

Overstone Combined School

Special Educational Needs Information Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Information Report on an annual basis. By law, Overstone Combined School is required to make this report available on our website.

1. The type of SEND provision that Overstone Combined School caters for is:

Overstone Combined School is a mainstream setting. At Overstone Combined School we aim to ensure that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural needs. As a school we recognise that all the children are entitled to and deserve access to a broad and balanced curriculum which is differentiated to meets their individual needs. Through a differentiated curriculum we support the children in making progress in their learning, acquire and develop skills and celebrate their successes and learners.

All children are monitored carefully across the school to ascertain whether they are attaining the level expected for their age and making sufficient progress.

The school provides special educational provision for pupils who require

“Special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school's accessibility policy can be found at:

https://overstone.eschools.co.uk/website/special_educational_needs_/78563

Overstone Combined School SEND Policy

The school's policy (including pupils who do and do not have an EHC Plan) for:

- ***Identifying and assessing pupils with SEND:***

Throughout the school we monitor and track the progress of all children through an on-going process of planning, teaching and review/assessment. Children with SEND may be identified at any stage of this process during their school life.

All pupils are monitored carefully and if it is felt that a child is experiencing difficulties, whether academically, socially or physically, a meeting is held between the class teacher, SENDCo and the pupil's parents/guardians.

From discussing concerns a plan of action is agreed to further monitor and support the pupil's needs. If the pupils specific needs can be addressed through first quality teaching and reasonable adjustments being made within the classroom then a plan is made to ensure this takes place. The pupil becomes part of a monitoring list so their progress is tracked closely and support is reviewed regularly.

If it is decided that the pupil requires support which cannot be achieved just through quality first teaching and by making reasonable adjustments then an Individual Education Plan is produced. This is agreed by the class teacher, SENDCo and parents, detailing targets aimed to support progress of the pupil.

If it is decided that the pupil is failing to make significant progress over time, following a range of support and targets, then a statutory assessment can be submitted to the local authority.

We believe that a child's education should be a partnership between parents and teachers, therefore, we aim to keep communication channels open and communicate regularly. Time at Parent Evenings is allocated to ensure regular discussion of the needs of pupils identified with SEND is carried out. Parents are also welcome to make an appointment with class teacher and SENDCo at any time to discuss their child's progress or ways to support their learning at home.

- ***Evaluating the effectiveness of its provision for pupils with SEND:***

The SENDCo evaluates the overall effectiveness of provision by reviewing the progress made by children identified as requiring support additional to or different from support available from quality first teaching. To carry out sufficient evaluations of support the SENDCo will observe and review interventions, hold discussions with staff, pupils, parents/guardians and outside agencies. The SEND governor reports on the effectiveness of provision to the governing body.

- ***Assessing & reviewing the progress of pupils with SEND:***

For pupils with an Individual Education Plan, a termly meeting is held with the teacher and parents/guardians. This usually takes place during allotted time at

Parents Evening. When a pupil has an Educational Health Care plan, the SENDCo is responsible for arranging an annual review where parents/guardians, pupil, teachers and any professionals involved discuss and review the pupils progress. During this meeting new outcomes and ways to support the pupil are discussed and agreed.

The School's approach to teaching

2. The school's approach for teaching pupils with SEND

- ***By adapting the curriculum and learning environment:***

At Overstone Combined School we organise our curriculum into exciting topics that the children find engaging.

All work within class is pitched at an appropriate level of challenge to ensure that all children are able to access a broad and balanced curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however, on occasions this can be individually differentiated. The benefit of this type of differentiation is that all pupils can access a lesson and learn at their level.

Pupils who have similar identified needs (e.g. a specific need in maths or reading or social skills) may also be taught in smaller groups, sometimes by a Teaching Assistant, but always under the direction of a teacher

If a pupil requires specialist equipment to help them access a broad and balanced curriculum, this can be provided by the school or sought through outside professionals involved with the pupil. The environment is adapted if necessary to allow all pupils access to any resources which can support their progress.

- ***Additional support for learning:***

Class Teachers (in close collaboration with their year group team) have the principal role in the planning and delivery of appropriately differentiated teaching for the children identified as having SEND in their class. They play a key role in the school's procedures for pupil assessment and are involved in the analysis of the data of pupils with SEND. They use this data to inform their planning across the wider curriculum to ensure that all lessons recognise the learning needs of all pupils where appropriate.

Where the pupil is on the special needs register, the Class Teacher discusses the range of additional support available with the SENDCo and will be instrumental in the drawing up of and implementation of Individual Education Plans.

The school also employs Higher Level Teaching Assistants and Teaching Assistants to support the Class Teachers to deliver effective whole class teaching as well as the SENCo in delivering learning programmes to children with SEND throughout the school. They are deployed across the school to support in lessons and to work with individual children and with small groups on very specific intervention programmes.

- ***Through activities that are available to pupils with SEND in addition to those available through the curriculum:***

All pupils are included in all parts of the school curriculum and we encourage them to for all children to be included in extracurricular activities and school trips. Every effort is made to adapt this provision for all pupils We will provide the necessary support to ensure that this is successful to ensure they are included as fully as possible in these activities. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

- ***Through improving the emotional and social development of pupils with SEND***

At Overstone Combined School all staff believe that all pupil's having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children which includes Teachers, Teaching Assistants and non-teaching staff. To support pupils run a range of effective social skill provisions, such as social groups, to help them develop socially and emotionally as well as academically

The School's Facilities

3. The school's facilities to include pupils with SEND and how you obtain new or specialist equipment and facilities:

Overstone Combined School is wheelchair accessible with an accessible toilet large enough to accommodate changing clothes.

We work closely with any external agencies that we feel are relevant to individual children's needs within our school including and seek their advice for acquiring specialist equipment and developing facilities to meet individual needs.

The School's Training

4. The school's arrangement for training staff in relation to pupils with SEND:

Specific staff training is arranged as and when a need is identified. This is accessible to Teachers and Teaching Assistants. Good practice and ways to support pupils are shared through staff meetings or INSET days.

All Teaching Assistants are given training prior to running an intervention group which may be provided internally or through an outside agency and work under the direction of the SENDCo or Class Teachers.

5. *Specialist expertise is obtained by the school by:*

Where necessary, the school actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire County Council/Bucks Learning Trust, e.g. Educational Psychologists, the Specialist Teaching Service, Cognition and Learning team, Pupil Referral Unit as well as outside agencies such as Health (e.g. Occupational Therapists, Speech and Language Therapists), Family Resilience Service and Social Care to ensure that the identified needs of individual children are met.

The School's Consultation

6. *The school's arrangements to consult with and involve:*

- ***Parents/Guardians of pupils with SEND about the education of their child:***

We believe that a child's education should be a partnership between parents and teachers, therefore, we aim to keep communication channels open and communicate regularly. As well as attending meetings to discuss preliminary concerns, time at Parent Evenings is allocated to ensure regular discussion of the changing needs of pupils identified with SEND is supported. Parents are also welcome to make an appointment with class teacher and SENDCo at any time to discuss their child's progress or ways to support their learning at home.

As with all pupils, Parents/Guardians receive termly school reports detailing their child's attainment and progress across the curriculum.

7. *Children/young people about their education:*

At Overstone Combined School, we believe in ensuring that our decisions and support centre on the needs of the individual. For this the voice of the child plays a pivotal role in deciding what should happen to support them as a learner. Each pupil with an Individual Education Plan has opportunity to provide their own target when these are updated. They also complete a 'Pupil Passport' to support transition to a new class, review the support they have received mid-way through the year and are invited to annual reviews.

The School's Partnerships

8. *The School's governing body involve other bodies(including health, social care BCC support services, voluntary and community groups) to meet the needs of pupils with SEND and their families:*

Overstone Combined School works closely the link Speech and Language Therapist and the link Occupational Therapist. Strategies are discussed to

support individual pupils and whether a full referral to the service is required. If a referral is made then a parent/guardian's consent is sought and a meeting between them, the SENDCo and the therapist is arranged. Following assessment both the parents/guardians and the SENDCo receive a report which advises further ways to support progress. Teachers will implement strategies which are advised by these professionals into the quality first teaching they provide. Where appropriate the targets suggested by these professionals will inform the pupils Individual Education Plan.

The school also works closely with the Educational Psychologist. A termly meeting is held between the SENDCo and the Educational Psychologist. Here pupils who have previously been seen are reviewed and other pupils who are of concern are discussed. Parent/guardian consent is obtained before an assessment takes place. The Educational Psychologist meets with the parents/guardians, the class teacher and the pupil as part of the assessment process. A report is written which is shared with parents/guardians which details suggested ways for support and targets to aim towards. Where appropriate the targets suggested by the Educational Psychologist will inform the pupils Individual Education Plan.

At Overstone Combined School we also buy into the Specialist Teachers provision for the Cognition and Learning Team. This service can be employed to come into the school to work with and assess pupils or to enhance provision through staff development. Parent/guardian permission is obtained before pupil assessments are carried out. The assessment process involves observing pupils in class, talking with their class teacher and working through a series of tests with the pupil. Following the assessment a report is written and copies are given to the SENDCO and the pupil's parents/guardians. The report details advice for supporting the pupil in making progress and suggests targets, which can be used in their Individual Education Plan.

10. The school's arrangements for pupils with SEND transferring between other education providers:

Through discussion between the teacher and SENDCo, pupils who may find transferring to a new setting a challenge are identified. The SENDCo will phone the SENDCo of the new setting to arrange a transition programme. This may involve a number of visits to the new setting for the pupils and a meeting between the new SENDCo and the pupil's parents/guardians. During the transition process relevant information concerning the pupil's needs, paper work and resources they use will be passed on. Throughout this process Overstone Combined School seeks to involve the pupil's and their parents/guardians fully.

11. The School does collaborate between the following education providers and other settings:

Overstone Combined School collaborates with The Cottesloe School as this is the main secondary school a majority of pupils move on to.

To support SENDCo development and policies, collaboration also takes place between the school and both High Ash Church of England School and St Michael's Primary School in Stewkley. When advice has been required to support specific pupils, collaboration has also taken place between Overstone Combined School and The Pathways Pupil Referral Unit in Aylesbury.

13. The School communicates the contact details for the support listed above to pupils with SEND and their families:

Communication of details for support are shared with pupils and their families through discussions and written reports.

14. The School's Key Contacts:

SENDCO

Name: Mr Dale Bradman

Email: admin@overstone-wing.bucks.sch.uk

Telephone: 01296 688799

15. The contact for compliments, concerns or complaints from parents/guardians or pupils with SEND:

Head Teacher

Name: Mrs Naima France

Email: admin@overstone-wing.bucks.sch.uk

Telephone: 01296 688799

Overstone Combined Schools complaint policy can be found at https://overstone.eschools.co.uk/website/complaints_procedure/35901

The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk