Special Educational Needs and Disabilities Policy and School Information Report 2025-2026

Owler Brook Primary School

Kirsty Dyson (SENCO)

Plan Administration

Version	1
Date	December 2025
Responsibility for the Plan	Inclusion Lead and Trust Lead SENCO
Approved by	Trust Board
Date of review	December 2026

RECORD OF AMENDMENTS

When Was the Plan last Updated?		
Date	**Name**	**Detail (changes made)**
21/11/25	Lisa Whitehead and Ruth Booth	Amended ASD to Autism, updated service names (ASCETS and FIS) and added details of Trust Lead SENCO
29.1.26	Kirsty Dyson	Amended name of SENCO and updated statutory assessments and interventions used in school.
11.5.26	Kirsty Dyson	Amendments to appendices to reflect new monitoring and initial concern process.

Contents

Section 1: Legislation and Guidance

Section 2: Definition

Section 3: Aims and Objectives

Section 4: Roles and Responsibilities

Section 5: English as an Additional Language (EAL

Section 6: Supporting Pupils at School with Medical Needs

Section 7: Cascade Integrated Resource (IR)

Section 8: Owler Brook Primary School SEND Information Report

- 8.1 What kinds of special educational needs are provided for?
- 8.2 How are pupils with SEND identified, and how are needs assessed?
- 8.3 How is pupils' progress towards outcomes assessed and reviewed?
- 8.4 How is the effectiveness of SEND provision evaluated?
- 8.5 What is our approach to teaching pupils with SEND, and what additional support for learning are available?
- 8.6 How do we make adaptations to the curriculum and learning environment?
- 8.7 How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?
- 8.8 How do we support pupils' social and emotional development?
- 8.9 How do we support pupils' transition?
- 8.10 What is the training and expertise of staff?
- 8.11 How are resources allocated, and equipment and facilities secured?
- 8.12 How do we consult and involve parents and carers?
- 8.13 How do we consult and involve pupils?
- 8.14 How do we work with other agencies?
- 8.15 What are the procedures for dealing with complaints?
- 8.16 How can parents/carers of pupils with SEND contact support services?
- 8.17 Where can information on The Local Offer be found?

Section 9: Monitoring arrangements

Section 10: Links with Other Policies and Documents

Section 11: Appendices

Section 1: 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 Coordinators (SENCOs) and the SEN Information Report

This policy was created by the Cascade Multi-Academy Trust SENCOs, in consultation with the Senior Leadership Team, and with previous involvement from the SEN Governors, staff and parents of pupils with SEND.

SENCO: Mrs Kirsty Dyson
Contact details: Tel: 0114 2438611
Email: kdyson@owlerbrookprimary.co.uk

Cascade Multi-Academy Trust Inclusion Lead: Miss Lisa Whitehead
Cascade Multi-Academy Trust Lead SENCo: Mrs Ruth Booth

Section 2: Definition

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) includes the following definition of Special Educational Needs (SEN):

> *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
> *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
> *• has a significantly greater difficulty in learning than the majority of others of the same age, or*
> *• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*
>
> *For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*
>
> The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

Section 3: Aims and Objectives

Our Special Educational Needs and Disability (SEND) Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our school ethos, and indeed the ethos across Cascade Multi-Academy Trust, is firmly rooted within inclusive practice. We have high expectations for all children, regardless of need, and aim to raise the aspirations of each individual. We believe that all children are entitled to an engaging, inspiring and interactive curriculum, and an education that enables them to make progress so that they can fulfil their potential, become confident, independent individuals and make a successful transition into the next stage of their education. We work very closely together across the Cascade MAT and take positive action to ensure that our settings make appropriate provision for all pupils through curriculum planning, delivery and assessment, alongside encouraging children to be involved in their own learning and to be aware of their individual targets. We also aim to work closely with parents, carers and children themselves in order to ensure that their voice is heard and reflected in decision-making.

As identified in the SEND Code of Practice (2015), at Cascade MAT we believe that every teacher is responsible and accountable for the progress and development of every pupil in their class, and that teachers have a responsibility to meet the needs of every child through Quality First Teaching.

Our practice is underpinned by the following **aims**:

- To identify and remove barriers to learning to ensure all of our children make good or better progress in their learning from their individual starting points, and that all children have access to a broad and balanced curriculum that is differentiated to meet their needs
- To identify children's additional needs as early as possible. Through effective use of the 'Assess, Plan, Do Review' Cycle, to ensure the timely and accurate assessment and identification of pupils with special educational needs and the planning of appropriate strategies, provision and intervention matched to those needs
- To foster an ethos of 'whole child, whole school' in our approach to meeting the needs of pupils with SEND
- To ensure that the guidance and practice set out in the SEND Code of Practice underpins all we do
- To develop a culture of collaboration and an active partnership with pupils and their parents/carers, ensuring that the pupil and parent/carer voice is valued and to support every child to reach their full potential
- To develop strong links and effective liaison with outside agencies
- To provide advice, support and training for staff supporting pupils with special educational needs
- To have high aspirations and expectations for all pupils regardless of need so they can become independent citizens

- To work with feeder schools/other settings to ensure a smooth transition for all children

We have the following **objectives** for pupils with SEND:

- To ensure the early identification of children's needs and plan for early intervention to support them.
- To ensure that all pupils have access to a broad and balanced curriculum which is differentiated to meet individual needs.
- To provide high quality provision to meet the needs of children with SEND.
- To work in partnership with parents.
- To ensure parents and pupils are fully consulted at every stage of the SEND process.
- Class teachers, with support from the SENCO, identify and meet the needs of SEND pupils.
- To liaise effectively with outside agencies in supporting and meeting the needs of children with SEND.
- To ensure consistency between schools in the way that we support pupils who have additional needs.

Section 4: Roles and Responsibilities

In mainstream schools, the person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Educational Needs Coordinator (SENCO).

At Owler Brook Primary School the SENCO is Kirsty Dyson.

The **SENCO** 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 SEND, 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 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 of all pupils with SEND up to date

The Governors in school also play a role in developing provision and practice for pupils with special educational needs. This is done through the Headteacher's report, the SENCO reports to governors on a termly basis. An appointed governor will take on the role of SEND Governor on behalf of the governing body.

The **SEND 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

The **Headteacher** will:

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

As identified in the SEND Code of Practice (2015), every teacher is responsible and accountable for the progress and development of every pupil in their class.
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

Section 5: English as an Additional Language (EAL)

Identifying and assessing SEND for pupils with English as an Additional Language requires particular care. We look carefully at all aspects of pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a Special Educational Need. Difficulties related solely to limitations in English as an additional language are not SEND, and pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Section 6: Supporting Pupils at School with Medical Needs

Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical

education. Some children with medical conditions may be disabled and where this is the case school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational provision.

Kirsty Dyson is responsible for meeting the needs of children who have any medical conditions. She is responsible for writing any Health Care Plans in conjunction with the School Nurse.

For further information on medical needs in school, please refer to our Medical Needs Policy.

Section 7: Cascade Integrated Resource (IR)

Cascade Multi Academy Trust has developed an Integrated Resource, which provides a specialist setting for pupils with Education, Health and Care Plans with a primary need of Communication and Interaction, including children with a diagnosis of Autism and Speech, Language and Communication Needs. Our Integrated Resource provision has the capacity for a total of 30 pupils, all of whom are placed by The Local Authority, ranging in age from FS2 - Y6. 8 places are available at Beck Primary School in 'The Burrow'; 12 places are available at Hucklow Primary School in 'The Cocoon'; 10 places are available at Whiteways Primary School in 'The Hive'.

The aim of this provision is to build the skills our children need for independence, in order to prepare them for the next stage in their lives. Children will integrate alongside mainstream pupils in a supported environment. We strive to make sure that our children make the best progress they possibly can, and for them to play a full and active role in life at school. We have a highly skilled team of staff in our IR, who are dedicated to delivering imaginative and exciting learning experiences and providing our children with opportunities to be creative. Our parents play an important role in their child's development and we use this partnership to ensure children with SEND are given the best possible chances and achieve the best possible outcomes. We are available for appointments and operate an open door policy so that parents can speak quickly to a member of staff if they have any concerns.
Our IRs are positive, ambitious and structured environments which provide security, happiness and a real joy for learning and living. Staff are dedicated, kind and caring and highly ambitious for all our children. Any parents or carers who feel this would be the right provision for their child are welcome to arrange a visit by contacting Lisa Whitehead (Cascade Multi-Academy Trust Inclusion Lead). You will be warmly welcomed by us all.

Section 8: OWLER BROOK Primary School SEND Information Report

8.1 What kinds of special education needs are provided for?
Our school currently supports and ensures provision for children with a range of needs, including the 4 broad areas from the SEND Code of Practice (2015): ● Communication and Interaction (including learners with Speech, Language and Communication needs and children with a Social Communication diagnosis such as Autism. ● Cognition and Learning (for example, learners with a specific learning difficulty such as dyslexia, or those identified as having general learning difficulties). ● Social, Emotional and Mental Health difficulties (for example, learners with a diagnosis such as ADHD). ● Sensory and/or physical needs (for example, learners with a hearing or visual impairment). Currently, the percentage of pupils identified as having a Special Educational Need ('SEN Support' or having an 'Education, Health and Care Plan') at Owler Brook Primary School is around 25%, and the percentage of children with an Education, Health and Care Plan is around 3%. The main area of need in which the most pupils are identified is currently Communication and Interaction, including those pupils with a Speech, Language and Communication need or a Social Communication need such as Autism. As a result of this, the school has formed strong links with Sheffield Speech and Language Therapy Service, and we buy in a large amount of additional time from the a private speech and language firm called Lets Verbalise and work alongside a number of Speech and Language Therapists who provide assessment, strategies and support in school to ensure appropriate provision and effective practice for pupils. In addition, we have a number of Teaching Assistants in school with experience in delivering specific, focused Speech and Language interventions and individual targeted support, as well as a number who are also experienced in supporting pupils with a diagnosis of Autism. Within Cascade Multi-Academy Trust, we have developed an Integrated Resource (IR) provision for pupils with a primary need of Communication and Interaction, including Social Communication/Autism and Speech, Language and Communication Needs. The Cascade Integrated Resource provides places for 30 pupils, all of whom are placed by the Local Authority and have an Education, Health and Care Plan. 8 places are available at Beck Primary School in 'The Burrow'; 12 places are available at Hucklow Primary School in 'The Cocoon'; 10 places are available at Whiteways Primary School in 'The Hive'.
8.2 How are pupils with SEN identified, and how are needs assessed?
The SEND Code of Practice (2015) defines Special Educational Needs in the following way: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.* *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:* *• has a significantly greater difficulty in learning than the majority of others of the same age, or* *• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

At Owler Brook Primary School, we firmly believe in regularly monitoring the progress of all pupils in order to ensure that all children fulfil their potential, and that pupils at risk of not making the expected progress are identified early so that appropriate action can be taken.

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, with social skills. However, 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.

We monitor the progress of all of our pupils through the following means:

- Termly Progress Review meetings involving; class teachers, Year Group Leaders, a member of the Senior Leadership Team and the SENCO. At these meetings, the progress of pupils is discussed, including those children not making the expected progress, and actions are identified and agreed upon. In addition to academic progress and attainment being discussed, there is also discussion around any factors that might be affecting pupils' general wellbeing and, where concerns are raised, further discussion with the school's pastoral team is arranged.
- Ongoing, daily formative assessment such as the marking of pupil books.
- Use of a range of assessment tools and/or pre key stage assessments alongside our tracker, with termly analysis of data.
- Statutory assessments, including the Y1 Phonics Screening and Key Stage 2 Statutory Assessments.
- Regular assessments, for example using Test Base assessments.
- Use of the Foundation Stage Profile throughout the Early Years.
- Language screening upon entry to the Foundation Stage (ESCAL).
- SCERTS model assessment tools on an individual basis where appropriate.
- Pastoral/attendance team meetings with representatives from the Family Intervention Service (FIS) and inclusion team within school with a focus on social and emotional mental health and wellbeing.
- Use of the Boxall Profile or Strengths and Difficulties Questionnaire

If it is felt, either by parents/carers or staff in school, that a pupil might have a possible special educational need, then additional action is taken. In the first instance, this may be beginning the process of information-gathering, including further discussion between the SENCO, class teacher, teaching assistants providing support, parents/carers and, where appropriate, the pupil themselves. At this stage, discussion focuses on possible strategies and appropriate intervention in addition to the ongoing high-quality teaching targeted at areas of difficulty which, as identified in the SEND Code of Practice (2015), is the first response when a pupil is

not making expected progress. At the request of class teachers or parents, it may also be appropriate for the SENCO to observe the child at this stage in order to gain a clearer picture of their day-to-day functioning in the classroom.

Where a pupil continues to not make the expected progress, then it may be appropriate to consider a referral to an outside agency in order for further assessment of needs to take place. This might include:

- Early Years 0-5 SEND Service – for pupils in the Foundation Stage
- Learning Support Teacher working with school
- Speech and Language Therapy Service
- Educational Psychologist working with school
- Hearing Impairment Service
- Autism, Social Communication, Education and Training Service (ASCETS)
- Visual Impairment Service
- Occupational Therapy Service and/or Physiotherapy

For any referral to an outside agency to take place, consent from parents will always be sought first by the class teacher or SENCO, and the referral will be discussed fully and agreed upon.

In some cases, where a concern is raised which might require referral to a medical professional which schools are currently usually unable to do (for example, if there is concern around social and emotional mental health or a possible medical condition such as ADHD), then this will be discussed with parents/carers so that they can consider taking their child to their GP for further discussion and a possible medical referral.

Once a professional from an outside agency, such as the Speech and Language Therapist or Learning Support Teacher, has become involved, they will carry out their own assessment of the child's needs. This might include classroom observation and, in some cases, a more formal assessment such as:

- Wide Ranging Ability Test (WRAT), used by the Learning Support Teacher.
- Dyslexia Screening Portfolio, used by the Learning Support Teacher.
- Assessment of Phonological Ability, used by the Learning Support Teacher.
- Language screening tests used by the Speech and Language Therapist.
- Use of a Locke and Beech Profile, used by the 0-5 Inclusion Teacher or Speech and Language Therapist, alongside staff working in the Foundation Stage.
- Cognitive Assessment, carried out by the Educational Psychologist.

Involvement and assessment by a professional from an outside agency will often subsequently be followed by a written report from the professional, which the SENCO or class teacher (or professional themselves in some cases) will then discuss further with the parent or carer, including whether the assessment has indicated that the child has a special educational need. In line with the SEND Code of Practice (2015), parents and carers will be kept informed throughout this process, including where special educational provision is being made for the child.

The SENCO also works alongside class teachers, outside agencies, other SENCOs with our family of schools and SENCOs from the wider locality to use the Sheffield Support Grids as a tool for identifying children's needs within the range of categories identified in the SEN Code of Practice, and ensuring that needs match the provision in place for pupils.

Where there is agreement that a child has an identified special educational need, they will be entered onto the register in school as 'SEN Support', and a support plan will be created, detailing the outcomes/targets for the child and the strategies, support and intervention in place. If, after time, it is felt that a child's needs are more complex, then a more detailed Extended Support Plan may be created for the child as part of a meeting involving the child (where appropriate), their parents/carers, staff in school and professionals from outside agencies.

While the majority of learners with SEND in school will have their needs met in this way, a very small number may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education, Health and Care Plan (EHCP).

Other factors may impact on progress and attainment but may not be a Special Educational Need. These factors include:

- Disability (The SEND Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

8.3 How is pupils' progress towards outcomes assessed and reviewed?

At Owler Brook Primary School, where a learner is identified as having Special Educational Needs, we engage in the ongoing four-part cycle of 'Assess, Plan, Do, Review' as part of 'The Graduated Approach', which is detailed in the 2015 SEN Code of Practice

- **Assess** – this involves taking into consideration all the information gathered about the pupil so far, including from discussions with parents or carers, the child and the class teacher. It will also take into account assessments carried out in school, as well as the information and assessments undertaken by professionals from outside agencies to help build a clearer picture of the individual child's particular strengths and areas of possible need. The SENCO will also refer to the Sheffield Support Grids when identifying and making an assessment of needs.
- **Plan** – this stage identifies the outcomes/targets to be focused upon for the pupil, and makes clear how these will be addressed through high-quality teaching adapted to meet the child's needs and any additional provision in place (such as classroom strategies, specific support or targeted interventions). This will be recorded on a pupil support plan, which will then subsequently form the basis for termly review meetings with the SENCO and class teacher.
- **Do** – this is where the agreed plan is put into place.
- **Review** – at termly SEN review meetings, which are held three times a year, progress towards outcomes is discussed and measured alongside the provision in place. The success and impact of the provision in place is evaluated alongside the outcomes or targets that have been set. The support plan is modified in response to this, which informs the next cycle of 'Assess, Plan, Do, Review'. The review meeting is usually

attended by the class teacher and the SENCO, with pupils also invited and encouraged to attend alongside their parent or carer.

For those children with an Education, Health and Care Plan an annual review of the EHCP will be held within 12 months of the issue of the first plan, and within 12 months each year after that. For children under the age of five, the EHCP will be reviewed every six months.

8.4 How is the effectiveness of SEN provision evaluated?

At the termly SEN Review and Pupil Progress Meetings, the provision (including intervention, support and strategies) in place for a pupil is reviewed alongside their academic progress and progress towards wider outcomes, and adjustments made as appropriate. The interventions used throughout school are recorded on a year group Provision Map, which includes entry data/assessment for the pupil (where this is appropriate for the particular intervention), providing a baseline point of reference for measuring progress and the impact of the intervention.

In school, regular 'Learning Walks' and lesson observations take place each term, and provision for pupils with SEND is considered as a part of this. Furthermore, SEN provision has been the focus for specific Learning Walks, focusing more closely on the strategies, support and intervention taking place both in classrooms and as targeted interventions outside of the classroom. These have involved the SENCO and members of the Senior Leadership Team, but may also involve other stakeholders such as the school's designated SEND Governor, a professional from an outside agency such as the Learning Support teacher or a Speech Therapist. Regular book scrutiny and moderation also provide the opportunity for the provision for pupils with SEND to be monitored and evaluated. In addition, Cascade Multi-Academy Trust has an Inclusion Lead and a Trust Lead SENCO who work across the 4 schools within the MAT to evaluate and develop the provision in place for pupils and ensure its effectiveness.

The parental view on the effectiveness of provision for pupils with SEND is also considered, and this is discussed as part of the termly SEN review.

8.5 What is our approach to teaching pupils with SEND, and what additional support for learning is available?

At Owler Brook Primary School, we ensure that all pupils are valued by having equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities. We firmly believe that teachers are responsible and accountable for the progress and development of all of the pupils in their class. High-quality teaching, adapted and personalised to meet the needs of individual pupils, is our first step in responding to pupils with special educational needs. Each class in school benefits from both a class teacher and full-time Teaching Assistant, who work closely in partnership to ensure the individual needs of all pupils in the class are met. We are committed to developing the knowledge and understanding of all staff to equip them with the skills and strategies to effectively support pupils with a wide range of needs in school, and ensure that teaching and learning is of a high quality.

However, whilst we believe that Quality-First Teaching within the classroom is key for all our pupils, we also adopt a wide range of strategies and intervention to provide additional, targeted support for those pupils identified as requiring this, including those with Special Educational Needs. This might involve additional learning opportunities such as small group

interventions or pre-and post-teaching opportunities, which may take place outside of the classroom. As a school, in addition to a teaching assistant in each class, we are also fortunate to benefit from a number of members of staff whose roles focus on providing additional, targeted support for pupils, which may include small-group or one-to-one intervention and support. The children are supported by a Learning Mentor and 2 Assistant Learning Mentors who work under the guidance of the school's Pastoral Manager and SENCo to support the emotional health and wellbeing of pupils.

Where additional 'intervention' is implemented for a child, this will be tailored to meet the child's needs, and will be aimed at targeting a specific area of need. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. The interventions used will be those that are proven to make a difference for learners, and will be reviewed regularly. In addition, we recognise the importance of making links between the learning taking place in classrooms and that taking place through intervention, and we strive to support pupils in making these connections so that interventions have the maximum impact.

A more detailed overview of the interventions available in school can be found of the school's provision map, but examples include:

- Lego Therapy
- Attention Autism
- Language interventions such as LEAP, VIP and NIP
- 1:1 Speech and Language targeted work

Our aim in school is that, through the early assessment and identification of special educational needs and effective provision mapping, children's needs are met from an early stage and are constantly addressed in order to support pupil progress.

8.6 How do we make adaptations to the curriculum and learning environment?

At Owler Brook Primary School, we endeavor to make reasonable adjustments to the curriculum, learning environment and routines to support our learners with SEND. Class teachers ensure that teaching and learning is differentiated to meet the needs of individual pupils, and incorporate strategies and methods of support tailored to individuals and groups.

For a small number of learners, their needs may require access to technology or aids such as a writing slope, stability cushion, ICT equipment, recording devices or radio aids. Visual supports are used throughout school, and each class displays a visual timetable.

Currently, Owler Brook Primary School is fully accessible for wheelchair users. Further details can be found in our Accessibility Plan. The main school building has 14 classrooms plus additional spaces such as; DT Hub and additional intervention rooms. The Foundation Stage is based in a separate building. There are disabled toilet facilities at various intervals around school. Owler Brook Primary School has a very secure site with well-fenced smaller areas within a larger enclosed site. We also strive to make adjustments for individual needs, for example where pupils find noisy environments difficult.

8.7 How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

At Owler Brook Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all.

When planning visits and activities, we will liaise with parents and carers where pupils have needs that might make participation more challenging. As a school we have ensured that learners with SEND have equal access trips, residential visits and extra-curricular activities in a variety of ways, for example by providing additional adult support or alternative arrangements when necessary. Further details of how we ensure pupils with SEND are able to engage in activities can be found in our Accessibility Plan. Please contact us if your child has any specific requirements for visits or extra-curricular activities.

8.8 How do we support pupils' social and emotional development?

The social and emotional wellbeing of learners is a high priority in school, and this has been reflected by our involvement with The Healthy Minds Project. Being a part of this project has allowed us to engage in a range of activities designed to improve the emotional wellbeing of our school community, for example accessing turn-around tables in every learning space. We have a team of a Pastoral Manager, a Learning Mentor and two Assistant Learning Mentors who provide targeted support for pupils around their social and emotional wellbeing, including lunchtime support groups. In addition, we run interventions such as Theraplay and Positive Play, which are designed to promote social communication in pupils, and to support pupils in managing their emotional regulation. Pupils in school are encouraged to share their views on different aspects of school-life, and our Pupil Voice is also an important contributor to this aspect of school life. In school we have an Anti-Bullying Policy and take incidents of alleged bullying seriously.

8.9 How do we support pupils' transition?

At Owler Brook Primary School we recognise that transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We understand that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible. For pupils moving to a new school, we link with other settings to arrange and provide information and visits, including sharing SEND information. SEND children are prepared over time in advance for changes, and this can involve individual work on aspects of the new setting, or extra visits with members of staff. For pupils with SEND attending the local 'feeder' secondary schools, they may engage in additional visits to their school, and in the Summer Term an SEN review will be held involving staff from the new school as well as the SENCO from Owler Brook Primary School and current class teacher, so that information can be effectively shared.

Within school, we also aim to make the transition from one year to the next as smooth as possible for pupils. All children have transition to their new class in July, spending the very end of the school year in their new classroom with their new class teacher. Parents and pupils appreciate the early transition as it reduces anxiety for the pupils, aids preparation and leads to a smooth start in September. Pupils with SEND may also benefit from additional opportunities to meet their class teacher and visit their new classroom, as well as a bespoke 'Transition Book' for them where this is appropriate. The Summer Term SEN review will, where possible, involve the child's parent, current and new teacher alongside the SENCO to facilitate a smoother transition.

8.10 What is the training and expertise of staff?

Within Owler Brook Primary School, and indeed across the Cascade Multi-Academy Trust, we take opportunities to develop staff skills and expertise within areas of SEND and inclusion through regular training opportunities. This might be training for whole staff within the school setting (for example, recent training has included sessions focused on Autism, sessions on emotional wellbeing, and sessions on The Sheffield Support grid) or specific members of staff attending external training sessions, for example in the use of specific interventions or Speech, Language and Communication strategies. In addition, we provide opportunities for staff in school to liaise with professionals from outside agencies in order to further their skills and knowledge.

Our SENCO in school, Kirsty Dyson has been a SENCO for ten years. Cascade Multi-Academy Trust also benefits from a Trust Inclusion Lead, Lisa Whitehead, and a Trust Lead SENCO, Ruth Booth, who work across the schools to develop inclusive practice and provision for our learners.

8.11 How are resources allocated, and equipment and facilities secured?

The school plans and provides funding from its own budget, including Pupil Premium and the notional SEND budget, to support pupils with SEND. The school uses this budget to:

- Employ staff to support children with SEND
- Buy in additional services such as Speech and Language Therapy Support or Learning Support Teacher.
- Purchase specialist resources and equipment
- Train teachers and teaching assistants to ensure they meet pupil needs effectively
- Ensure allocation of resources is based on the needs of the children
- Provide bespoke support for individual pupils in an Alternative Provision where appropriate.

The school accesses banded funding from the Local Authority for a small number of specific pupils with more complex needs.

8.12 How do we consult and involve parents and carers?

In our school, where there is concern around possible Special Educational Needs, we will have an early discussion with the pupil and their parents when identifying whether they need 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. We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents of children with SEND are invited to termly SEN reviews with the child's class teacher and the SENCO. However, we also encourage parents to speak more regularly to their child's class teacher about their progress and any potential concerns. The SENCO is also readily available to meet with parents between reviews where this is needed. To get a sense of the parental experience of SEND within school, we send out a questionnaire for parents each year, and the SENCO evaluates the results of this.

8.13 How do we consult and involve pupils?

At Owler Brook Primary School, we encourage pupils with SEND to participate fully in the life of the school, including through our Pupil Voice, which contributes suggestions and ideas for how school can be improved. Pupils are also encouraged to attend SEN reviews with their parents (depending upon their individual circumstances), and to share their views as a part of this meeting, which we then aim to capture on a One Page Profile. Where pupils may be unable to express their views directly, we aim to ensure these views are captured through those staff and family members who know them best and can advocate for their voice, for example through observation and knowledge of the child or young person. We aim to be 'person-centred' in our approach to review meetings, keeping the child at the centre of everything we do.

8.14 How do we work with other agencies?

For some pupils, it is appropriate to involve an outside agency or professional in order to seek further advice, assessment or strategies to ensure that the pupil is fully supported in school. The involvement of any outside specialists would always be done with the consent of the child's parent or carer. Such external support can play a vital role in helping the school identify, assess and allocate provision for pupils with SEN, and we are very keen to develop strong and effective partnerships and collaboration with other agencies.

Outside agencies that might be involved in providing advice, guidance or assessment might include:

- Educational Psychologist
- Learning Support Teacher
- Speech and Language Therapy Service
- Early Years 0-5 SEN SEND Service
- Autism, Social Communication, Education and Training Service (ASCETS)
- Family Intervention Support Team (FIS)
- Healthy Minds and Mental Health Support
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Ryegate Children's Centre
- Community Paediatrics
- Sheffield Children's Hospital
- Hearing Impairment Service
- Vision Support Service
- Alternative Provision

Where a professional from an outside agency writes a report regarding a child, this will be shared with parents.

8.15 What are the procedures for dealing with complaints?

By working closely with parents and carers, we aim to respond to concerns at an early stage and hope to resolve these in a way that parents and carers feel happy and confident with. We would always encourage parents and carers to discuss informal concerns with class teachers or the SENCO at an early stage so that these can be addressed.

A complaint about SEN provision in our school should be made to the headteacher in the first instance. The complainant will then be referred 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. 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

8.16 How can parents/carers of pupils with SEN contact support services?

Sheffield SEN & Disability Information Advice and Support (SSENDIAS) can provide information, advice & support to parents and carers of children and young people with special educational needs and/or disabilities. Their contact details can be found below.
SSENDIAS:
Telephone: 0114 273 6009
Email: ssendias@sheffield.gov.uk

Family Intervention Support Team (FIS) can also provide support for families.
Telephone: 0114 203 7485
Email: FISBusinessSupport@sheffield.gov.uk

8.17 Where can information on The Local Offer be found?

Our contribution to the local offer is: Owler Brook Local Offer
Our Local Authority's local offer is published here: Sheffield Directory – Local Offer (SEND)

Section 9: Monitoring Arrangements

This Policy and Information Report will be reviewed by the SENCO, Kirsty Dyson, 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.

To contribute and participate in reviewing our policy, please contact Kirsty Dyson (SENCO).

Section 10: Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Policy and Equality Action Plan
- Managing medicines

Section 11: Appendices

Appendix 1: The SEN Concern Process at Owler Brook Primary School
Assess, Plan, Do Review:

Initial Concern, Monitoring and SEN Support

at Owler Brook Primary School

