



SEND policy

for

Olga Primary School

Approved by:

Date:

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This policy has been developed in collaboration between the SENCos, Senior Leadership Team and Inclusion team.

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Aims

Our SEND policy aims to:

- Show how Olga Primary School supports SEND provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We will:

- Make reasonable adjustments for those with a disability by taking actions to ensure that children with SEND are given the greatest opportunity to access and engage in school activities alongside their peers in class and the whole school environment.
- Reduce barriers to progress by embedding the principles of the National Curriculum Inclusion statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion> and the recommendations from the Education Endowment Foundation's Special Educational Needs Guidance Report - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>
- Provide appropriately for the four broad areas of need as detailed in the SEND Code of Practice 2015,
 1. Communication and interaction
 2. Cognition and learning
 3. Social, Mental and Emotional Health
 4. Sensory/physical
- Work with parents, carers and children to build up a trustful partnership
- Ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- Support children with medical conditions to achieve full inclusion in all school activities. To do this by consulting with health and social care professionals and ensuring effective information sharing amongst staff, in order to meet their medical needs.

- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all of our vulnerable learners.
- Where appropriate, work with parents and carers to enable their child to access special educational provision when this is agreed that this is in the best interests of the child i.e. when their learning needs are significantly “additional to and different from” that provided within the differentiated curriculum.

Our vision for SEND

At Olga Primary School we aim to have a supportive inclusive environment, where high quality teaching is embedded in our practice, ensuring that children with additional needs are purposefully involved and making good progress for their learning journey.

We want all children to experience a rich and varied curriculum, based on enjoyable, hands on activities that provide them with deeper understanding and long-lasting experiences. We aim for children with additional needs to be taught alongside their peers ensuring they are an active participant, incorporating provision specifically for that child that they need as part of our day to day practise.

We aim for children with additional needs to be identified as early as possible, including children joining our Early Years and new arrivals in different year groups.

We strongly believe that a team approach is key to children’s success in their journey through school. We aim for parents to act as partners, ensuring that their voice is heard, and they actively contribute to discussions around next steps and children’s targets.

We aim to create a strong and experienced network of support team around a child, by closely working with external professionals. Within the school day we recognise that every adult plays a vital role in ensuring a child’s success, and therefore we promote a culture of collaboration, discussion, and informed shared strategies.

By the time that children leave Olga Primary School we aim for all children, including those with additional needs to be confident and empowered learners who can communicate about their needs and how they learn best, recognising the power and impact of their own voice.

Team approach to SEND

At Olga School, our aim is to provide a supportive and engaging learning environment for all of our pupils. We recognise that it is essential for all staff to be involved in creating this.

How this looks and sounds in practice:

- SEND Professional Development Meetings (PDMs) once every term, linked to the themes within the School Development Plan and current needs re SEND provision within the school. These meetings are led by the Olga SENDCo and specialist outside agencies where appropriate e.g. Speech and Language therapist.
- SENDCO sources relevant training and ensure this is offered to relevant staff members.
- SENDCO attends regular forums and trainings.
- SENDCO builds up a team approach with parents / carers through informal meetings (in person and through phone calls) and formal meetings (Target Tracker Meetings/ Team around the Child/ Annual Review Meetings) to create shared approach.
- Teaching Assistants training linked to SEND, based on the need of the children across the school.
- Midday Meals Supervisors training
- Regular SEND meetings with class teachers and where appropriate TAs; both formal and informal meetings e.g. pupil progress meetings/ Team around the child meetings/ catch up meetings.
- SENDCO support with inclusive planning for teaching teams on regular basis
- Dedicated SEND area on the shared server where information, strategies and structures re specific SEND needs are stored.
- High quality support from outside support agencies e.g. Phoenix Outreach Team, Speech and Language Therapy service.

Across the school there is an accessible and highly visible Inclusion team within the school, both to parents/carers and to colleagues. Parents and carers know that they can phone, email or drop in person to speak to the SENDCO.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Health or social care provision that educates or trains is deemed to be special educational provision.

Roles and responsibilities

The Inclusion team:

The Assistant Head for Inclusion is Rebecca Adams. Rebecca is a qualified SENDCO.

The Emotional Literacy Support Assistants are Paul Cox.

The Learning Mentor is Paul Cox.

The Skills Mentor is Lionel Ainsworth.

The Safeguarding leads are Lisa Bradley-Jones (Head Teacher), Alice Mentlak (Deputy Head Teacher), Jasmine Kodi (Deputy Head Teacher), Emily Wright (Safeguarding and Pastoral Lead) and Emma Jackson (EYFS and KS1 phase lead).

The SENDCO

The SENDCO will:

- Work with the Headteacher, SEND governor and colleagues on the Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care plans (EHCPs).
- Provide professional guidance to colleagues on inclusion e.g. how to carry out effective assessment and differentiated planning for the needs of children with SEND.
- Support and effectively engage with parents and carers to ensure that there is a good level of communication and shared understanding of their child's additional needs, and where appropriate, put them in contact with support agencies.
- Support teaching colleagues to ensure a graduated approach to providing SEND support
 - Lead support for national initiatives around SEND to be raised in school through assemblies and activities e.g. Autism Awareness Week.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records all pupils with SEND up to date and accessible.
- Support staff to be able to make thoughtful, detailed assessments of children's progress and to plan effectively for next steps.
- Plan for high quality curriculum enrichment activities for children with SEND and their families and peers.
- Arrange training for teachers and the teaching team so that they are appropriately skilled to support children with additional needs in their classroom, including leading and organising Professional Development Meetings.

The SEND governor

The SEND governor is Shelima Begum. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The Head Teacher, Lisa Bradley-Jones, will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The assess, plan, do, review cycle in relation to every child within their class, including every child with SEND.
- Working closely with any teaching assistants or specialist staff to ensure that they are fully aware of the differentiated assessment and planning for the children with SEND within the classroom environment.
- Working with the SENDCo to review each SEND pupil's progress and development and decide on any changes to provision.
- Ensuring high quality individual planning when needed
- Ensuring they follow this SEND policy

Identifying SEND

Before a child joins Olga:

- Clear communication with parents and carers prior to entry to Olga.
- Parents and carers are invited to meet with SENCOs to discuss their child's needs in more detail.

- Observation of that child in their current setting/ home environment and information gathering by SENDCO.
- Information sharing meeting with parent / carer, SENDCO and class teacher to begin to develop trustful relationship between home and school.
- Taster visits for the parent / carer and child to become familiar with the new setting
- Settling timetables agreed and shared.
- Where appropriate social stories written specifically for each child and shared with families.

Once a child is a pupil at Olga:

- SENDCO referral form completed by class teacher and shared with SENDCO
- Discussions between class teachers and SENDCO around observations of a child's needs
- Discussion between parent / carer and class teacher to share concerns.
- Careful assessments once settled in class to identify additional need e.g. ability to engage effectively, need for additional support to access learning.
- Regular whole school tracking of attainment outcomes to identify any lack of expected levels of progress.
- Observations of the child to see if they have additional needs in one or more of the four broad areas of need:
- Sharing of the outcomes from the assess / plan / do / review cycle with parents and carers to more clearly understand a child's particular needs and next steps

When a parent / carer thinks their child may have special educational needs

- There are regular parent / carer meetings during the year and parents / carers are encouraged to share their concerns at this time.
- They can make a time to meet with their child's teacher to discuss concerns. This then may result in a further discussion with the school SENDCO.
- Parents may also contact the SENDCO or the Headteacher directly if they feel this is more appropriate.

- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will Olga School support a child with SEND?

- All children will be provided with high quality teaching that is adapted or where needed differentiated to meet the diverse needs of all learners.
- Children with a disability will be provided with reasonable adjustments (such as noise-cancelling headphones, laptops) to enable their access to the learning.
- SENDCO works closely with class teams to develop their access to provision in the classroom e.g. visual timetable, task planners.
- SENDCO works with outside support agencies to set up and maintain interventions as needed to develop children's specific skills and increase their confidence to access the curriculum e.g. sensory P.E.
- SENDCO will ensure training, resources and monitoring of interventions so that they are of high quality and continue to adapt the needs of the child.
- Children with significant SEND will have an Individual Target Tracker document which makes clear their specific additional needs, relevant targets and the provision that will be put in place to support them to reach their targets. This is for children with an EHCP, or where school feel they may need an EHCP in their educational journey.

When a child's needs mean that they have significant difficulty in accessing their learning compared to their peers, we will invite parents / carers to consider the need to apply for a full Education, Health and Care assessment from the LA. We will then work closely with parents /carers to complete the request for assessment and liaise as needed with outside agencies. It is a matter for the LA to decide whether to assess a child and/or to make and maintain an EHCP. Parents have rights of appeal to the First-Tier Tribunal against decisions that the LA makes with regard to EHCPs.

When a child has an EHCP:

SENDCO will:

- Set up planning meeting with the parents / carers and class teams to reach shared understanding of outcomes and provision stated in EHCP.

- SENDCO liaises with teachers re the Assess, Plan, Review, Do cycle of planning for children with SEND. i.e. Assess: assess the child's needs through specifically planned activities. Find out their strengths, needs, Plan: plan for ways to meet that child's needs in class using the knowledge from the assessments. Do: set up and teach the activities as planned, note the child's engagement, thinking, recording Review: consider what worked well, what did not work well, what needs to be changed / adapted.
- SENDCO works with class teams to ensure that children with SEND are able to access trips and excursions with their peers whenever possible. They will be involved in discussions around how that child's needs can be best met whilst on the trip and any reasonable adjustments that need to be made.
- Ensure that regular Team around the Child Meetings are held over the course of the year and Annual Review meetings are held for each child. Where needed Emergency Annual Review meetings to be held.
- SENDCO works with class teams to plan for curriculum enrichment activities for children with EHCPs. These trips are planned with that child's specific interests in mind and usually include a small group of peers.
- SENDCO will liaise with other schools and agencies to ensure that the children with SEND have access to wider curriculum activities e.g. SEND Parasports activities.
- Where appropriate, SENDCOs work with a child's family and class team to educate and inform peers about their particular needs. This may take the form of a child leading a session around their needs and what it means to them, to a teacher leading a session and discussing how to support that child.

Monitoring and evaluating the effectiveness of SEND provision

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

- Reviewing children's individual progress towards their goals each term and filling in the appropriate assessment record
- Discussion with the child, where possible, re their thoughts and feelings towards their learning to find out what is working and what is not working.
- Holding termly meetings for children with EHCPs (Team around the Child meetings) and annotating the child's SEND Target Tracker document re progress towards targets, interventions and next steps.

- Holding Annual Reviews for pupils with EHC plans and ensuring that the child's thoughts and feelings are sought and recorded (where appropriate child's thoughts and feelings interpreted through their actions e.g. for non-verbal children).
- Engaging with outside agencies and working together to make joint observations of provision and using their feedback to further develop our practice.
- Evaluating the effectiveness of interventions through the use of Provision Map on Edukey.

This policy and information report will be reviewed by Rebecca Adams (SENCO) every year. It will also be updated if any changes to the information are made during the year. It will be shared, discussed and approved by the Governing Body.

Concerns about SEND provision

Concerns about SEND provision in our school should be raised with your child's class teacher in the first instance.

You may also contact the SENDCO or appropriate Deputy Headteacher

Assistant Head for Inclusion: Rebecca Adams – rebecca@olga.towerhamlets.sch.uk

Deputy Headteacher: Alice Mentlak – alice@olga.towerhamlets.sch.uk

Deputy Headteacher: Jasmine Kodi - jasmine@olga.towerhamlets.sch.uk

All the above staff can be reached on the school phone number 020 8981 7127.

If the issue cannot be resolved, the SENDCO will set up meeting between parent / carer and Head Teacher to discuss the issue further. If the issue is not resolved to the satisfaction of the parent / carer, they will be directed to the school's complaints policy.

Where a child has an EHCP, the Plan will set out what educational provision the child requires and the LA is responsible for ensuring that provision is made. If the parent of a child with and EHCP has concerns about their provision, they should still raise the concern with the school in the first instance using the above procedure, but if the concern cannot be resolved in school, they may need to exercise their rights under the Children and Families Act 2014 to ask the LA to re-assess the child or amend the content of the EHCP and/or appeal to the First-Tier Tribunal against any decision of the LA. The parents of pupils with

disabilities have the right to make disability discrimination claims to the First-Tier Tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Details of mediation and conflict resolution services can also be found on the Tower Hamlets SEND Information Advice and Support Service (SENDIASS) website:

<https://www.towerhamletsandcitysendiass.com/>

Local Offer

Information on where the Local Authority's Local Offer (a list of services available locally to support pupils with SEND and their families) can be found on can be found:

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

We also signpost parents and carers to the SENDIASS Centre at Greatorex Street for additional, impartial advice and support re SEND. This offers independent advice and support to parents and carers of all children and young people with SEND.

Contact details are:

Parents Advice Centre

30 Greatorex Street

E1 5NP Tel: 020 7364 6489 Email: TowerHamlets&City.

SENDIASS@towerhamlets.gov.uk

Links with other policies and documents

This policy links to our policies on:

- Safeguarding
- Equality policy
- Accessibility Policy