Special Educational Needs and Disabilities Information Report

Date	Review Date	SENCO	Nominated Governor
October 2026	October 2027	Sarah Woodhouse	Michelle Hogan-Tricks

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find our SEND policy on the school website.

You can also ask a member of staff to send you a copy of the policy via email.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report (appendix 1).

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

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

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Sarah Woodhouse. She has 6 years experience in this role and is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2021.

She is allocated 2-days a week to manage SEN provision at OLSJ.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching staff access training through Hackney Education as well as training delivered by the team around the school, including the speech and language therapist, educational psychologist and CAMHS.

Teaching assistants (TAs)

We have a team of 12 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions including Language for Thinking/ Behaviour, Colourful Semantics, precision teaching, toe-by-toe, Attention Autism and Nuffield Early Language Intervention.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

We purchase SEND support through Hackney Education. This includes a speech and language therapist, educational psychologist and specialist teacher service. These external specialists deliver interventions as well as training school staff in the delivery of interventions

External support services include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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

If you feel that your child might need SEN support, please contact the school office to arrange a meeting with your child's class teacher and the school SENCO. We will have an initial

meeting to discuss your concerns and consider what support or further assessment may be required.

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact your child's class teacher via the school office on 0207 254 7353 or admin@olsj.hackney.sch.uk The class teacher will be in touch with you to discuss your concerns further and will arrange a meeting with the school SENCO. You can also contact the SENCO via the school office. However, we always advise parents to speak to the class teacher in the first instance.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

All our class teachers are aware of SEN and closely monitor any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include having difficulty completing tasks in class, struggling with reading/writing, reluctance to engage in specific subjects, an increase in behavioural incidents or difficulties with peers.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil additional support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if

there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

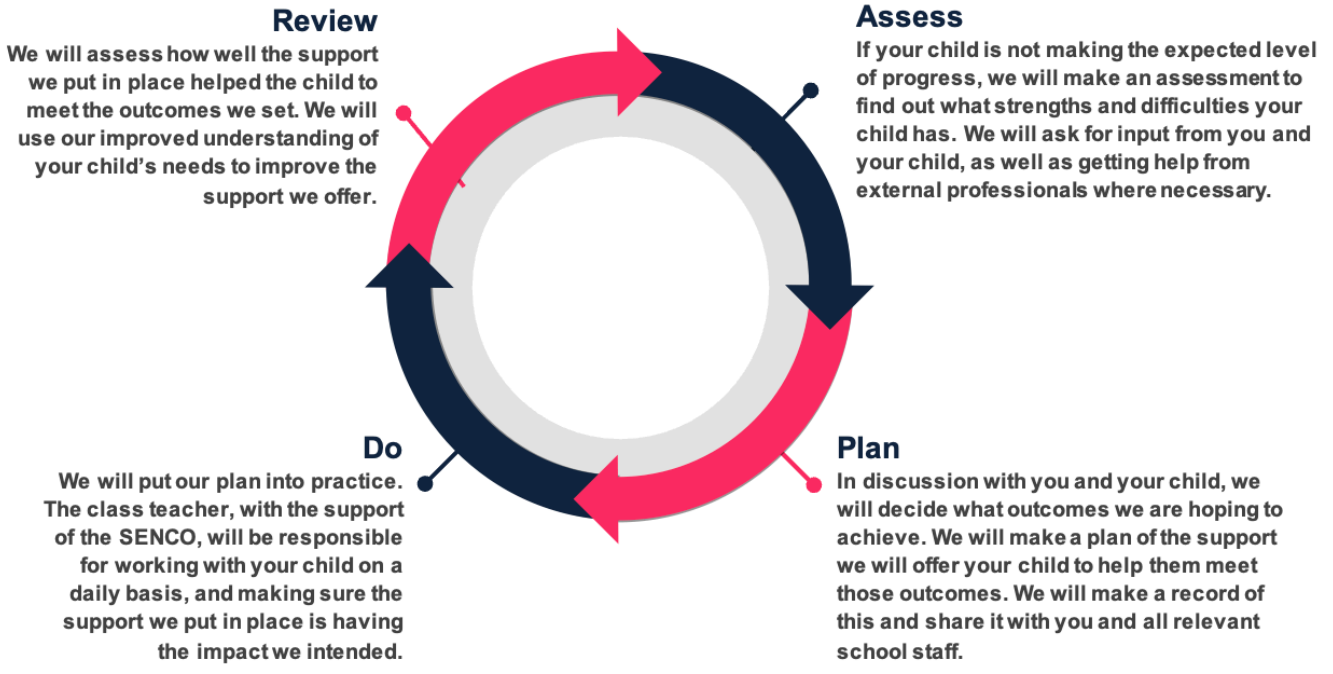
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

Assessment is ongoing for all pupils across the school, from the daily observations taking place in the Early Years through to the formalised statutory assessments at the end of Year 6. Teachers have a good knowledge of the pupils in their class, including those identified as having SEN.

For pupils with SEN, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. As a school, we use the Hackney guidance 'Right Support, Right Time' to support this cycle.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide annual reports on your child's progress.

Your child's class teacher will meet you 3 times across the academic year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher. Meetings can be arranged by contacting the school office on 0207 254 7353 or admin@olsj.hackney.sch.uk

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Completing an 'all about me' page or contributing to their pupil passport

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

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Additional support from a Teaching assistants, either 1:1 or in a small group

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Now and next boars Individual workstations TEACCH Autism programme Sensory tools Movement breaks Attention Autism
	Speech and language difficulties	Speech and language therapy PECS Core boards Colourful semantics Language for thinking Word Aware
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays Writing supports (sentence starters, word mats, writing planners) Writing frames Visual aids Chunking instructions Additional time Writing alternatives
	Moderate learning difficulties	Pre-teaching Precision teaching

	Severe learning difficulties	Intensive interaction Highly adapted curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Sensory tools Chunking of instructions Wobble cushions/chair bands
	Adverse childhood experiences and/or mental health issues	Learning mentor support Zones of Regulation
Sensory and/or physical	Hearing impairment	Seating arrangements Use of visuals
	Visual impairment	Limiting information on classroom displays Larger fonts Seating arrangements
	Multi-sensory impairment	Objects of reference Assistive technologies Multi-sensory supports Multi-agency team support
	Physical impairment	Physical adaptations

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term as part of the assess, plan, do review graduated approach
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to monitor interventions
- End of term formative teacher assessments
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

Explain your school's approach here. Describe your funding arrangements and the process for securing staffing time, equipment and facilities to support pupils with SEN.
It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional adult support from teaching assistants
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

We endeavour to ensure that our wrap-around care and school trips are available to all our pupils. Extra-curricular activities are provided by external providers and we work closely with them to enable all pupils are able to access these, taking into consideration any safeguarding concerns.

All pupils are encouraged to go on our school trips, including our residential trip to PGL at the end of Year 6, and adaptations/adjustments to staffing are made to accommodate their needs.

All pupils are encouraged to take part in sports day, class assemblies, festive and religious celebrations and special workshops and school events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will endeavour to make reasonable adjustments to ensure sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school publishes it's admissions policy on the school website. The policy outlines the application and admissions process, including the oversubscription criteria. The

oversubscription criteria does not unfairly disadvantage prospective pupils with a disability or special educational need.

The admission of pupils with Educational Health and Care (EHC) plan are dealt with by a completely separate procedure. Details of this procedure are set out in the Special Educational Needs Code of Practice. The school will always admit pupils with an EHCP unless the placement is unsuitable for the child's needs; their admission would be incompatible with the efficient education of others; or incompatible with the efficient use of resources, as set out in the Special Educational Needs Code of Practice.

13. How does the school support pupils with disabilities?

The school is built on a single-level and has accessible features including a fully accessible toilet and step-free access to all areas of the school.

Further information can be found in our school accessibility plan, available on the school website. The accessibility plan covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

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

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

- Pupils with SEND are actively encouraged to participate in leadership opportunities including school council, chaplaincy team and Young Voices
- Support from our Learning Mentor, Mr James, Educational Mental Health Practitioner (EMHP Rennisa Arhoden), and CAMHS Worker in School (CWIS Ana Gallego-Martin)
- Targeted interventions, such as Circle of Friends, to support children with SEND develop social skills and build friendships
- Engagement with the Wellbeing and Mental Health in schools programme (WAMHS) which includes small group and whole class interventions as well as parent and family support
- Offering parent workshops and signposting to the local offer
- Our approach to bullying is outlined in our behaviour policy, which can be found on our school website

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

Between years

To help pupils with SEN be prepared for a new school year we:

- Provide visual countdown calendars for the summer holiday period
- Use transition booklets with details of their new classroom, teacher and any other staff who will be supporting them
- Ensure all information relating to your child's SEN is passed on to their new class teacher

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO will attend the Hackney SENCO Y6/Y7 transition event which is an opportunity to meet the secondary school SENCO and discuss the needs of all the children who are receiving SEN support. For pupils not transferring to a Hackney secondary school, the SENCO will make contact with the relevant secondary school and arrange a meeting.

Pupils will be prepared for the transition by:

- Attending transition support sessions run/overseen by the speech and language therapist
- Practising how to use and read a timetable
- For some pupils, arranging visits to the secondary school or arranging for secondary staff to visit them at OLSJ

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

Our SENCO, Sarah Woodhouse, is the designated teacher for looked-after or previously looked-after pupil's. The SENCO will work closely with class teachers to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Complaints about SEN provision in our school should be made to SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:
https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The disagreement resolution and mediation service for Hackney is KIDS SEND Medication Services. The service is free of charge for families and is for children and young people aged 0 – 25 with SEND or who may have SEND. They can be contacted by phone 03330 062 835 or by email senmediation@kids.org.uk

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer:

- Hackney local offer
- Islington local offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- Hackney SENDIAGS (Special Educational Needs and Disabilities Information, Advice and Guidance Service)
- Islington SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action

- Special Needs Jungle

Headteacher:	Aoife O'Grady	**Date:**	October 2026
Chair of Governing Body:	Mari-Anne Chiromo	**Date:**	October 2026

Appendix 1: Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services
Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages