

The **OLIVE** Tree
Primary School

Special Educational Needs and Disabilities (SEND) Information Report



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Primary School

Document Control

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What kinds of special educational needs and disabilities do we make provision for in our school?

The Olive Tree Primary School is a primary school which caters for children aged between 5 and 11 years old. We are an inclusive school that provides a high quality education for all pupils. We aim to provide an ambitious curriculum which is enriched with real life experiences and encourages children to think imaginatively and make intelligent, healthy choices. Our school ethos is underpinned by our six core values: Peace, Trust, Fairness, Equality, Respect and Compassion. Although these are 'Islamic values' they are universal, applicable to individuals of any faith or no faith. These values sit hand in hand with the core British Values, ensuring our children develop into well rounded British Citizens. We pride ourselves in having a hardworking and committed team of professionals who strive to achieve the highest standards possible within a safe, happy and caring environment. Our school motto is **Believe You Can!** The school community strives to develop self belief within one another; using the 'growth mindset' approach to develop ambition, resilience and self regulation. We see the education of our children to be a partnership between home and school and we work closely with parents as equal partners to ensure that the children's time at The Olive Tree Primary is both enjoyable and successful.

How does our school know if your child needs extra help?

- Teachers continually monitor and assess children's learning and development.
- Teacher assessments take place each term. These assessments give information about academic, social and developmental needs.
- Parents/carers, teachers, support assistants or the pupil's previous school may raise concerns.
- Pupil progress meetings allow staff to discuss individual children's needs, based on teacher assessment data.
- Some children are then identified as needing additional support. This may be through the use of small group booster sessions or through a more intensive intervention.
- Transition information is shared between schools and other professionals e.g. the Nursery, Speech and Language Therapy Service (S&L) for children moving into/between schools.
- Other professionals working for different agencies may have identified your child's need(s) before your child has entered the school setting.
- At specific points during your child's education they may take part in statutory assessments as well as specific screening programmes. These can be used to help identify an additional need.
- Support is put in place to ensure all children make progress in their learning and development.

Who can you speak to at our school if you think your child may have special educational needs and/or disabilities?

Your child's class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and/or Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets and Individual Education Plans (IEPs), based on smaller steps.
- Quality-First-Teaching, including making reasonable adjustments for disabled pupils and liaising with support staff to ensure their appropriate access to the curriculum.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any special educational needs and/or disabilities (SEND).

The SENDCo: Mrs N Cattermole is responsible for:

- Developing and reviewing the school's SEND policy.
- Coordinating all the support for children with SEND and Children Looked After (CLA).

Ensuring that parents/carers are:

- i) involved in supporting a child's learning
- ii) kept informed about the support a child is getting
- iii) involved in reviewing how a child is progressing.

Liaising with agencies who may be coming into school to help support a child's learning, e.g. Speech and Language Therapy, Educational Psychology.

Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that child records are kept up to date.

Providing support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Ensuring that disabled pupils are included and treated equitably.

The Principal Mr H Asghar is responsible for:

- The strategic management of all aspects of the school; this includes the support for children with SEND.
- The Principal of the School will delegate responsibility to the SENDCo and will oversee that your child's needs are met.
- The Principal of the School must make sure that the school's Board of Trustees is kept up to date about issues related to SEND.
- The admission of pupils to The Olive Tree Primary School, including those children with special educational needs and/ or disabilities. Arrangements for admission can be found in the school's Admission Policy.

A SEND Trustee (Governor) is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school. The SEND Trustee can be contacted through the school office: 01204 322370.

How do we know what progress your child is making and how will we keep you informed?

- A child will receive quality - first teaching (QFT) within the classroom setting which will be adjusted to meet the needs of individual children within the class.
- Class teachers will adjust their teaching daily in order to make adaptations for each child's needs, this may involve 'chunking' learning into small steps, scaffolding the learning process for the child and / or increasing the level of challenge accordingly.
- This adaptation will be provided in several ways - all of which enable each child to access the curriculum.
- Teachers sequence lessons appropriately to ensure lessons build on prior and demonstrated knowledge.
- The incorporation of effective review procedures during each lesson ensures pupils keep up.
- Skillful questioning by the key adults to check for understanding and misconceptions.
- Assertive mentoring is provided by the adults supporting in class to ensure all children remain fully submerged in the main classroom lessons.
- Assistive technology will support children in their ability to effectively revisit and review sequential learning tasks.
- The use of direct instructional tutorials to enable pupils to learn at their own pace.
- Children will experience tasks that are modelled to them through the use of a 'I do, we do, you do' approach.
- The school's core values lend themselves to setting challenges for all children to ensure there is no limit as to what can be achieved.

To keep parents informed we:

- Produce Individual Education Plans (IEPs) which are reviewed by the class teacher in consultation with the SENDCo, if required.
- Targets are usually set by the class teacher, with advice from external agencies at times. Discuss and review your child's progress at Parent/Carer Evenings.
- Give children a home-school reading record in which messages can be exchanged between adults working with children in school and yourself. They may suggest ways of supporting your child's learning.
- May, where necessary, seek out specialist training to support specific identified learning needs, such as Down's Syndrome, hearing impairment, Dyslexia, Dyscalculia, Dyspraxia or a specific language and communication need such as Autism.
- Send out reports yearly detailing your child's progress as well as their overall attitude to learning. Our feedback will detail pupil progress and will also include an overview of where they are in regard to age-related expectations.

How will our school support your child and how will the learning be adapted to meet their needs?

- Provision for all children with identified special educational needs and / or disabilities in our school is coordinated by the SENDCo. She works in close consultation with the class teachers to devise and monitor support for children, and coordinates the support staff team.
- We have Learning Support Assistants who work with identified children with special educational needs and/ or disabilities in order to support the targets that have been set for them.
- The class teacher will provide daily quality first teaching, targeted at each child's needs within the classroom. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group. The regularity of these sessions will be explained to parents/carers when the support starts.
- The class teacher will meet with parents/carers on a termly basis (this could be as part of Parent/Carer evening) to discuss a child's needs, support and progress, although we do also have an open door policy where parents/carers are most welcome to discuss concerns regarding their child, through the appointment process, should they feel the need.
- Children may have an individual education plan called an IEP. This will outline the support a child will receive in school.
- We have a Trustee who supports SEND and liaises frequently with the SENDCo. The SENDCo reports to the school's Board of Trustees via the Community and Inclusion Committee.

How are decisions made about the type and how much support my child will receive?

- Teachers continually monitor and assess children's learning and development.
- Teacher assessments take place each term. These assessments give information about academic, social and developmental needs.
- Parents/carers, teachers, support assistants or the pupil's previous school may raise concerns.
- Pupil progress meetings allow staff to discuss individual children's needs, based on teacher assessment data. Some children are then identified as needing additional support. This may be through the use of small group booster sessions or through a more intensive intervention.
- Transition information is shared between schools and other professionals e.g. the Nursery, Speech and Language Therapy Service (S&L) for children moving into/between schools.
- Other professionals working for different agencies may have identified a child's need before entering the school setting.
- At specific points during a child's education they will take part in statutory assessments as well as specific screening programmes. These can be used to help identify an additional need. Support is then put in place to ensure progress in their learning and development.
- If a teacher has a concern, they will discuss this with the parents/carers and also with the SENDCo initially. After these discussions the SENDCo may contact parents/carers directly.

How will our school help you to support your child's learning?

- We encourage parents and carers to work with us and support any interventions.
- We offer an open-door policy where parents/carers can follow the appointment process and speak to the class teacher about their child, in the first instance.
- A homework club is run in school, in part to support those children and parents/carers for whom homework is a challenge.
- Celebrating success is instrumental in the development of the child.
- If outside agencies e.g. the Educational Psychologist (EP) or Speech and Language Therapist (S&L) have been involved, then their advice/suggestions and/or recommended programmes are shared with parents/carers to allow additional practice to take place at home.
- Our school runs information sessions for parents/carers. For example, on approaches to phonics, reading and the key stage SATS assessments.
- Communication between home and school is also encouraged via your child's home-school reading record and through the use of Dojo.

What specialist services and expertise are available or accessible through our school?

- Educational Psychologist
- Speech & Language Therapist (S&L)
- Occupational Therapist
- Physiotherapist
- School and support Nurses
- Specialist Nurses for children with disabilities
- Advisory Teachers, including for the Alternative Curriculum
- Bolton SEND Support Service Advisory Teachers
- Bolton Social and Emotional Health (SEMH) Advisory Teachers
- Bolton Early Years Support Service

How are the staff in school supported to work with children with special educational needs and what training do they have?

- We attempt to cater for children with a range of special educational needs and/or disabilities.
- Staff attend training in a range of supportive strategies and approaches.
- In addition, specific staff have undertaken specific training for particular interventions.
- High Needs support staff attend bespoke training sessions.
- All staff have had a legal briefing on Safer Handling and targeted staff have training on safer physical

handling.

How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

- We can signpost families to local providers who run activity/ holiday clubs.
- We offer all children the opportunity to attend both breakfast club and an after-school club.
- School offers a wide range of after school activities; for example music, sport and art.
- All our clubs and activities are fully inclusive. Some clubs are only available to pupils in designated age ranges.
- We offer a lunchtime buddy system, where children can support each other/younger children.
- There are playtime leaders from Y5 / 6 who contribute to the play and organise games for children at break and lunchtime.
- Older children joining our school are given a buddy to help them settle in.
- Outside on the playground, staff are vigilant during break times and lunch times to children who may appear to be lonely.
- All children are fully included in all trips.
- Where a child has a 1:1 Learning Support Assistant, that adult or another with a similar skill set will accompany the child.
- All children are fully included in the annual residential trip in Y6. Additional 1:1 support is available for those children with special needs/disability.
- Children in school are provided with opportunities to swim.
- Where physical needs can create a barrier, transport is provided and necessary accessibility features are put in place.
- There are a number of staff trained in first aid and we have a clear up to date medicine policy.
- Medicines and first aid treatment are administered in line with the correct procedures.
- Office staff and the Attendance Lead work closely with parents/carers in order to put any appropriate support in place with regard to maintaining good attendance and punctuality.
- The SENDCo, Senior Leadership Team and staff are aware of the Early Help assessment process used for pupils at The Olive Tree Primary School.

How accessible is our school both indoors and outdoors for children with SEN?

- Early Years is situated on the ground floors.
- The following facilities are available: lift to access the upper two floors; an accessible ramp for access; a washing machine and segregated changing facilities.
- The school is situated on three floors; the ground floor for Early Years and KS1, and the upper levels for

KS2. The Olive Tree Primary School has these facilities to help access for disabled pupils:

- Accessible disabled toilets
- Accessible changing facilities
- Lift to access upper floors
- Designated disabled parking spaces
- Accessibility of information available through the school website, or as a hardcopy if requested.
- Furniture available at an appropriate height if needed.
- A range of IT programmes for pupils with SEND to make their learning more accessible.
- Every effort is made to ensure that the correct specialist equipment is available to enable all children, regardless of their disability, to have access to the curriculum.
- The school will be guided by outside agency recommendations.
- The school has ensured that most doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary.
- The Accessibility Plan for The Olive Tree Primary School is available on the school website within the SEND webpage.

How will our school prepare and support your child when joining our school and when transferring to a new school?

- Our school has good links with our main High School providers. Key information for a smooth transition is shared.
- When required, the SENDCo from the High Schools liaises with school teachers/SENDCo to plan for additional transition meetings. Additional visits are arranged to ensure smooth transition. Transition reviews are held for pupils who have extreme educational, medical or physical disabilities.
- The SENDCo, class teacher and Support Assistant share all the documentation with the new school.
- Outside Agencies will assist the transition process of pupils with an Education Health Care Plan.
- When high needs children join our school, staff will meet with parents/carers prior to them starting with us. We will use this meeting as an opportunity to both provide your child with a chance to meet staff members, to become familiar with the environment as well as to gather information.
- Our EYFS teachers meet all children and their families due to start the school in reception class. The SENDCo may also liaise with the preschool setting, previous school and any relevant outside agencies if any high needs are identified.
- Children moving classes:
- When children move classes each year, we schedule 'moving up' days to meet their new class teacher and see their new classroom as well as providing additional sessions for children who need extra time. This provides additional transition for those pupils that need it.

Who can you contact for further information?

Our Special Needs & Disabilities Coordinator is: Mrs. Cattermole and her contact details are as follows:

Phone: 01204 322370

- Email: SEND@theolivetreeprimary.com

For more information about our school or to view our policy for SEND, please visit:

- <https://www.theolivetreeprimary.com/sen-and-disabilities/>

For more information on what Bolton can offer you and your child in terms of the support and services it provides, please go to <https://www.bolton.gov.uk/sendlocaloffer/>