



Inspiring Futures  
through Learning



# Olney Middle School

## SEND Information Report

### 2022 - 2023

*At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.*

## What kinds of Special Educational Needs and Disabilities are provided for?

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.

The 2014 SEND Code of Practice defines SEND as:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means:

- he or she has a significantly greater difficulty in learning than the majority of others the same age
- he or she has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others in mainstream schools

The special educational need may relate to one of the four broad areas identified in the Code of Practice:

- communication and interaction difficulties (including autistic spectrum disorder)
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory or physical difficulties (including visual and hearing impairment)

Special Education Provision is that which is additional to, or different from, that provision which is offered for most of the children.

At Olney Middle School we offer support and provision to children across all these identified areas of need. We prepare to receive children with SEND transitioning into our school and ensure that when required the teachers and support staff receive training to understand the special educational need, to be able to give the appropriate support.

## How does our school identify children with Special Educational Needs and Disabilities?

**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 highlighted by in school attainment and progress data,
  - 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.

- To establish that the child has a SEND the school uses the Graduated Approach to assessing, identifying and providing for a pupil's special educational needs. The approach follows a model of assess, plan, do and review which recognises that there is a continuum of SEN, and that it may be necessary for some pupils to have additional support to make progress in the form of an intervention, targeted provision and/or personalised provision to make progress. The teachers all understand the school's pathway for identifying SEND and work their way through, receiving the correct support at each stage.

**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.

**How does our school assess their needs?**

A variety of assessment tools are used to assess a child's difficulties and determine the correct strategies/interventions to support them.

The following are regularly used in school:

- FACT (First Access Communication Tool) – used to determine speech and language difficulties
- FACT+ - used to determine social communication and interaction difficulties
- Boxall Profile – to identify social, emotional and behavioural difficulties
- Strengths and Difficulties questionnaires
- Dyslexia checklists
- Coventry Scales – attachment difficulties
- Referral to the Speech and Language department

The SENCo is involved in some of these assessments and the results feed into the assess, plan, do and review cycle. External agencies may also become involved at this point and carry out their own alternative assessments.

### How will you support and communicate with me to help my child?

Establishing and maintaining a positive working relationship with the parents of children with SEND is essential to enable the child to achieve their potential. The school recognises the parents as the experts on their child, that they hold key information about their child and can contribute to the shared view of the child's needs and how to support them. At Olney Middle School parents are encouraged to play an active role in their child's education through:

- Two parent's evenings will take place throughout the year and a formal end of year report will be given, along with progress reports at the end of each term.
- We also have an additional three SEND parent's evenings to discuss your child's individual Pupil Support Plan, progress and achievement and set new targets.
- The class teacher is available to talk to you about your child's learning at any point
- 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.
- If your child has an Educational Health Care Plan, you will also be invited to an annual review of their targets and provision.
- The school website has a SEND information page; from which you can find links to direct you to the appropriate support required
- Staff email addresses can be used to communicate effectively with parents

### What will the review process look like?

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.
- We also like the child to take part in this review process to find out how they feel their learning is progressing.

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.

### How will my child be prepared and supported during transition?

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.

#### **Internal Transition**

- Children are supported for in school transition in a variety of ways, involving them visiting the new classrooms and spending time with their new teacher prior to transition days.
- Parents are also welcomed to an open school event where they are encouraged to meet their child's new teacher
- Children with adult support are supported to build and maintain relationships with their new support staff
- Teachers attend several transition meetings with new teachers and new year teams to ensure that all vital information is shared, the SENDCo oversees this process and will meet with new teachers to answer any questions about their SEND children.

#### **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 will my child be taught within the school?

Excellent targeted classroom teaching known as Quality First/adaptive 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 adaptations of task and teaching style.
- Specific strategies (which may have been suggested by the SENCo or outside agencies) are put in place to support your child to learn.

#### How will the curriculum and school environment be matched to my child's needs?

##### **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
- Adaptation of curriculum tasks and teaching so that all children can access the curriculum
- 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

Children's work in lessons will be adapted to suit their individual needs and will be pitched around the appropriate stage of learning for the individual child.

If your child has an Educational Health Care Plan and it is necessary, they may have a more personalised education programme to suit their needs.

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.

The school has a sensory room which can provide sensory support for those children that need it

- 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.

#### What training has been provided for staff at our school?

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 develop 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
- Diversity, Equity and Inclusion training via IfTL training day
- Specialist Teacher Support for SENCo, Class teacher and LSAs
- Speech and Language training
- Construction therapy training
- Attachment Lead Teacher training – SENCo
- Elklan – in-depth knowledge of children's speech, language and communication development
- Protective Behaviours training

The SENCo also works closely with other SENCo's across the trust to share good practice and develop knowledge and skills.

#### How can specialist expertise be accessed?

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. An SEN Support Document will be completed with parents to enable us to track and monitor the APDR cycle. The SEN Support document will usually be supported by Specialist teacher input from the LA.

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 from the Inclusion and Intervention Team
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children's Social Care

#### How do we evaluate our practices within our school?

We continually review our practices within school. There are key times when the practices we employ are reviewed with other stakeholders.

These are:

- Termly Personal Support Plan reviews of the effectiveness of the practices/provision which involves the parents
- reviews by external agencies (eg speech and language) on the progress of a child
- assessment data and analysis reviews by the senior leadership team
- termly meetings when the SEN Governor discusses provision and strategies used

All class teachers use their assessment data to inform their planning across the curriculum, this allows us to ensure that gaps are recognised and provision put into place to fill them.

Subject leaders from the senior leadership team also carry out regular book looks, learning walks and meetings with teachers in order to continually monitor the impact of practices within the school.

#### How does the school ensure an inclusive environment for all?

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/adaptive teaching: adapted 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.

#### How does the school support my child's wellbeing?

**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 pastoral support officer 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. We also have a school Pastoral support officer who works closely with children and families, there is also access to a worry teacher via email.

#### **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
- Lunch and after school Clubs
- Protective Behaviours activities and approach

#### **What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?**

Other professionals involved can be:

- A social care team – who support the family and engage with the school
- The virtual school – who provide schools with information, tools to raise attainment and training

Additional financial support

- Pupil Premium Plus - additional funds to help school meet the needs of a child

Olney Middle School has a designated teacher for looked after children who works closely with the virtual school team and Social workers and other professionals involved. The DT attends reviews, organises PEP meetings and where appropriate liaises with other local authorities. Within school we have a member of staff who has completed their qualifications to become an Attachment Lead Teacher across two schools.

#### **Who do I contact if I need further support or information about the provision for my child?**

<b>Class Teacher</b>	Email addresses can be found on the school website	As a first point of contact.
<b>Head of Year</b>	Email addresses can be found on the school website	As a second point of contact.
<b>SENCo</b>	Laura Circuitt <a href="mailto:misscircuitt@olneymiddle.milton-keynes.sch.uk">misscircuitt@olneymiddle.milton-keynes.sch.uk</a>	Third point of contact for a SEND related issue.
<b>Deputy Head</b>	Heather Lamble <a href="mailto:mrslamble@olneymiddle.milton-keynes.sch.uk">mrslamble@olneymiddle.milton-keynes.sch.uk</a>	Fourth point of contact.
<b>Head Teacher</b>	Glenn Young <a href="mailto:mryoung@olneymiddle.milton-keynes.sch.uk">mryoung@olneymiddle.milton-keynes.sch.uk</a>	Fifth point of contact.
<b>SEND Governor</b>	Katrina Rodden <a href="mailto:krodden@iftl.co.uk">krodden@iftl.co.uk</a>	Sixth point of contact.

#### Contact Details:

SENDCo Address:  
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#### Local Authority Local Offer

Milton Keynes Local Offer Link

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>