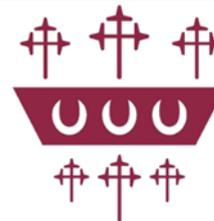


Olney Middle School SEND Information Report



At Olney Middle School we aim to offer all children access to a challenging, broad and balanced curriculum. All children are offered the opportunity to access a range of extra-curricular activities to enhance their learning.

Olney Middle School is an inclusive school which offers a range of provision to support children with Special Educational Needs (SEN). The support deployed will be tailored to meet individual needs following assessment by school staff or external agencies. It is designed to promote children becoming more independent and resilient learners.

How does Olney Middle School identify children with SEND?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

At Olney Middle School, children are identified as having SEND through a variety of ways including:

- Liaison with your child's previous school,
- Concerns raised by parents/carers,
- Concerns raised by your child's class teacher or school SENCO,
 - Child performing below age related expectations,
 - Concerns raised due to behavioural difficulties and/or poor self-esteem which is affecting performance,
- Liaison with external professionals (eg. Specialist teachers or speech and language therapist) after a referral has been made with parental consent via contact with the MK Duty line.

Where children are identified as having Special Educational Needs or Disability (SEND), Olney Middle School is committed to ensuring:

- that all the children, regardless of their specific needs, make the best possible progress in school through personalised provision,
- that there is an emphasis on the early identification of needs through supportive and preventative strategies which reduce barriers to learning,
- that we work in a flexible way to develop effective partnerships with children and their parents/carers and other external professionals to ensure that the school can meet a broad range of special educational needs and disabilities.
- that all children and adults are encouraged to recognise that pupils have different ways of learning, thereby encouraging tolerance and understanding in the classroom.
- that we undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to support the individual in their learning.

What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?

Talk to us - We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

- Firstly contact your child's class teacher as they have the most knowledge of your child in the school setting, they will look at various assessments that we can use to help us ascertain what the issue could be, whilst also coordinating with the SENCO for advice on how best to support your child.
- If you are still concerned, you may then raise your concerns with the SENCo (Miss L Circuitt) who is responsible for:
 - Coordinating the support for children with SEND, making sure your child gets a consistent, high quality response to meet their needs in school.
 - Ensuring that parents/carers are involved in their child's learning, kept informed about the support their child is receiving and involved in reviewing their child's progress.
 - Liaising with other professionals who come into school to help support your child's learning (e.g. Speech and Language Therapy, Educational Psychology etc).
 - Updating the schools SEND register and making sure there are excellent records of your child's progress and needs.
 - Providing specialist support for teachers and support staff in school so that they can help all children with SEND achieve the best possible progress.
- If you still feel your concerns have not been responded to then you are able to contact the Assistant Head Teacher for Inclusion (Mr A Palmer).
- Finally the Head teacher (Mr G Young) can be contacted if you feel the school is not responding appropriately to your child's needs.
- Olney Middle School has a Governor with responsibility for SEND (Mrs J Richardson and Mrs J Gibbs) that can also be contacted if you feel this is appropriate.

How will Olney Middle School support my child? Who will oversee, plan and work with my child and how often?

Excellent targeted classroom teaching known as Quality First Teaching, which for your child means:

- The teacher has the highest possible expectations for your child and all the pupils in their class.
- All teaching is developed on what your child already knows, can do and can understand
- Different ways of learning are in place so that your child is fully involved in learning in class. This may involve using more practical learning strategies.
- The teacher will have checked on all children's progress and may have decided that some children have a gap in their understanding/learning and need some extra support to help them make the best possible progress.
- In addition your child may participate in interventions that take place outside of the classroom. These target specific gaps identified through data collection to enable your child to make progress and will be documented in a Pupil Support Plan. A Pupil Support Plan specifically identifies targets for your child to work towards, whilst also detailing how they will achieve them e.g. through dedicated interventions.

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the child's needs are met with appropriate differentiation.
- Specific strategies (which may have been suggested by the SENCo or outside agencies) are put in place to support your child to learn.

Planning, assessment, evaluation and next steps are always agreed through

- All lessons and homework where appropriate are designed to take account of individual needs
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear pupil support plans for pupils who have needs but don't have specific targets from other agencies
- Regular reviews with parents and gaining the views of the pupil
- Where applicable an Education Health Care Plan or top up funding will be applied for
- All provision is reviewed by Senior Leadership Team

Who will explain this to me?

- The class teacher is available to talk to you about your child's learning, however there will be a planned meeting with the class teacher, each term, to discuss your child's needs, support and progress, which will be documented in your child's Pupil Support Plan.
- If at any other stage you require further information the class teacher and SENCo are available to discuss your child's requirements in more detail.

How are the Governors involved and what are their responsibilities?

The SENCo reports to the Governors termly to inform them about the number of children on the SEND Register and the progress these children are making; this report does not refer to individual children and confidentiality is maintained at all times. In addition, the report informs the Governors of upcoming training and support received from outside agencies. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress. One of the Governors is responsible for SEND and meets regularly with the SENCo.

How will the curriculum be matched to the child who has special educational needs or a disability?

- All work within class is designed and planned at an appropriate level so that all children are able to access the lesson according to their specific needs, this will include planned support to enable all children to achieve.
- For children with Special Educational Needs and Disabilities teachers will ensure they include different styles of learning e.g. auditory, visual, or kinaesthetic to ensure they can access the curriculum fully.
- Practical apparatus, specialist equipment, visual and auditory resources are available to support your child's learning.

Additional adult support may be used to meet your child's specific needs.

How will school and the parent know how well the child is doing and how will school help the parent to support their child's learning?

At Olney Middle School we measure all children's progress in learning against National and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods.

Children who are not making expected progress are identified through Pupil Progress Review meetings with the class teachers in the Year group, the SENCo, the Assistant Head Teacher for Standards and Achievement and the Head teacher. In this meeting:

- a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- If your child is discussed at one of these meetings you will be informed of any changes to the support given to your child to assist their learning.

If your child is on the SEND register they will have a Pupil Support Plan and a meeting will be held with you each term to discuss the progress they have made against each target.

- If your child has met their target then a new target will be agreed where appropriate.
- If they have not achieved the target fully then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Year teams will monitor the progress of additional support on a bi-weekly basis during team meeting to continually evaluate the effectiveness of the provision being delivered.

If your child has complex SEND they may have an Educational Health Care Plan, which means that in addition a formal meeting will take place annually to discuss your child's progress and a report will be written. In addition, we offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. We can operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.

What support is offered from the school to ensure the well-being of the child who has special educational needs or disabilities?

What support is offered for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social needs of every child in their class; therefore, this would be the parent's first point of contact. If further support is required, the class teacher liaises with the head of year and the school learning mentor or the SENCo for further advice and support if it is related to special educational needs or disabilities. This may involve working alongside outside agencies.

How does Olney Middle School manage the administration of Medicines?

The school has a policy regarding the administration and managing of medicines. You will need to contact your child's class teacher if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Administrative Staff generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

Strategies to reduce anxiety and promote emotional wellbeing

- Regular contact, communication and liaison with parents
- Transition support when transferring from one year group to another as well as from preschool or home and to Junior School
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views
- Sensory breaks
- Restorative practice

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Good on-going relationships with peers and adults in school
- PSHE Curriculum
- Small group programmes
- Counselling skills offered to children identified with specific need
- Daily or weekly celebration opportunities, including celebration assembly and Golden Time.
- Lunch and after school Clubs

What specialist services and expertise are available at or accessed by the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services including, social workers and Educational Psychologists. However, contact will only be made with external agencies when parental permission has been sought.

The school organises:

- Regular meetings as required
- After discussions with the class teacher meetings can be booked through the school with the school SENCO
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children's Social Care

What training are the staff having or going to have to support children with special educational needs and disabilities?

The SENCo has undertaken the National Award for Special Education Need Co-ordination In addition, Class Teachers and Teaching Assistants undertake related courses for the children in their classes. We have worked to ensure that staff have the relevant skills and experiences to effectively support the children through the four key areas of: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered:

- Literacy and Numeracy
- Medical needs and support
- Pupil Support Plans
- Quality First Teaching
- Specialist Teacher Support for SENCo
- Speech and Language training

How will children with special educational needs and disabilities be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas being provided in school.

How accessible is the school environment for children with special educational needs and disabilities?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school has ramps at specified fire exits.
- There have been improvements to the hall with a sound system to help children with hearing impairments.
- When children with specific needs of specialist equipment join the school there is a multi-agency meeting to discuss their requirements and the relevant changes to the school building are carried out and equipment installed.

How will the school prepare and support the child who has special educational needs or a disability to join the school and then transfer to a school for the next stage of their education? What are the access arrangements for an SEND child?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition.

Transferring into Olney Middle School

- We encourage all new children to visit Olney Middle School prior to starting, when they will be shown around the school. For children with SEND we encourage further visits to assist them in familiarising themselves with the school, the timetable and the adults and children in the school.
- The SENCO will work with teachers and staff with SEND responsibilities from all feeder schools in order to address children’s needs, assist with the transition process and ensure the staff in OMS have the necessary information to be able to support and develop the children effectively. In addition, the SENCo will liaise with parents to support the transition process.

Transferring to a new setting

- When SEND children are preparing to leave us for a new school or Secondary Education, we arrange additional visits.
- We liaise closely with the staff of the other school when transferring children to ensure all relevant paperwork is passed on and all needs are discussed and understood.
- We aim to ease worries by developing links between Olney Middle School and the secondary to ensure that new staff are fully aware of your child’s needs and how best to support them.

How are the school's resources allocated and matched to the child's special educational needs and disabilities?

Currently mainstream schools have funding delegated to their budgets for Special educational needs.

Top-up funding can be applied for children whose high needs cost more than the nationally agreed threshold. To access this funding schools have to show clearly the provision they have in place using their delegation resources. This will be evident from the school's provision management, pupils' achievement of targets and progress.

The school SEND Budget is used to provide additional support or resources to support the needs of children.

This can be

- Providing specialist equipment to support a need e.g. a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion
- Providing additional intervention programmes to help a child learn and progress
- Directing the work of additional support staff

We ensure that the needs of children who have SEND are met to the best of the school's ability with the funds available.

- There is a team of Teaching Assistants and Learning Mentors who give individual support to children where the needs are most complex.
- These Teaching Assistants and Learning Mentors also help to deliver programmes designed to meet the needs of groups of or individual children.

Each half term Challenge meetings are held where the assistant head teacher meets with all class teachers in Year groups to discuss the progress of individual children and how we can support them to ensure they make progress.

How does the school ensure my child is treated fairly?

Olney Middle School is an inclusive school which ensures that all SEND children are treated fairly and their individual needs are addressed in all lessons. All children in our school have access to quality first teaching: differentiated tasks for all individual needs, visuals in the classroom, concrete resources and consistently good teaching. Children's needs progress and needs are monitored carefully and interventions are put in place to prevent any children 'falling behind.'

The class teacher, alongside the SENCo, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

Who can a parent/carer contact for further information at school:

Class Teacher	Email addresses can be found on the school website	As a first point of contact.
SENCo	Laura Circuitt misscircuitt@olneymiddle.milton-keynes.sch.uk	Second point of contact for a SEND related issue.
Assistant Head Teacher (Inclusion)	Adam Palmer mrpalmer@olneymiddle.milton-keynes.sch.uk	Third point of contact.
Head Teacher	Glenn Young mryoung@olneymiddle.milton-keynes.sch.uk	Fourth point of contact.
SEND Governor	Jess Gibbs mrsgibbs@olneymiddle.milton-keynes.sch.uk	Final point of contact.