SEND Information Report

Olive Academies Independent School

OA – North View

Document control table	
Title	SEND Information Report
Date approved	September 2026
Approved by	Olive Academies Independent Schools Board (OAISB)
Date of next review	December 2026
Updates/revisions included:	
This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration	

The person responsible for managing SEND at this school is:

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SEND Information Report

This report provides information about how we work with and support children with SEND. It is updated regularly to align with current practice and reviewed on an annual basis.

The kinds of SEND that are provided for

OA-North View is a specialist SEMH (social, emotional, mental health) independent school and all pupils have an identified SEND SEMH need. The school provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning difficulties
- Social, emotional and mental health
- Sensory and/or physical

Identifying pupils with SEND and assessing needs

- All pupils arriving at the school have an Education, Health and Care Plan
- On entry to the school, all pupils are assessed to identify strengths and needs. Parents/carers are involved in these discussions at the induction meeting
- Information is sought from the pupil's previous school
- The process is focused on the early identification of needs
- We will liaise with other agencies as needed, and refer to other services for further assessment following discussion with parents, e.g. speech and language therapy, Educational Psychologist Service, NELFT etc.
- Classroom observations and book scrutiny are carried out to ensure 'Quality First Teaching'
- Where a pupil does not make expected levels of progress, or if information comes to light, an Emergency Annual Review will be held to discuss the appropriate next steps.

Consulting and involving pupils and parents

Parents/carers are encouraged to be partners in the learning process for their children – this will be done on an ongoing basis, at the point of referral into the school, at parent meetings, through reports and, in the case of pupils with an EHCP, through the Annual Review process.

Meeting pupils' individual needs and assessing and reviewing progress towards outcomes

We follow the graduated approach and four-part cycle of **assess, plan, do, review** set out in the SEND Code of Practice when supporting pupils with SEND.

- Where appropriate those pupils with SEND are taught in small class sizes.

- Small, targeted support groups may be run by teachers, pastoral support leads or another professional using additional equipment and resources if required
- The SENDCO and teachers may offer personalised programmes to support pupils with literacy, numeracy, speech and language and social, emotional and mental health needs.
- Specialist baseline testing and social and emotional assessments are carried out to support learning and emotional needs
- There will be appropriate personalised planning/adaptations for pupils with SEND and teaching will be responsive to different learning styles to allow for meaningful and effective learning and inclusion for all
- Outcomes will be set for each pupil, and assessment and testing will be used to identify needs on arrival, to evaluate the impact of interventions and to measure progress
- Each pupil's individual targets for learning and behaviour will be jointly agreed by parents/carers, pupils and staff to inform pupil records and shared with all appropriate adults and regularly reviewed and amended at pupil progress meetings.
- Advice from other professionals and agencies will be used to enhance access to the curriculum
- We will include the pupil's views at all stages of the process

Moving on support for pupils moving between phases and preparing for adulthood

We will share information with the schools, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will put in place:

- Transition plans managed by support staff
- Visits to and from future placements
- Post 16 transition meetings and college visits

Adaptations to the curriculum and learning environment

As outlined in our accessibility plan on our website, we make the following adaptations to ensure all pupils' needs are met:

- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reader pens etc.
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

OA-North View has an experienced SENDCO along with a team of staff and associates, including those specifically trained in counselling, therapeutic interventions and with expertise in SEND provision.
In the last academic year, staff have been trained in emotional regulation, literacy, autism, ADHD, mental health awareness and the SEND register. This has been delivered by means of regular twilight sessions, daily briefings for all staff and school inset days. The school uses specialist staff to run

literacy, mentoring, therapeutic targeted support and is a trauma informed school following the Educational Psychology Service providing training for all staff.

Evaluating the effectiveness of SEND provision

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

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of targeted support on a regular basis
- monitoring by the SENDCO
- using provision maps to measure progress
- holding annual reviews for pupils with EHC plans

We report to the OAISB members about the impact of the work and outcomes we expect in our work with children with SEND.

Enabling pupils with SEND to engage in activities

Admissions are managed through the Local Authority consultation process. There is an agreed criteria on which a pupil is admitted to the school.

All pupils at OA-North View have identified SEND and an EHC plan.

No pupil is ever excluded from taking part in these activities because of their SEND or disability, and all pupils participate in school activities and expeditions.

Within the school we have a programme of PSHE and RSHE which includes education about equalities and treating others fairly and with dignity.

Support for improving emotional and social development

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

- All pupils have a class teacher who meets with them on a daily basis
- Pupils with SEND also meet with the SENDCO regularly
- SEND students and their parents/carers will have regular pupil passport reviews
- Timely dissemination of information to all appropriate staff
- Mentoring / counselling / therapeutic interventions from specialists

We have a zero-tolerance approach to bullying as outlined in our Anti-Bullying policy available on our website.

Working with other agencies

At the school, we work with a wide variety of professional agencies to support all our children, including:

- Counselling services

- Education Welfare Officer
- CAMHS
- Educational Psychology Service
- School Nurse
- NELFT
- support from the local authority

Complaints about SEND provision

Complaints about the special educational provision provided by the school should be made to the Headteacher or SENDCo and will be considered under the school's Complaints Policy, available on the school website. Complaints relating to local authority decisions regarding EHC needs assessments or EHC Plans are subject to separate statutory appeals and mediation arrangements and are not dealt with through 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

You can also access advice from the Parent Advisory Team, Thurrock, info@patt.org.uk, 01375 389894

Contact details for raising concerns:

SENDCO: Abbie Clarke E: **abbie.clarke@oliveacademies.org.uk** T: 01375 531661

Information about the local authority local offer:

To see more about Thurrock's Local Offer here.