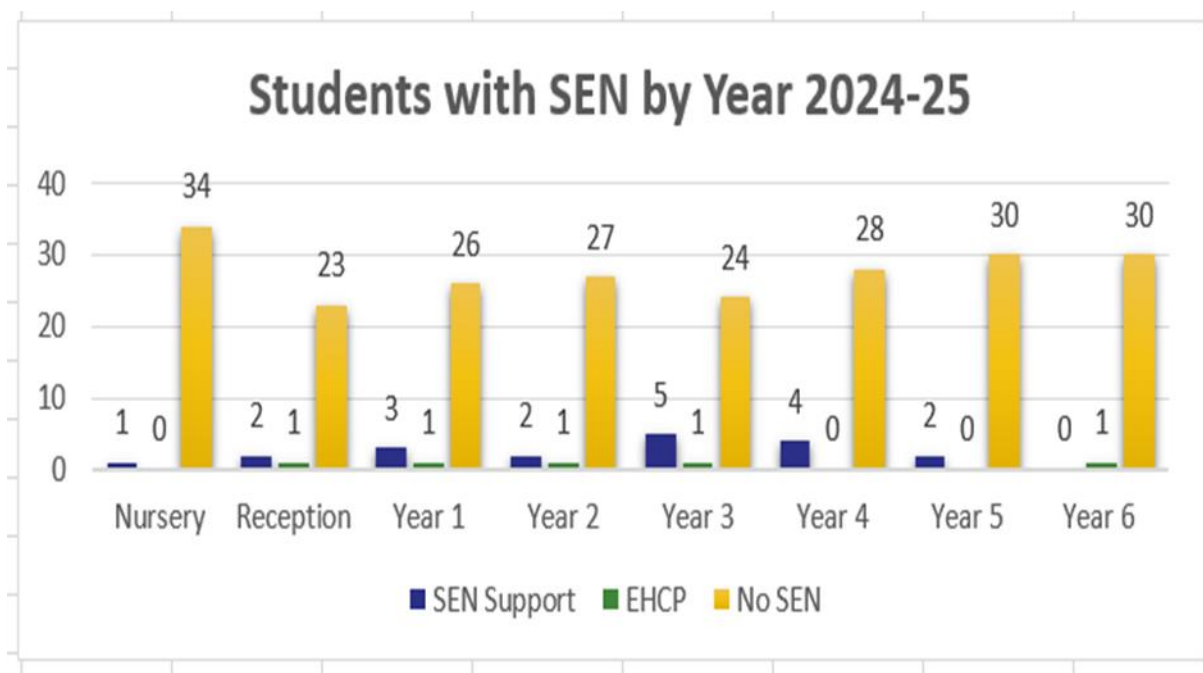
The school currently has 254 children on role including 24 children on the SEN register (9.45%). This includes 5 with an Education Health Care Plan. 9 children currently have high level needs funding (3.5%).

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

Our highest area of need is Speech and language as well as SEMH. Majority of need is children with ASD.

We have 1 health and care plans in place, for Sickle Cell Anemia.





#### **Progress:**

We have hosted the SEN Reviews for all children on the SEN register this year as well as hosting 4EHCP review. Parents were provided with a new progression map and notes taken during the meeting. Some children in both KS1 and KS2 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.

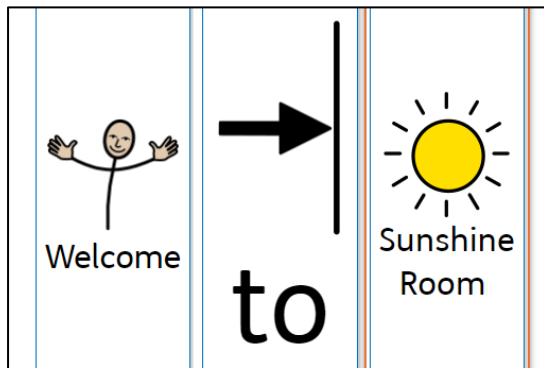
#### **Transition:**

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 2025.

#### **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 developed and implemented an enhanced provision room, allowing these pupils to access learning at their level. This has required a huge amount of effort to plan, resource and monitor whilst highlighting the need for more classroom based TA's as the enhanced provision needs two TA's every morning.



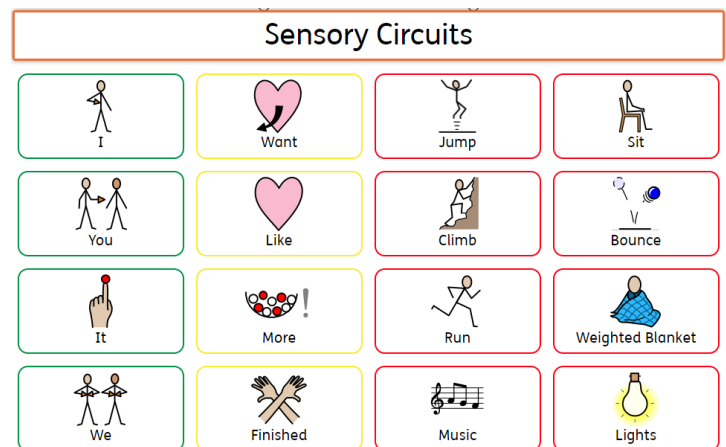
The progression documents to support children who are working below the Year 1 curriculum are working well. It includes sections in phonics, literacy (writing and enjoyment of reading) and maths. This is to support staff's planning and ensure consistency in expectations. All subject leaders have developed documents to support pupils with SEND, giving examples of how pupils can access each subject across the four areas of need.

The school has 3 established SEN rooms. One of these is designed for messy/sensory play, one is for regulation whilst the other is for the Enhanced Provision and again allowing for sensory exploration.



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 importance of calming, neutral displays that can assist pupils learning whilst not being overstimulating. We continue to use the effectiveness of proprioceptive techniques such as the use of medicine balls and weighed equipment.

Sensory circuits continue to be utilised, aiming to Alert, organise and calm pupils so that when they are returning to class they are ready to learn. Furthermore, this are starting to be implemented as a whole class approach. However, the circuits for the whole school, have been difficult to manage staffing and space, due to the growing need of children. We may need to explore splitting the group to make it more manageable but this would require additional staff involvement. The Widgeit resources, are to nearly embed as communication boards across school to support children's ability to communicate need and understand the purpose of language, with all classes beginning to use them to show timetables. Plus all staff now having these symbols on their person.



Nature groups have been developed even further they ensure pupils who cannot access the curriculum at their year group are given chance to experience the full curriculum at an adapted level for them. Still working on the fine and gross motor skills, intensive interaction as well as developing those skills for outside of school. Books are kept to allow for monitoring as well as measuring progress. The biggest improvements we have seen are these pupils interacting and turn taking with their peers, as well as growing in confidence when interacting with differing members of staff.

#### **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.

Walkie talkies continue to be used around school for when a member of staff needs assistance along with each class and room within school having its own 'hand' that can be moved to another class/person to make people aware that help is needed, without making pupils aware. The office have a walkie talkie and hand, they 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.

## **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

**SENDCo tasks completed so far this year:**

- Enhanced provision developed and introduced.
- Response to consultations.
- Attended SENDCo Our Lady of Lourdes networks in Newark and attended Family SENDCo meetings from City Schools.
- Attended enhanced provision training provided by Nottingham City Council.
- HLN bids submitted for 8 children- results given in February 2025- received- 7 of the 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, De-escalation and Enhanced provision.
- 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.
- Sensory circuits adapted to more effective and introduced to classrooms.
- Updated new SEND policy (supplied by the trust).
- Led staff meetings into the need for enhanced provision within OLSE.
- Supported staff with the planning of enhanced provision.
- Planned afternoon Nurture groups for SEND pupils to access the wider curriculum.