



# Overstone Combined School

## SEND Policy

September 2021

Overstone Combined School provides a holistic, personalised education which is underpinned by quality teaching throughout. Our aim is for each child to fulfil their whole potential and develop lifelong skills; supporting, encouraging and challenging every child to recognise their achievements and build on their individual strengths.

We understand that for some children there are times during their school life when additional support may be needed. We are very proud of the excellent relationships we have built both with parents and with a wide range of outside agencies which enables us to meet the needs of individuals when a potential special educational need has been identified.

## Legislation and guidance

This policy 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 Co-Ordinators (SENDCOs) and the SEN information report

## Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

*They have a learning difficulty or disability if they have:*

- *A significantly greater difficulty in learning than the majority of others of the same age, or*
- *A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

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.

## Roles and responsibilities

### The SENDCO

The SENDCO is Zafra Bendall, [zbendall@overstone-wing.org](mailto:zbendall@overstone-wing.org)

She will:

- Work with the Head-teacher, Kirsty Eales, and SEN governor, Cathryn Siddall, 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 SEN, 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 head-teacher 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 SEN up to date

### The SEN Governor

The SEN 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 SENDCO to determine the strategic development of the SEN policy and provision in the school

### **The Head-teacher**

The Head-teacher will:

- Work with the SENDCO and SEND 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

### **Class teachers**

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

This means that teachers must:

*1) Share information relating to each child's SEN, how these may affect their access to education and strategies to support them, with teaching assistants.*

*2) Have ultimate responsibility for planning appropriate activities/support for pupils with SEN for each lesson. This must be explicit on lesson plans.*

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision. Teachers will report on progress of children with SEND during Pupil Progress Meetings. These will include discussion of academic progress, progress towards Support Plan targets, effectiveness of support and intervention and Social Emotional and Mental Health of the child. This will then feed into Parents Evening discussions and termly reviews of Support Plans.
- Working closely with parents, ensuring that they are kept regularly informed of progress and any changes to provision. Support Plans must be completed/reviewed together with parents and also with children, wherever possible.
- Ensuring that they follow this SEND policy.

### **Our approach to teaching pupils with SEND**

Teachers are 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 pupils who have SEN. This will be differentiated for individual pupils.

High quality teaching is characterised by:

- Developing positive relationships and knowing pupils well
- High expectations for all, with a strong belief that attainment can be improved through effort
- Ensuring that our learning environments are inclusive: calm and orderly with clear and consistent rules and systems
- Quality feedback that is specific, accurate and clear and delivered in a way that meets all learners' needs
- Focused planning to provide suitable learning challenges for all pupils
- Engagement and challenge to ensure that children are learning at an optimal level

- Effective questioning and modelling
- Developing independence by encouraging pupils to develop their own problem-solving strategies and thus having more autonomy and control over their learning behaviour

We will also provide interventions based on academic, social or emotional need.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Ensuring that reasonable adjustments are made in classrooms. These may include access for pupils with limited mobility, distraction-free learning area for pupils with ASD to use if needed or providing alternatives to written recording for pupils who find writing by hand challenging.

### **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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, social needs.

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. Class teachers will at this point complete a **SENDCO Referral Form** in partnership with pupils 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.

During these meetings, we will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns and knowledge of their child
- We recognise the personal and emotional investment of parents
- 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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## Consulting and involving pupils and parents

At Overstone Combined School, we believe in the importance of a strong partnership between parents, pupils and school staff in order to ensure the best possible provision. This is made possible by keeping open lines of communication, celebrating achievements together and providing support and advice when needed.

We encourage parents and children to be fully involved in decision-making through their contributions during meetings to develop or review SEN Support Plans.

## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess**, **plan**, **do**, **review**.



### Assess

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

### Plan

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## Do

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher and liaise with outside agencies that are involved.

## Review

The plan including the impact of the support and interventions will be formally reviewed each term by the teacher. They will note next to each target how that child is progressing towards meeting them. There will be a termly review with the teacher, parent/carer, pupil and, when required, the SENCO. Every child, if on a SEN support plan for a year, should receive 3 support plans; Autumn, Spring and Summer. Where appropriate, they will follow the child with them to their next year group. Transition to the next year group will be carefully monitored by the SENCO, teachers and parents. Parents will be involved in this transition to ensure all support required is in place and running successfully for that child in their new year group.

## **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets on their SEND Support Plan and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided through just a SEND Support plan. For these pupils a request will be made to the local authority for them to assess the child's education, health and care needs. This may result in an Education, Health and Care (EHC) plan being issued.

## **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, 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.

All children have an induction session at their new school when they transfer to secondary education. In order to support children with SEND, we liaise very closely with previous or next settings. This can include visits to the setting by staff who work/will work most closely with the child, if appropriate. Home Visits and introductory meetings between staff and parents are also offered in EYFS.

## **Evaluating the effectiveness of SEN provision Monitoring and evaluation of SEN**

The Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in academy that have proven outcomes and are evidence-based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Teacher observations as part of their formative (on-going/daily) assessment
- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data
- Standardised screening or assessment tools
- Progress against individual targets
- Pupils' work and interviews

The SENDCO maps provision for each class and tracks costs of these provisions. Decisions are made regarding whether specific interventions are proving to be effective in terms of impact, time spent on them and the

finance used in providing them. Each year we review the needs of the cohort and, if necessary, make changes to our provision.

### Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They 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

### Contact details of support services for parents of pupils with SEN

[www.ipsea.org.uk](http://www.ipsea.org.uk)

[www.bucksfamilyinfo.org](http://www.bucksfamilyinfo.org)

[www.buckscc.gov.uk/education/bucks-send-ias/](http://www.buckscc.gov.uk/education/bucks-send-ias/)

### Contact details for raising concerns

Zafra Bendall (SENDCO) [zbendall@overstone-wing.org](mailto:zbendall@overstone-wing.org) and Kirsty Eales (Head-teacher) [admin@overstone-wing.org](mailto:admin@overstone-wing.org)

### The local authority local offer

Our local authority's local offer is published here:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/results.page?familychannel=5&resulttype=advice>

### Monitoring arrangements

This policy and information report will be reviewed by Zafra Bendall (SENDCO), Cathryn Siddall (SEN Governor) and Kirsty Eales (Head-teacher) **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.

### Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Positive Relationships and Behaviour
- Equality information and objectives

## Overstone Combined School SEN Referral Form

*(To be completed by class teacher in consultation with parent/carers)*

Name:	D.O.B:	Class/ Year:
Address:		Parent/Carer Details: Names:  Contact Number:
Please Circle Below:	*Childs Attendance (Please obtain from office):	
Pupil Premium: Y/N		LAC: Y/N
<u>Please describe your concerns and action required:</u> <u>Cognition and Learning:</u>          <u>Social, Mental or Emotional Health:</u>          <u>Physical or Sensory Impairment:</u>          <u>Communication and Interaction:</u>          		
Current Levels		
Reading:	Writing:	Maths:



Action taken so far:  
(Previous interventions and/or strategies already tried)

Agencies already involved:

Parent/ Carer comments/ Consent for Referral:

Sign: Date:

Please circle and print name: Mr/Mrs/Miss/Ms

If parent/carers consent not obtained please state reasons why:

Referral made by: Date:

Date received By:

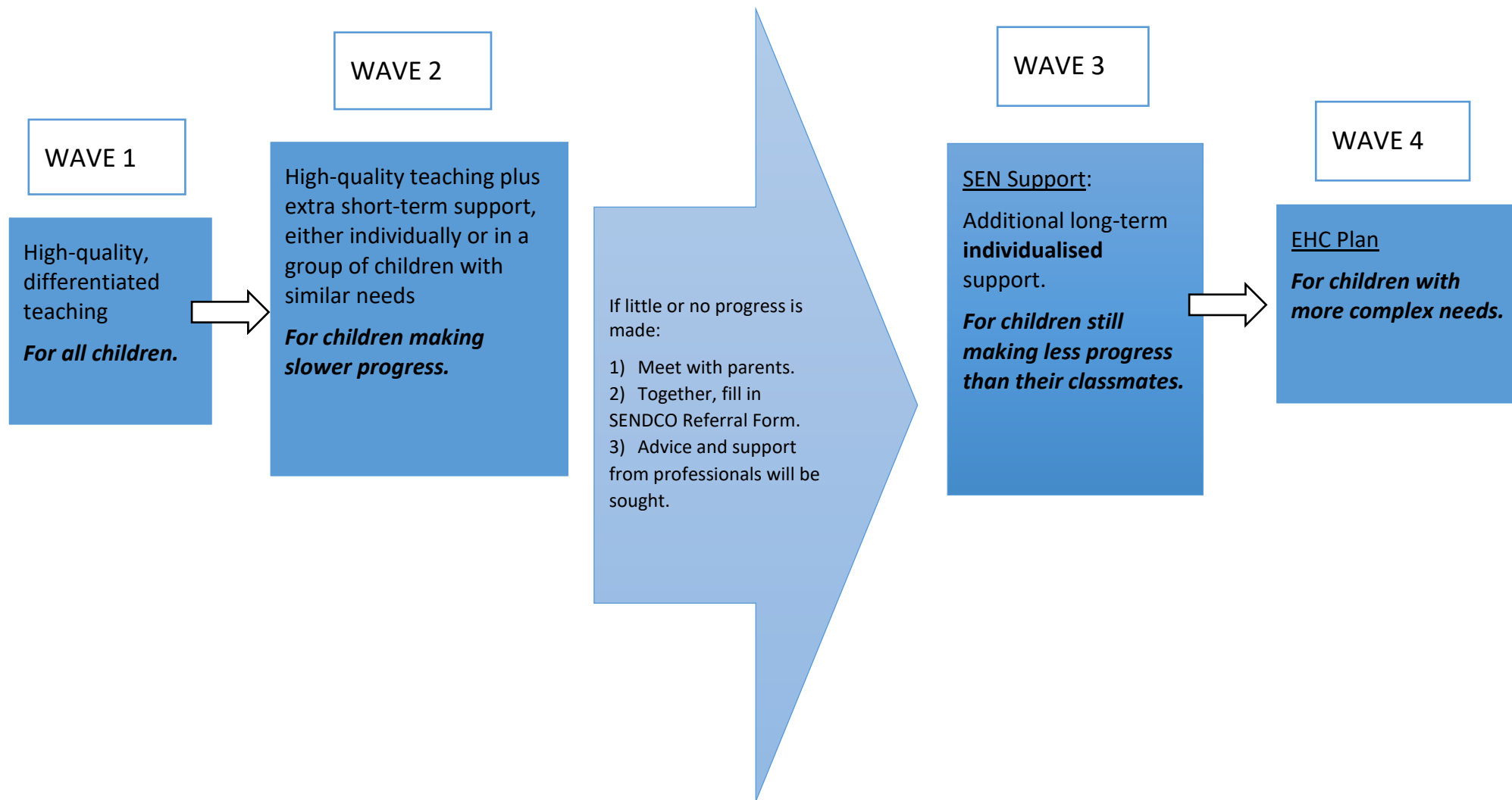
SENCo Recommendations/Next Steps

*\*All aspects of the form MUST be completed before handing to the SENCo*

*\* Please attach any relevant documents i.e. Provision map, planning etc.*

## Appendix B

## Overstone SEND Process



### Overstone Interventions Process

