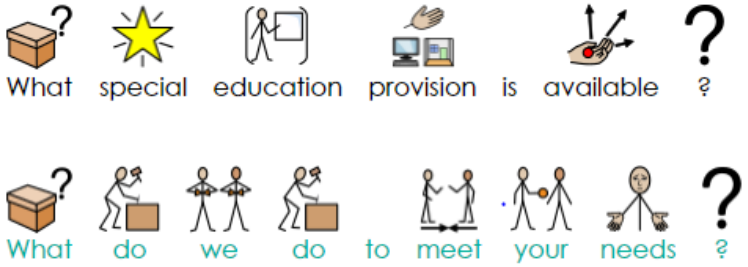
SEND Information Report

2026-27

Person with overall responsibility for SEN within school / college / organisation:	Laura Bateman (SENDCo)
Contact Details:	lbateman@rivieraet.co.uk oldwaysendco@rivieraet.co.uk
Web address of SEN Policy:	https://www.oldwayschool.co.uk/send-special-educational-needs-disability/



At Oldway Primary School we are proud of our inclusive approach and we strive to meet all our children's needs, including those with SEND.

Initially, this is done through quality first teaching which is carefully adapted to a child's ability and supported by targeted teaching support in small groups or 1:1 where necessary. This year we are currently operating 2 internal provisions to support our highest cognition and learning needs, as well as offering small group nurture support for 4 afternoons a week.

We have close relationships with a variety of outside agencies which help us support pupils with SEND, such as: Educational Psychology, Speech and Language therapy, Local authority advisory services, health professionals and Specialist Outreach services offered by other schools.

All the staff receive regular training in how to support a wide range of cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health SEND needs. Within school we have 4 ELSA trained teaching assistants, a Trauma Informed Practitioner and a family support worker, who are able to offer support and advice to our children and families.

Currently we have 99 children on our SEND register.

	# Pupils	% Pupils	National
SEN Support	99	17.2%	15.4%
EHC Plan	10	1.7%	4.1%

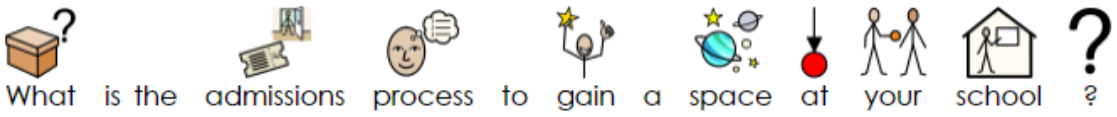
Riviera Education Trust

SEND Information Report

Oldway Primary School

SEND Specific Needs

	# Pupils	% Pupils
Social, Emotional and Mental Health	45	7.8%
Speech, Language and Communication Needs	35	6.1%
SEN support but no specialist assessment of type of need	31	5.4%
Autistic Spectrum Disorder	20	3.5%
Specific Learning Difficulty	12	2.1%
Moderate Learning Difficulty	5	0.9%
Other Difficulty/Disability	2	0.3%
Physical Disability	2	0.3%
Severe Learning Difficulty	2	0.3%
Vision Impairment	1	0.2%

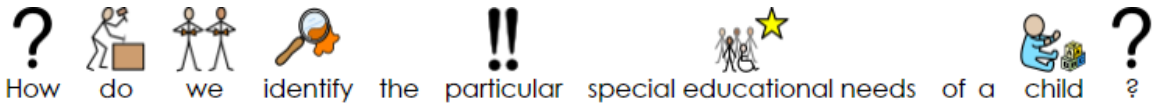




SEND Information Report

The admission arrangements for pupils without an Education, Health and Care plan are administered by Torbay Council and do not discriminate against or disadvantage disabled children or those with special educational needs.
For more information please see our Admissions Policy on the school website:
https://www.oldwayschool.co.uk/admissions/
Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.

We welcome visits and a meeting with the SENDCo to any children with their families who want to join us.





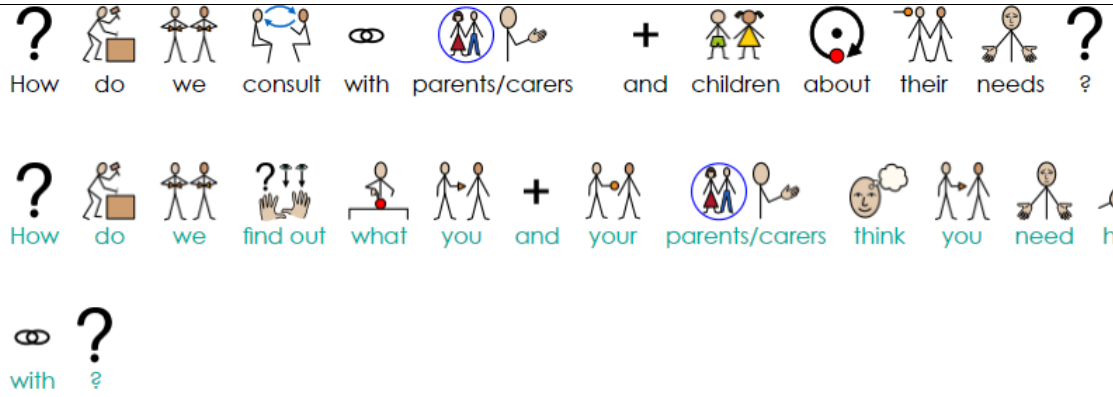
At Oldway Primary School we monitor the progress of all pupils regularly to review their academic progress. We also use a range of assessments with all the pupils at various points throughout the year (Y1 phonics screening, maths, reading and writing assessments).
Where progress is not as expected, even if a special educational need has not been identified, using guidance from the Torbay SEND Graduated Response Toolkit we put in some support to enable the pupil to try to catch up.
https://torbayfamilyhub.org.uk/local-offer/send-support-and-provision-graduated-response/

Assess, plan, do, review cycle
Sometimes, despite high quality, targeted teaching being put in place to meet a child's needs, they may still struggle to make adequate progress. For these children, and in consultation with their parents/carers, the SENDCo and other staff supporting the child will look further into the areas of concern, this may be through using additional screening tools we have available such as BLANKS speech and language, Speech Link Assessment and Motional assessment for SEMH needs. We also have access to external advisors such as hearing and visual impairment teams, an educational psychologist, speech and language team, ASC and behaviour outreach. Please note that additional assessments are subject to waiting lists so may not be actioned immediately.

The purpose of more detailed assessments is to understand what additional resources and different approaches are required to enable a child to make better progress. These will be shared with parents/carers, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed, parents/carers will be notified.

We will ensure that all staff who work with the child are aware of the support to be provided and the teaching approaches and adaptations to be used.



All parents/carers of pupils at Oldway Primary School are invited to discuss the progress of their children twice a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

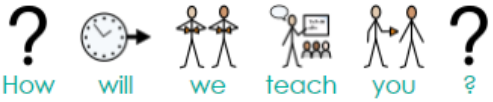
If following this, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments (listed above) which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because a special educational provision is being made and the parent/carer will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

SEND Information Report



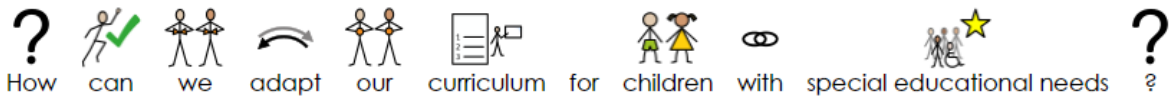


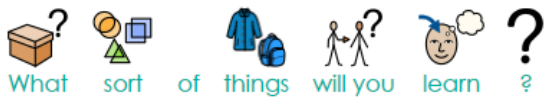
At Oldway Primary School the quality of teaching is judged to 'good' in our last Ofsted inspection and the school is working closely with the Trust Leadership Team to continue to ensure this is still the standard. We support children with high quality teaching that is adapted to meet the needs of individual learners.

Classroom Excellence

School improvement is at the heart of all we do. Our Senior Leadership Team, alongside the leaders of Riviera Education Trust and the other trust schools, are constantly seeking to improve
the offer for Riviera pupils. In September, we launched our 'Classroom Excellence' programme to further develop our offer in the classroom and to ensure that we have greater consistencies across the school. Many of the principles for 'Classroom Excellence' will be based on Doug Lemov's 'Teach like a champion' approach.

At Oldway we are proud of our inclusive approach and staff work together to ensure that everyone who needs to, knows the best way to support a child with their learning and what approaches and adaptations need to be made to make sure they are successful.





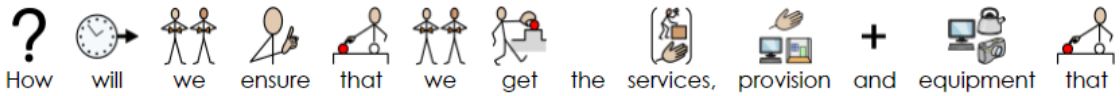
At Oldway Primary School, we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan (https://www.oldwayschool.co.uk/school-policies/). We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

All curriculum related trips and activities offered to children at Oldway are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Riviera Education Trust

SEND Information Report

Oldway Primary School





Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek advice.

All clubs, trips and activities offered to pupils at Oldway Primary School are available to pupils with special educational needs either with or without a Special Educational Needs / Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.





All mainstream schools receive money for special educational needs support and resources. This is called "delegated" funding because it is given (delegated) to schools by local authorities or the Education and Skills Funding Agency from money they receive from the central government. The SEND part of the school's income is sometimes called the "notional" SEND budget because it is not based on the school's actual numbers of pupils with special needs, but on a formula.

Element 1

This is basic pre-pupil entitlement – core funding. This money comes from the school's block of the Designated Schools Grant (DGS). We are granted money for each pupil, based on actual pupil numbers. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools' delegated funding. This is the amount of money that is allocated to schools for every pupil on roll. This funding is used to run the school and to provide support for all pupils (including those with Special Educational Needs and/or Disabilities – SEND) so that they can achieve good quality learning outcomes through Quality First Teaching (QFT). Some of this money is for general SEND provision, for example the cost of providing the Special Educational Needs and Disability Coordinator (SENDCo) and some other resources.

SEND Information Report

Element 2
We have an amount identified within the overall budget, called the notional SEND budget. This is an additional amount of money to the element one funding and is used for SEND provision that is 'additional to and different from' the provision made for all pupils. **It is referred to as 'notional' because it is a suggested amount and is not ring-fenced.**

This funding is used to pay for things such as:

Specialist training/equipment

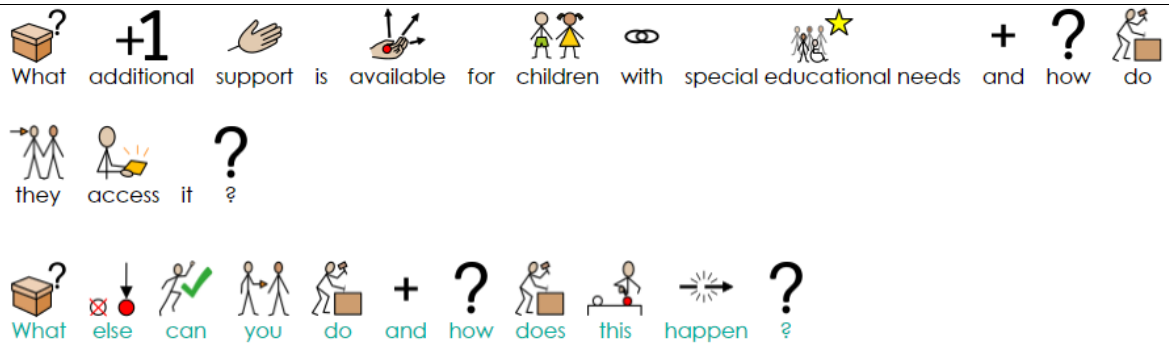
Securing external professional advice and guidance

Additional staffing for pupils who require elements of their support within small groups or 1:1

We use our best endeavours to meet the needs of pupils at SEND support using element 1 and 2 funding. The provision offered is based on an 'assess, plan, do, review' cycle implemented in partnership with the pupil and their family.

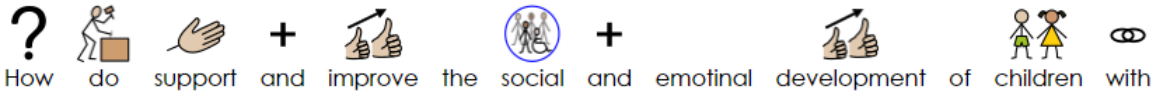
To calculate our element two funding, we divide the element two notional funding between the number of children on our SEND register to give us an accurate cost per child.

Element 3
When we have children needing additional funding, we can request this. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children if the we can show it is necessary.



As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case.
In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school as required in line with the Childs' Education, Health and care plan.

SEND Information Report







At Oldway Primary School we understand that supporting a child's emotional resilience and social skills, both through direct teaching for instance e.g. PSHE and assemblies and indirectly with every conversation adults have with pupils throughout the day is of paramount importance. We have adopted a relational, trauma informed response to supporting children's social emotional and mental health needs.

For some pupils with the most need for help in this area we also can provide the following: support from a family support worker, ELSA, regular sessions with our trauma informed schools practitioner, external referral to Mental Health Support Team or CAHMs, time-out space for children to calm and regulate.

All clubs, trips and activities offered to pupils at Oldway are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.





At Oldway Primary School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make sure the transfer is as seamless as possible, this will involve us making contact with the adults who have been supporting the child to ensure we have a sound understanding of a child's current needs to ensure the correct resources and support are in place when they join our setting.

We contribute information to a pupils' onward destination by providing information to the next setting in a similar way, ensuring all our knowledge and understanding is passed on as well as the plans and reports we have to support this.

We also carefully consider if a child will benefit from an enhanced transition process, and organise this if we think it is appropriate.

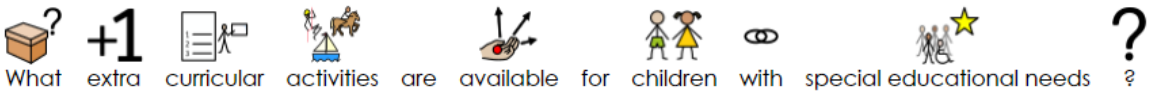
SEND Information Report





SENDIASS Torbay provides free, impartial, confidential, advice, support and options around educational difficulties for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:
Office: 01803 207884
E-mail: sendiass@torbay.gov.uk
Website: https://www.sendiasstorbay.org/

The local authority's local offer is published at https://torbayfamilyhub.org.uk/local-offer and parents without internet access should make an appointment with the SENDCo for support to gain the information they require.





At Oldway Primary School we offer the following extra-curricular activities; Cricket club, football clubs, mindfulness, nature art club, lego club, digital leaders, performing arts, orchestra, choir, reading club, dance club, netball club, space club, drawing club, sunshine club, colouring club.

All clubs, trips and activities offered to pupils at Oldway are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary and practice, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity, however, this may not always be possible for extra-curricular activities.

SEND Information Report



Every pupil in the school has their progress tracked 3 times per year. In addition to this, pupils with special educational needs may have more frequent assessments to closely monitor their progress towards bespoke targets. Some examples of the formal assessments we use at Oldway are, phonics screening, WRI assessments, maths and reading NFER assessments. Using these, it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.



For all pupils, progress and attainment data for Maths and English is reviewed each term. This allows us to identify children who may be having difficulty or be falling behind. As a result, curriculum targets are set and interventions may be put in place to support them.

For some SEND children at school support, whose needs are deemed to require support additional to what is normally provided, individual targets and provision may be set out on an ILP (individual learning plan)– these are reviewed regularly by staff, overseen, and monitored by the SENDCo. Pupils are regularly consulted to comment on progress, and parents are informed termly through parent/teacher consultations. Staff are also available by appointment to discuss pupil's progress at other times.

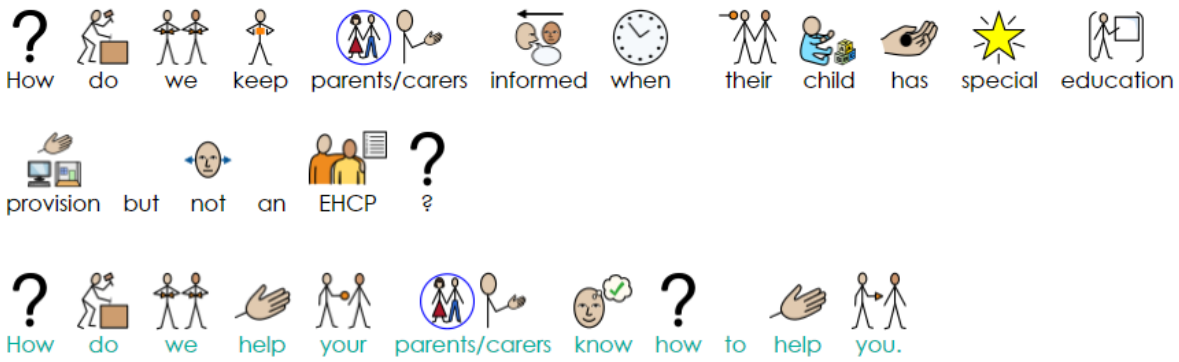
For pupils with Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

SEND Information Report



Teachers and teaching assistants have had the following awareness training: Trauma Informed Schools, Autism, speech and language, allergy awareness and adaptation and differentiation from the educational psychologist. Last year we were part of two projects - SLCN pilot and PINS (Partnership of Inclusion for Neurodiversity in Schools)

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are, local outreach services, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist etc.



All parents of pupils at Oldway Primary School are invited to discuss the progress of their children on 2 occasions a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.
All such provisions will be recorded, tracked and evaluated on a Provision Map (ILP) which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the child will be identified as having special

educational needs because of special educational provision that is "additional to, or different from that made generally for others of the same age". Parents/carers will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

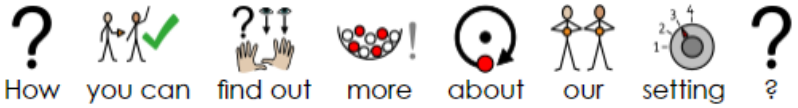




The normal arrangements for the treatment of complaints at Oldway Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, Assistant Head Teacher, SENDCo or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service may be contracted, depending on the nature of the complaint. If it remains unresolved after this, the complainant may be able to appeal to the First–tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.



Oldway Primary School,
Higher Polsham Road,
Paignton
TQ3 2SY
Tel: 01803 557190
Email: oldwayoffice@rivieraet.co.uk

https://www.oldwayschool.co.uk/

https://www.oldwayschool.co.uk/send-special-educational-needs-disability/

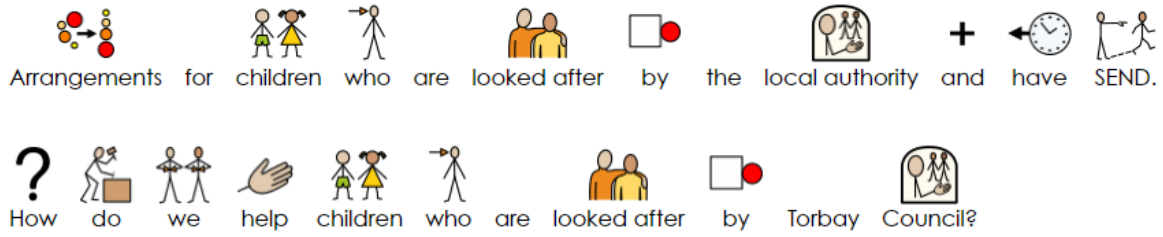
https://www.oldwayschool.co.uk/policies/

SEND Information Report



At Oldway Primary School we engage with the following agencies:-

- A Service Level Agreement with Educational Psychology service for 17 days per year
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make requests for advice and support from Chestnut Outreach for ASC, behaviour and Mayfield SEND Outreach for support for the inclusion of pupils with complex, severe or multiple learning difficulties. Through the service, mainstream schools are offered quality skilled professional support for pupils with an Education Health and Care Plan (EHCP) or at SEN Support.
- SENDCo forums and Trust SEND meetings



For looked after children there is regular liaison between the designated teacher and SENDCo to ensure that looked after children with SEND receive the same level of support as other children with SEND in accordance with the Code of Practice.

School is involved in and attendance of LAC reviews and all other relevant social care meetings in order to provide information regarding the child's learning, attainment and any concerns raised by the school.

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