



SEND Information Report
Oliver Goldsmith Primary
"Inspiring a love of learning."

Date Ratified: Sep 2023

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1. Aims

At Oliver Goldsmith, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children, whatever their needs or abilities. Learners are helped to develop confidence in their own abilities and strengths in all areas of their school experiences. Support is provided for any pupil who may at any time in their school career require different or additional provision to help them achieve their full potential. These pupils may be on the Special Educational Needs and Disabilities (SEND) register or from nationally recognised groups which are vulnerable to underachievement such as Looked After Children (LAC), pupils eligible for free school meals (FSM) and/or those eligible for the Pupil Premium Funding (PP) and those from Ethnic Minority groups (EM).

All teachers are teachers of Special Educational Needs and many pupils' circumstances may make them vulnerable to underachieving at some point in their schooling. We recognise that it is a teacher's responsibility to meet the needs of all our children in their class through Quality First teaching that includes making adaptations, the effective use of materials and resources and excellent classroom organisation. It may also include working in partnership with specialist staff from the Brent local offer. This lies at the heart of good inclusive practice.

At Oliver Goldsmith Primary School, we promote and inspire a love of learning in all children. We strive to help all our children to achieve their best, become confident individuals living fulfilling lives, preparing them well for their next transition point.

This report should be read in conjunction with the following school policies: The Inclusion Policy, The Accessibility Plan, Safeguarding and Child Protection Policy, Children with Medical Needs and Administering of Medicines Policy, Behaviour Policy and Equality Policy which are regularly reviewed.

2. 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 SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report



3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO and Inclusion Leader is Mrs. S Amui

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They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- 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 (LA) and its support services
- Liaise with potential next providers of education 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 of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

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



4.3 The Headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



5.3 Consulting and involving pupils and parents

We will have an early discussion with parents when identifying whether a child needs special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

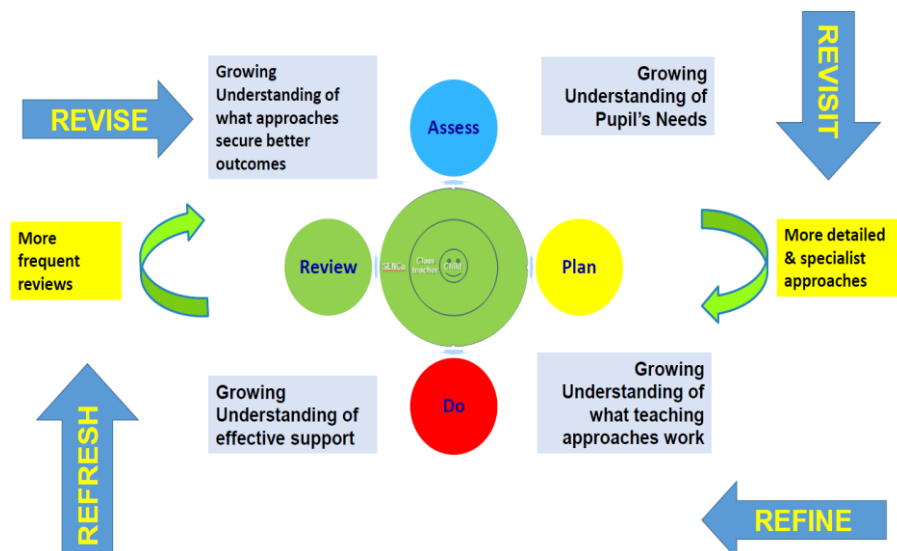
Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The graduated approach



The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

Arrangements for assessing and reviewing children following the graduated approach are as set out in the table above. Meetings are held regularly to gain and share information with parents, obtain their views and to inform them of their child's progress. SEND support plan review meetings between school and parents take place at least termly, and more frequently when required. Parents are also supported by regular Parent times. Brent Parent Carer forum updates and support available is regularly promoted to parents.



Good progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age.
- Prevents the attainment gap from widening
- Matches or is better than the previous rate of progress
- Ensures that children have full access to the curriculum in line with their peers.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in behaviour allowing them to be receptive to learning.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise at Oliver Goldsmith that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will contact the SENDCo and ensure that he/she knows about any special arrangements or support that needs to be in place for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information is passed onto the new class teacher in advance and a planning meeting will take place with the new teacher. All individual plans are shared and if your child would be helped by additional support to help them in understanding moving on, then it will be made available for them.

In Year 6, the class teacher/SENDCo will meet with the SENDCo from the secondary school to discuss the specific needs of your child. Where possible, your child will visit their new school on several occasions and the staff from the new school will visit your child at Oliver Goldsmith.

We liaise closely with staff when receiving and transferring children to different schools ensuring that all relevant paperwork is passed on. If your child has an Education and Health Care Plan, then a transition meeting involving both schools is held.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

Please see appendix 1 which outlines provision in greater detail.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking etc.

Using the Rosenshine principles for learning throughout daily practice

Please see appendix 1 which that outlines provision in greater detail.

5.8 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires/ pupil voice activities
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.9 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Ollie's Allie's to promote teamwork/building friendships
- Lego therapy sessions support learners to take on a specific role, follow instructions and turn take successfully
- When required, 1:1 sessions with our school counsellor are available
- Our school wellbeing practitioner supports regulation of emotions through the NHS 'brain buddies' programme
- When external support is required, we work closely with both the Brent Inclusion team and WEST team.

5.10 Working with other agencies

In caring for and educating your children, we work in partnership with other agencies that can also support your child. The Inclusion Leader will decide which agencies to refer to after discussing your child's needs with you and with the teaching staff.

We work closely with;

Educational Psychology Services (E.P.)
Children's Occupational Therapy Services (O.T)
Children and Adolescent Mental Health Services (CAMHS)
Education Welfare Services (EWS)
Brent Visual impairment Services (BVIS)
Brent Deaf and Hearing Impairment service (BDHIS)
The Speech and Language Therapy Services (SALT)
Special Educational Needs Assessment Services (SENAS)
Brent Outreach Autistic Team (BOAT)
Brent Inclusion Team
Wellbeing, emotional support team (WEST)
Brent Early Years Inclusion Support team (EYIST)
Supporting the Route to Autism Assessment (STAAR)



Oliver Goldsmith Primary School is part of the Brent Local Offer: www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO in the first instance.

Parents have the following rights of redress should the school, governors or L.A. fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or L.A.'s complaints procedure.
- The disagreement resolution service (for disagreements between parents/ young people and the L.A. or parents/ young people and the education provider).
- Complaints to OFSTED (about whole SEND provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
- An appeal to SEND First- Tier Tribunal about EHC assessments/ plans and/ or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- Complaint to the L.A. Ombudsman (for complaints against L.A.s if not resolved through the L.A.s complaints procedure).
- Complaints to the Secretary of State (against schools or L.A.s)

5.13 Contact details of support services for parents of pupils with SEN

The Brent Local Offer: www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/

Brent Parent Carer Forum <https://brentpcf.org/>

Family Action <https://www.family-action.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.



7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

Frequently asked questions

1. *How can I let the school know that I am concerned about my child's progress in school?*

If you have any concerns about your child's progress, you should speak to your child's teacher initially. If you feel that your child is still not making progress you should speak to the Inclusion Leader/Special Education Needs and Disabilities Coordinator (SENDCo). If you are still not happy, you can speak to the Head teacher

2. *How will the school let me know if they have any concerns about my child's learning?*

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. The school will listen to any concerns that you may have and plan any additional support that your child may receive. We will discuss with you any referrals to outside professionals to support your child's learning. Your consent will be required for referrals to take place.

3. *How is extra support allocated to children?*

The school budget, received from Brent Local authority, includes money for supporting children with SEND. The Head teacher decides upon the budget allocation for special educational needs and disabilities in consultation with governors, on the basis of needs in the school. The Head teacher and the Inclusion Leader/ SENDCo discuss all the information they have about SEND, including the children receiving extra support already and those needing extra support. They decide and review regularly what resources, training and support is needed.

4. *Who are the other people providing services to children with SEND in this school?*

Directly funded by school:

- Class teachers
- The Inclusion Leader/SENDCo.
- Highly trained LSAs providing support across the curriculum, additional speech and language therapy, visual and auditory memory strategies.

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology services. (EPS)
- Brent Deaf and Hearing-Impaired Service. (BDHIS)
- Brent Visual Impairment Services. (BVIS)



- Speech and Language Therapy (SALT) for those children with an Education and Health Care plan(provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- Occupational Therapy (OT)
- School nurse.
- Speech and language at SEND Support level

5. *How are the teachers in Oliver Goldsmith helped to work with children with SEND and what training do they have?*

- The SLT and SENDCo support the class teachers in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g., from BOAT.
- Training for staff reflects a research-based approach, working from Rosenshine principles for learning, The NASEN handbook and guidance from EEF.

6. *How will the teaching be adapted for my child with SEND?*

Your child's progress is continually monitored by his/ her class teacher. His/ her progress is reviewed every term and a teacher assessment given in reading, writing and mathematics. If your child is in Year 1 and above, but is not working at age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.

At the end of each key stage (i.e., at the end of Year 2 and Year 6), children are required to be formally assessed using Standard Assessment Tests (SATs). The government requires this of all schools and Year 6 results are published nationally.

Progress meetings with the Deputy Headteacher, Assistant Headteacher, SENDCo, Class Teachers and Learning Support Assistants, meet termly to ensure that the provision provided meets every child's need and is making progress. The progress of children with an Education and Health Care Plan is reviewed termly and formally at an Annual review with all adults involved in the child's education

7. *What support do we have for you as a parent of a child with SEND?*

- The class teacher is regularly available to discuss your child's progress or any concerns that you may have and to share information about what is working well at home and at school so similar strategies may be used.
- The Inclusion Leader is available to meet with you to discuss your child's progress or your worries or concerns.
- All information from outside professionals will be discussed with you and with the person involved directly or in a written report.
- Outcomes will be regularly reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- Parents are informed and actively encouraged to support shared goals at home.
- Brent Parent Carer forum is promoted at school and parents are encouraged to access the support available from this service.



8. What support is there for my child's overall wellbeing?

Oliver Goldsmith is an inclusive school. We welcome and celebrate diversity. Our staff believe that children having high self-esteem is crucial to a child's wellbeing and learning. We have a caring and understanding team looking after our children.

The class teachers have responsibility for the pastoral, medical and social welfare of every child in their class. They are parents' first point of contact. If further support is required, the class teacher liaises with the Inclusion Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Care and /or specialist educational services.

9. How does the school manage the administration of medicines?

Oliver Goldsmith has a policy regarding the administration and management of medicines on the school site. Staff have training and updates on conditions and medication affecting individual pupils so that all staff are able to manage medical situations.

Parents need to contact the class teacher and Welfare Officers if medication is recommended by Health professionals to be taken during the day.

On a day-to-day basis, the Welfare Officers generally oversee the administration of medicines.

10. How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. Our School Council gives every child an opportunity to give viewpoints or to raise issues. SLT conduct regular pupil voice sessions when monitoring quality of education at our school.

All children regularly discuss and set their targets with their teachers.

If your child has an Education and Health Care Plan, their views will be sought before any review.

11. What support is there for behaviour, avoiding exclusion and increasing attendance

Oliver Goldsmith has a very positive approach to all types of behaviour with a clear reward system which is followed by all staff.

If a child has behavioural difficulties, an Individual Plan is written after meetings with the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident, we expect the child to reflect upon their behaviour with an adult to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored daily. Lateness and absence are recorded and reported upon to the person in charge of attendance and punctuality. Support is given to families who are struggling with lateness, which may involve the Education Welfare Services, to enable them to get their children into school on time.

12. How will my child be included in activities outside the class room including school trips?

We include all children in all parts of our school curriculum and we aim for all children to be included on our school trips. We 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 and safety will not be compromised



13. How the school's resources are allocated and matched to children's SEND needs?

We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available. We have a team of Learning Support Assistants (LSAs) who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. This budget is allocated on a need's basis. The children who have the most complex and high-level needs are given the most support often involving an LSA.



Appendix 1

PROVISION

We offer a range of adaptations tailored to meet the needs of each student. These are co-ordinated by the Inclusion Leader to provide full access to the National Curriculum, appropriately differentiated to meet each individual's Special Educational Needs.

Area of Need	Inclusive Quality First Teaching – Universal Support	Interventions to enable children to work at age related expectations	Additional highly personalised intervention
Communication and Interaction	Adaptations to the curriculum Planning Activities, delivery and outcome Modelling Scaffolding Visual Timetable Auditory/Visual memory activities Barrier games	In class support from teaching assistant – focussing on language Additional use of ICT: Specialist speech and language teaching assistant Social skills groups 5-minute boxes Dual language word mats for children new to English Racing to English EAL programme Bucket Time Communication keys Blanks level activities Alex Kelly 'Talk about' programme Time to talk programme Brent Graduated approach framework and toolbox	Speech and Language support from SALT. Support from B.O.A.T. Support from STARR Brent Visual Impairment Services Brent Hearing Impairment services. Educational Psychology Services



Cognition & Learning	<p>Adaptations to the curriculum</p> <p>Planning</p> <p>Activities, delivery and outcome</p> <p>Modelling</p> <p>Scaffolding</p> <p>Visual Timetable</p> <p>Auditory/Visual memory activities</p> <p>Pre- teaching</p> <p>Chunking</p> <p>Multi-sensory approach to learning</p> <p>Tactile resources</p> <p>Coloured overlays</p>	<p>Targeted group sessions with teacher focusing on Reading</p> <p>Targeted group sessions with teacher focusing on Writing</p> <p>Targeted group sessions with teacher focusing on Maths</p> <p>Toe by Toe 1:1 programme</p> <p>Power of 2 1:1 programme</p> <p>5 Minute boxes</p> <p>Use of EEF recommendations to support SEN in mainstream schools</p> <p>Brent Graduated approach framework and toolbox</p>	<p>Education Psychologist services</p> <p>Brent Visual Impairment Services</p> <p>Brent Hearing Impairment services</p> <p>C.A.M.H.S. involvement</p>
Social, Emotional and Behavioural	<p>Adaptations to the curriculum</p> <p>Whole school Behaviour policy.</p> <p>Class Rewards and Sanctions.</p> <p>Share success.</p> <p>Pastoral Care Policy</p> <p>Ollies allies</p> <p>Reflection time</p> <p>Class mindfulness activities</p> <p>Class feelings box</p> <p>NHS wellbeing practitioner 'Brain buddies' programme for KS2 children</p> <p>NHS wellbeing practitioner 'emotional regulation' programme for KS1 children.</p> <p>NHS wellbeing practitioner bespoke training for parents</p> <p>Circle Time.</p> <p>P.S.H.E.</p>	<p>Social skills group.</p> <p>Lego Therapy</p> <p>School Councillor</p> <p>Brent Graduated approach framework and toolbox</p> <p>Play therapy</p>	<p>Individual reward/behaviour charts.</p> <p>C.A.M.H.S. involvement</p> <p>Individual SEND support Plans</p> <p>Personalised de-escalation plans</p> <p>Zones of regulation</p> <p>Alex Kelly's 'Talk about' for self- awareness and self -esteem</p> <p>Personalised calm tool box</p> <p>Behaviour specialist support via Inclusion team</p> <p>Parent support worker support via Brent Inclusion team</p> <p>Well-being and emotional support via WEST</p>



Sensory and Physical	<p>Adaptations to the curriculum</p> <p>Multi-Sensory teaching approach.</p> <p>Variation in grouping – individual, pairs, small group.</p> <p>Movement breaks</p>		<p>Access to specialised equipment e.g., CCTV magnifier, Breezi seating, auxiliary aid, fidget cushion, easy grip scissors, pencil grips, Thera putty.</p> <p>Motor skills activities</p>	<p>Individual support in class during P.E.</p> <p>Motor skills programme with O.T. followed up in school</p> <p>Physiotherapy recommendations followed up in school</p> <p>Sensory diet</p>
I.C.T.	<p>Textease</p> <p>2 simple.</p> <p>Easitech</p>	<p>Purple Mash</p> <p>Espresso</p> <p>Education City</p> <p>Google classrooms</p> <p>LGFL resources</p>	<p>Computer keyboard with enlarged symbols.</p> <p>CCTV magnifier.</p> <p>Touch typing activities</p> <p>Flash Academy</p>	<p>Voice recorders</p> <p>Reading pens</p>