Excellence, Aspiration and Care in Partnership

SEND Information

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2026 - 2027

Osidge School

A member of Ashmole Trust

Introduction

This SEN/D Information Report highlights some of the key points identified in the Code of Practice 2014 (section 6.79).

Local Offer

To read the Local Offer for the London Borough of Barnet please follow the link below: https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-localoffer- and-special-educational-needs.html

What type of school is Osidge?

Osidge is a two-form entry academy primary school from Reception to year 6.

What is the current Ofsted rating?
Our Ofsted rating is Good.

What are the kinds of SEN/D that are provided for?
As an inclusive school we endeavour to make provision for children with a range of SEN/D. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs. At Osidge we have experience of making provision for pupils with medical needs, autistic spectrum disorder, global developmental delay, moderate learning difficulties, speech and language needs, sensory impairments (visual and hearing) and motor skill difficulties.

How do we identify children with SEN/D and assess their needs?
At different times in their school life, a child or young person may have a special education need. The Code of Practice 2014 defines SEN/D as follows:

"A child or young person has SEN/D if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age of 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 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."

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN/D. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for children not making progress. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable children have SEN/D. Only those with a learning difficulty that requires special educational provision will be identified as having SEN/D.

Consistent and continuous measurable assessment takes place across the school from which we track and identify children who are not making expected progress or for whom we have a concern. Regular Pupil Progress meetings are held with teachers, teaching assistants and members of the Senior Leadership team to review progress of all children; any children who are underachieving are identified and ways of getting them back on track are discussed. The school will carry out further investigations, which may involve observations or specific assessments. Following discussion with parents, interventions/support programmes are then implemented and monitored to ensure that the child meets the targets to address any area of difficulty.

At Osidge, we have developed a whole school approach to SEN/D. This involves working closely with parents. Sometimes, the first signs of difficulty are picked up through conversations at home so parents are always welcome to raise concerns about a child with their child's class teacher or SENCo at any time.

Information leading to the identification of children's SEN/D may come from a number of sources. These include:

Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers and pre-school transition meetings

In school - staff observations, assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools.
Staff and parents can raise concerns about a child with the SENCO at any time. Based on the school's observations, tracking of assessment data, progress after interventions and a discussion between the class teacher and SENCO it will be decided what type of support will be required to support the child. This may include:

- Quality first teaching strategies and resources for support in class
- Differentiated curriculum support strategies for SEN/D in class
- Access to additional interventions for SEN/D
- Parents are informed of ways in which they can support at home

What should I do if think my child may have Special Educational Needs?
If a parent is concerned about their child's progress, they should speak to their child's class teacher in the first instance as they are responsible for the progress and development of the children in their class. A meeting with the SENCo can be arranged via the school office at any time. For further information about SEN/D at Osidge Primary School, contact Mrs Sarah Ostroff via the school office.

What are arrangements for consulting young people with SEN/D and/or parents of children with SEN/D and involving them in their child's education?
The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you.
- Individual Support Plans (ISP) will be reviewed with your involvement every term.
- A home-school contact book may be used to support communication with you where this has been agreed to be useful for you and your child.

If your child is on the SEN/D register, you will be invited to an ISP review meeting with your child's class teacher once a term. Your child will be involved in the target setting process with the class teacher, which makes up the targets on the ISP. Targets are reviewed regularly with you and your child.

What arrangements are there for consulting and involving parents of children with SEN/D?
Parents/carers are actively encouraged to be partners in their child's education, working with the class teacher to solve any problems and to plan targeted support and teaching strategies. This will take place through informal discussions, telephone conversations, home/schoolbook ISP meetings, SEN/D review meetings, parent consultation meetings and annual written reports.

Parents have a consultation meeting with their child's class teacher twice a year and receive a written report once a year. In addition, parents can request to meet the SENCO at any time. At these meetings, the child's attainment and progress will be discussed as well as any additional support in place for them. We may also run 'coffee mornings' for parents of children diagnosed with SEN/D as a way of giving support.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

Osidge School has an ethos which promotes inclusion. There are children with SEN/D in every class, therefore all teachers are teachers of children with SEN/D and all staff play a vital role in ensuring the full integration of pupils with SEN/D. 5

The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles.
- Staff use a variety of teaching strategies including different levels of differentiation to access classroom learning and a parallel curriculum where required.
- Flexible employment of support staff e.g. individual support, group support, in class support and withdrawal intervention programmes.
- Variations in expectations of achievement for individual children.
- Classrooms are dyslexia friendly and autistic spectrum disorder friendly e.g. the use of visual timetables and coloured overlays where necessary.

The school takes all reasonable steps to modify/adapt the learning environment (including educational visits) to meet the individual needs of the children.

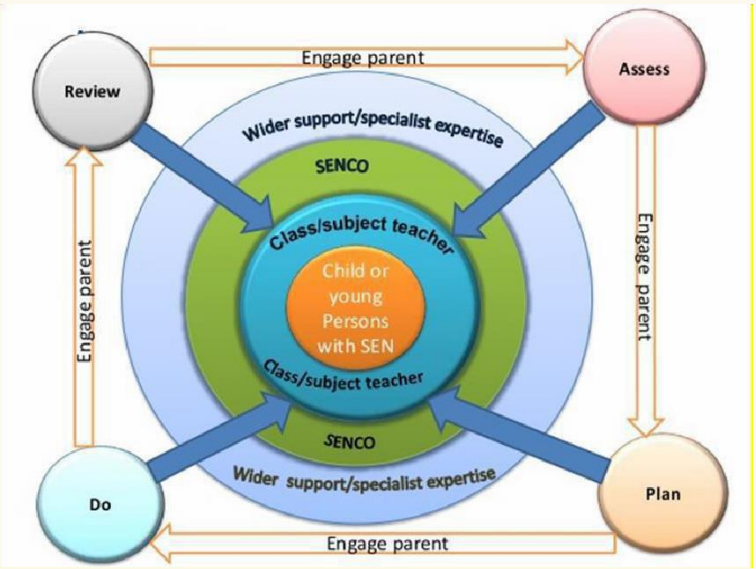
Teachers plan lessons according to the specific needs of the children in their class and ensure that tasks are adjusted to best facilitate learning; this may be through differentiation, small group work or through 1 to 1 support. Teachers use different grouping methods and activities carefully matched to pupils' abilities and marking always supports the next steps in learning. Learning opportunities are differentiated to support the needs of the class, including those pupils with SEN/D and those pupils who are more able. Lesson plans are adjusted to enable curriculum access and independence through assessment for learning.

Some pupils are supported by teaching assistants, either in the class or outside. We encourage all pupils to work independently through the use of resources suited to their different learning styles. Where a pupil has significantly greater needs, a

personalised approach is used which entails greater differentiation. The SENCo will work closely with class teachers to support this.

What does Osidge do to help children with SEN/D?
If a child is identified as having SEN/D we will provide support that is **'additional to'** or **'different from'** the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching, intended to overcome their barrier to their learning. This support is set out in the whole school Provision Map.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do, Review.



Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher (via Pupil Progress meetings), and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an ISP and will form the basis for termly review meetings.

Do – providing the support–extra assistance for learning or learning aids–as set out in the plan.

Review – measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – child, their parents

or carers, teacher and SENCo contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TAs) to discuss progress of child are regularly held, as well as termly Pupil Progress Meeting with the Senior Leadership Team (SLT).

How are the teachers in school helped to work with children with SEN/D, and what training do the teachers have?
Part of the SENCo's role is to support the class teacher in planning for children with SEN/D.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN/D. This includes whole school training on SEN/D issues.
- Individual teachers and support staff attend training courses run by the Local Authority and outside agencies that are relevant to the needs of specific children in their class.
- In-Service Training (INSET) for staff is delivered every week, as well as five days of INSET planned throughout the year. As the School Improvement Plan is rolled out, policies are reviewed and new training is delivered for Continued Professional Development, including matters for inclusion. Teachers and assistants are given opportunities and access to training provided by the Local Authority (LA) and Ashmole Trust, in line with the School Improvement Plan.
- Staff attend a range of training to support the needs of the pupils in the school. This is regularly reviewed and refreshed.

What adaptations are made to the curriculum and the learning environment of children with SEN/D?
Additional support or 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. 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 children with similar needs. A teacher or trained teaching assistant may run these 'interventions'. The support provided, and its impact in class, will be monitored closely. For a small number of children, their needs may require access to technology, e.g. modified ICT equipment, recording devices, etc.

Osidge School staff are trained in the different interventions that we use in school and this training is up-dated as necessary. We use specialist expertise in the Local Authority that is available to us. While the majority of children with SEN/D will have their needs met in this way, some may require an Education, Health and Care Plan (EHCP). This means that a request will be made to the Local Authority for an

assessment to be made to determine whether it is necessary for the Local Authority to make provision for that child.

How do we assess the Impact of Interventions?
The interventions used will be those that are proven to make a difference for most children. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting interventions. Termly reviews will take place.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve Speech and Language services, Occupational Therapist, Physiotherapist and Advisory Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and Care Plan (EHCP) there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

What is an EHCP?
The EHCP (Education Health and Care Plan) has replaced the Statement of Special Educational Needs (SEN/D) and the Learning Difficulties Assessment (LDA). An EHCP is written in partnership with the parents of the child. It describes the additional specialist support the child requires in order to meet their outcomes. The EHCP will assess and consider the child's education, health and care needs. Before the EHCP is written, professionals will involve parents/carers in assessing the child's needs. If we think the child should be assessed for an EHCP we will contact the parents to discuss the process in more detail. For more information on EHCPs, see the Barnet or Enfield Local Offer.

What happens if my child has an EHCP?
Your child will have identified needs and an EHCP in place. We will be constantly reviewing your child's progress as per the assess-plan-do-review cycle as above.
In addition to the ISP update meetings, pupils will have an Annual Review of their progress and needs. This comes in the form of written reports from class teachers and other professionals in advance of a specially arranged face to face meeting between parents, staff, professionals working with your child and where appropriate your child

too. During this meeting, everyone has the chance to express their views about the progress being made and the provision they are receiving at school.

How will we support children's emotional and social development?
We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative. For those children who have these difficulties we offer:

- A social skills group run for identified children.
- 1:1 mentoring for identified children.
- Playtime support through planned activities (Lunchtime support)
- Children are fully included in activities where possible. All children are encouraged to work together.
- If your child is struggling to understand how to make friends social stories are made available.
- New children (or if your child is struggling in the playground) are provided with an appropriate buddy.
- Staff will monitor your child and encourage them to interact with others. • Lunch time clubs.
- After school clubs.
- Playtime support – "The Sanctuary" – through planned activities.
- In addition, we have support for those pupils who are struggling with their behaviour and emotions as well as a few key staff that support children with emotional and behavioural mentoring. We use The Learning Ladder behaviour system to promote positive behaviour, which is described in our school behaviour policy.
- We refer to CAMHS (Child and Adolescent Mental Health Services) as needed.
- TAF (Team Around the Family) meetings are held to support vulnerable families and TAC (Team Around the Child) meetings for any pupils that need this input.

What are the arrangements for supporting children in moving between phases of education?
Transition is a part of school life – whether that involves moving to a new class, new phase or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN/D. Consequently, we work closely with parents, children and staff to ensure that transitions run as smoothly as possible.

Planning for transition within school will take place in the summer term; arrangements for transition to Reception, KS1, KS2 and secondary school for pupils with SEN/D will be planned according to individual needs.

For children with SEN/D who are joining Osidge School in reception, the SENCo and class teacher will make contact with the parents or carers and the previous provider to ensure a smooth transition. Where possible, the SENCo will visit the child at home as well as visiting the child in the previous setting. Several visits to Osidge School can be organised in the summer term.

During Year 6, information will be shared with the SENCo at the child's next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and staff from the new school will visit him/her at Osidge School. A Transition book will be prepared.

How does the school include children in activities and educational visits?
The expectation at Osidge School is that children with SEN/D will have the same opportunities to engage in school activities as children who do not have SEN/D and every effort will be made to ensure that this takes place. We will work with parents to ascertain the best way to support the child, in school, on school trips and on school residential trips. For some children, additional support and/or alternative travel arrangements may be required e.g. an additional member of staff or parent present. An individual risk assessment may be carried out if required. School staff will discuss arrangements with parents of children with SEN/D for activities and educational visits if alternative arrangements are to be put in place. Access arrangements are made and preparation begins well in advance for some pupils. This might include the use of visual support and social stories, so that there are no surprises on the day. Classes or groups travel with appropriate staff/pupil ratios, including parents/carers where necessary. The SENCo may also be consulted for advice on supporting children with SEN/D to have access to activities or educational visits.

How accessible is the school environment?

- The school building is wheelchair accessible except:
    - Upper corridor
- There is a disabled toilet by the school office.
- Pupils have access to SEN/D equipment e.g. *Move 'n' Sit* cushions, writing slopeboards, shaped pens/pencils as required.

What are the arrangements for parents of children with SEN/D who has a concern about the provision?

Parents who have a concern about the provision for their child are encouraged, initially, to speak to the class teacher. If the concern is on-going, an appointment can be made to see the Phase Leader/SENCo. If the issue is not resolved at this level, an appointment can be made to see the Head Teacher or Deputy Head Teacher. If the issue cannot be resolved at this level the parent would be directed to the school's complaints procedure.

Our offer will be reviewed annually.