

SEN Information Report – November 2025

1. What types of SEN does the school provide for?

Olga Primary School strongly believes in being an inclusive school, where all children can be 'the best they can be'. The four broad areas of need, as identified in the SEND Code of Practice (2015) are:

 Communication and interaction needs For example Autism Spectrum Disorder, Developmental Language Disorder	 Cognition and Learning For example Downs Syndrome or Auditory Processing Disorder
 Physical and sensory For example hearing impairment or visual impairment.	 Social, emotional and mental health needs For example ADHD or attachment.

Olga Primary School provides support for children whose needs may fall into one or more of these categories.

2. Which staff will support my child and what training have they had?

Assistant Head for Inclusion

Rebecca Adams is Assistant Head for Inclusion. She is a qualified, experienced teacher and SENDCo who has achieved the National Award in Special Educational Needs Co-ordination. She works Monday to Thursday.

Class Teachers and Teaching Assistants

Olga Primary School's expectation is that all staff are responsible for ensuring that children with SEND are supported in the classroom. All our teachers and teaching assistants receive in-house SEND training and are supported by the SENDCO. This includes Twilight training, dedicated time during Inset days and Professional Development meetings. Staff are also trained and supported in school by our Speech and Language Therapist, an Educational Psychologist and the Phoenix Outreach Team. Where appropriate class teachers also attend external training run by Phoenix Primary School and Tower Hamlets Borough.

External agencies and experts

To ensure that we provide the best possible provision for children with SEND and their families, we employ and access a range of external agencies:

Speech and Language Therapist

Our therapist this year is Natalie Zahn. She works at the school for a day and a half each week. She assesses children's needs, advises us on appropriate interventions, runs training sessions for staff and meets with parents to share strategies.

Educational Psychologist

Our psychologist this year is Chloe Koong. School pay for an enhanced service from the Educational Psychologist service. She works with parents of children with SEN and class teaching teams and helps us with our thinking about a child's strengths, needs and ways forward. She carries out a range of assessments with children which then help us to plan for specific support.

Phoenix Outreach Team

Our link teacher this year is Marie Dixson. She provides support across the school for children and families where the child has a diagnosis of Autism or are currently on the waiting list for an assessment of Autism.

Educational Play Therapist

Our Educational Play Therapist is Sophie Jubb. She runs therapeutic play sessions for children with Social, Emotional and Mental Health needs.

Sometimes a child will benefit from further support from specialists outside of the school. Depending on the individual child and in collaboration with the family school may request support from a range of agencies, including:

- Children and Adolescent Mental Health Service (CAMHS)
- Tower Hamlets Education Wellbeing Service (THEWS)
- Autism Disorder Assessment Service (ASDAS)
- Occupational Therapy Service (OT)
- Behaviour Attendance Support Service (BASS)
- Learning advisory service
- School Nursing team
- Speech and Language Service

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher. They will arrange a meeting with you, where if appropriate the SENDCo will also attend. Following this meeting a plan will be organised, which will include the SENDCo observing your child and then meeting again as a whole team (parents/ carers, SENDCo and teaching team) where next steps will be shared. You can also contact Rebecca directly –rebecca@olga.towerhamlets.sch.uk

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND, and monitor and assess whether any pupils in their class. At Olga we use a Holistic approach, considering the progress children are making academically, socially and emotionally.

The area of difficulty that the child is experiencing will be identified and the teacher will consider which interventions or additional strategies will be most helpful to support the child. e.g. additional visuals to help understanding, phonics interventions.

If the pupil is still struggling to make the expected progress after support is put in place, the teacher will complete a SEND concern form. Following this a discussion will be arranged with the SENDCo. The SENDCo will then observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. A meeting will then be planned with parents to discuss concerns and share their experiences. Based on all this information, the SENDCo will decide whether your child needs SEN support.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

If a child has an EHCP or the school feels they may need one as they continue their educational journey the child will have a Target Tracker document on Edukey. This shows targets for the term and the provision in place to help them reach it (as part of the assess and plan). For children with an EHCP already the targets will be working towards achieving the outcomes set as part of an Annual Review. These targets will be reviewed in a team around the child meeting at the end of each term with the teaching team and parents/ carers. New targets are discussed for the following term.

6. How will I be involved in decisions made about my child's education?

We work closely in partnership with parents to support the learning and wellbeing of Olga pupils. We have an open door policy and we will always make ourselves available within a reasonable timeframe to discuss your child's needs. We listen to what parents and carers tell us about their children and we use that information to make sure everyone who works with a child can understand and support their needs. We ensure that termly Team around the Child Meetings are held with their child's class teacher and

Between Team around the Child meetings, we have an ongoing dialogue with parents about any successes and challenges. We give regular feedback throughout the term, as part of our usual practice. If a child has an EHCP there will be two Team around the Child Meetings held as well as their Annual Review.

7. How will my child be involved in decisions made about their education?

We have school councillors who are selected from the student body. The School Councillor lead teacher meets with the Councillors on a regular basis to discuss a range of concerns and suggestions that the pupils have.

Students with Target Tracker Documents have an opportunity to record their views, including what their strengths and difficulties in school and what will help them to achieve their targets. Our Team around the Child and Annual Review meetings are person centred. Children are supported in expressing their views in person and through pictures, written presentations or video.

8. How will the school adapt its teaching for my child?

At Olga all class teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEN. We use an adaptive teaching approach, where lessons are designed so that all children in the class learn and make progress. We do this by giving some pupils access to additional equipment or additional adult support for part or all of the lesson, in order to meet their needs. In some instances, where children have significant needs, they may, for short periods of time, access some parts of the curriculum in a small group, or individually, outside of the classroom or they may have an individualised curriculum, which can be delivered in or outside of the classroom for part of the day.

9. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for pupils with SEN by:

- Termly pupil progress meetings
- Reviewing pupils' individual academic progress each term and completing assessment using our assessment system.
- reviewing the impact of our interventions on Edukey.
- Observations and monitoring from SENDCo.
- Where possible talking to the children themselves and finding out their thoughts on their strengths and needs.
- Holding termly team around the child meetings for children with EHCPs or children that the school believes will need an EHCP.
- Annotating the child's SEN Target Tracker re progress and next step
- Holding Annual Reviews for pupils with EHC plans

10. How will the school resources be secured for my child?

Part of the school's budget is allocated to supporting children with SEND in the school.

This is a fixed amount for the year and therefore we need to carefully consider how we spend the money to support all children in the school with SEND. Depending on the needs of the individual child, the money may be spent on:

- Extra equipment, resources or facilities
- Additional staff to lead interventions
- Further training for our staff
- External specialist expertise

For a child with complex needs who may require significant additional funding to ensure they can access their learning, the school will work with parents to gather all the information needed to request an Education, Health and Care Needs Assessment from the SEN section at Tower Hamlets..

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities are available to all our pupils, including our before and after-school clubs. Trips are planned in advance with the support of the SENDCo, where we identify areas / times / activities that may cause additional stress / need additional thought and planning for that child to be successful. This includes planning

for our Year 4 and Year 6 children with SEND to attend the residential trip. We make the following adaptations:

- specific risk assessments for individual children to ensure that all staff supporting the trip are aware of a child's needs and the adjustments that need to be made.
- an additional pre-visit by staff to check on venue, access arrangements etc
- an additional pre-visit for specific children for any new long-term activity e.g swimming, to walk through routines and become familiar with new spaces
- use of a taxi where needed
- smaller groups of children
- social stories
- additional adults

All our children with SEND are encouraged to take part in sports day/school performances and special workshops e.g. Black History Month workshops.

We are part of the SEN Sports Cluster group with local primary schools and as such, participate and host a range of sporting activities that have been specially designed for accessibility for children with SEN in Y3 – 6. These SEN sports mornings happen once each half term.

13. How does the school support pupils with disabilities?

- We have a lift to ensure all children are able to access the whole school environment. We also have a disabled toilet with a hoist and shower access.
- Where needed, we work closely with specialist teachers to ensure all available support/ resources and strategies are being utilised.

For further information please read through our Accessibility Plan. This includes information on how the school:

- increases the extent to which pupils with disabilities can access the curriculum
- improve the physical environment to ensure it is accessible to all pupils
- improve the availability of accessible information.

14. How will the school support my child's mental health and emotional and social development?

As a school we strongly believe in developing the whole child, including their social and emotional skills. We know that children thrive when they are happy and feel safe and

secure in their environment. To achieve this we plan the following support/ activities for children's mental health and their emotional and social development:

- Regular PHSCE lessons
- Restorative Justice Approach to sorting out conflict
- National Oracy Project being taught across the classes to support the development of confidence to find their voices and speak in clear, thoughtful way
- Access to Emotional Learning Support Assistant (ELSA).
- Access to Skills Mentor, with a focus on developing social skills e.g. learning to accept to lose in a game.
- THEWS support where appropriate, including 1:1/ small groups and whole class activities.
- Achievement Assembly 1 x week
- Zones of regulation approach used throughout the school

As a school we have a clear behaviour policy and anti-bullying policy which all staff follow. For children with a particular difficulty around emotional regulation, the SENDCo and class teacher will work together to create an individual behaviour support plan.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Starting school

Prior to starting in our Nursery or Reception classes our EYFS team will do home visits for all children. Here parents will get the opportunity to share any concerns they may have about their child needing additional SEND support. For parents who have shared that their child has additional needs on their admissions form, the SENDCo will get in touch with them in the summer term prior to them joining the school and where possible with their permission observe the child in a setting that they currently attend. Where appropriate, children will also be invited for additional small group 'Stay and Play' sessions. Where it is felt helpful, the SENDCo will also set up a Team around the Child (TAC) meeting for parents and staff in the Summer term prior to the child starting in September.

Supporting transition to the next year group

To help pupils with SEND be prepared for transition to a new school year we do the following in the summer term:

- Arrange a meeting between the current teacher and new teacher to handover information, strategies and provision.
- Schedule lessons for the whole class with the new teacher towards the end of the summer term.
- Where appropriate, additional small group sessions (involving play/ art and craft sessions depending on age) will be arranged after school with their new teacher.

Transition support to mainstream secondary school

Transition activities in class, including the following;

- Drama sessions run by the Half Moon Theatre Company
- Whole class lessons with support from Into University
- Visits from and to KS3 settings.
- TFL transition workshops

Transition for our children with EHCPs

Each secondary school has their own transition programme for children with SEN. We plan carefully for our children with EHCPs to attend these transition days at their new schools, supported by trusted staff members. We also invite Secondary SENDCOs to Annual Reviews or Team around the Child Meetings for Year 6 children.

Secondary School transition support for children without EHCPs

Tower Hamlets Behaviour, Attendance and Support Service (BASS) runs a transition programme specifically for children who the school has identified as having social, emotional and mental health (SEMH) needs. This programme offers a Specialist support teacher who will liaise with Olga and gather information around specific children's needs.

16. What support is in place for looked-after and previously looked-after children with SEN?

Emily Wright is the designated teacher for looked-after children and previously looked-after children here. She will work with Rebecca Adams, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Concerns about SEND provision in our school should be made to the SENDCo in the first instance. The SENDCo will then discuss concerns with the class teacher and give feedback to the parent / carers. Where a complaint is to be made, the parent / carer will be directed to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us

know. Emily Wright is our pastoral Support Lead. We hold regular information/ training events for parents.

To see what support is available to you locally, have a look at Tower Hamlets local offer. Tower Hamlets publishes information about the local offer on their website:

<https://www.localoffertowerhamlets.co.uk/>

Our local special educational needs and disabilities information advice and support service (SENDIASS) organisation provides further support to families. More information can be found at the following website:

<https://www.towerhamletsandcitysendiass.com>

Phone number: 020 7364 6489 (Monday to Fridays, 9 - 5.30 pm)

Please click on this <https://www.olga.towerhamlets.sch.uk/send/useful-links-and-websites/> to find further useful websites to support from the SEN section of our school website.