

SEN Policy and Information Report

Overstone Combined School



Approved by: Zafra Bendall, Kevin Bowskill **Date:** October 2018

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Overstone Combined School, we strive to create an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive. We aim to achieve this by:

- identifying, at an early age, children who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for children with SEND

- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Support Plans.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEN code of Practice, 2015
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disability Co-ordinator who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

2. Legislation and guidance

This policy and information report 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

3. 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Zafra Bendall, zbendall@overstone-wing.org 01296 688799

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

4.2 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

4.3 The Head-teacher

The Head-teacher will:

- Work with the SENDCO and SEN 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

4.4 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 SEN during SEN Pupil Progress Meetings, held once a term by the SENDCO. 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 SEN policy.**

5. SEN information report

5.1 The kinds of SEN that are provided for

Overstone Combined School is a mainstream school, which currently provides additional support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.
- Mild, moderate and multiple learning difficulties

5.2 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 take into account the parents' concerns and knowledge of their child
- We recognize 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.

5.3 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 Pupil Passports and Pupil Support Plans.

SEN Meetings

This year, we have introduced informal sessions for the SENDCO to seek the views of parents and pupils regarding SEN provision at the school. Suggestions made during meetings have led to direct change in SEN provision. For example, we have adapted our report format for some of our pupils on the SEN Register in order to better reflect smaller increments of progress.

Due to a high-incidence of Neuro-developmental conditions, such as Autism and ADHD, a need was identified for advice and support to be provided for parents. It was therefore arranged for specialists from CAMHS to attend one of our meetings so that parents were able to meet with them on a 1:1 basis.

Puzzle Centre

A working partnership has been formed with The Puzzle Centre, which supports parents and carers of children with Autism. It was planned for them to deliver a series of courses to parents and teachers in the Summer term, hosted by Overstone and open to other local schools. Unfortunately, these have not been able to take place, due to the school closures.

Transition

A new process was introduced in order to improve the transition for children with additional needs into new classes. This included a Parental View of SEN Provision form for parents to feed back what has worked well this year, what has not worked so well and what we can do next year to improve support. Children were asked to complete a My One Page Profile sheet on which they could let their new teacher know what is important to them.

Teachers have provided information about children in their current classes on an individual SEN Summary document.

Forms completed by parents, children and teachers have been added to a Google Drive, accessed by new teachers.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

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.

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.

There are three ways in which planned support can be recorded:

- 1) A SEN Support Plan, detailing outcomes, interventions to be implemented and success criteria
- 2) A Speech and Language Plan, detailing targets and activities to promote achievement of them, provided by SLT
- 3) EHCP Annex A: Planning Document for Short-Term Outcomes

5.5 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.

5.6 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 characterized 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 need, for example:

- Toe-by-Toe.
- Nurture Group.
- Nussy.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating 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. This year, we have introduced a 'Safe Space' in the KS2 Area and the Calm Room, where interventions and lunch-time clubs take place.

5.8 Additional support for learning

We have 11 teaching assistants who are deployed strategically in line with the needs of children who require additional support, including SEND.

Teaching assistants will support pupils on a 1:1 basis when this is stipulated in their EHCP or when this is required for a child to access the curriculum. We are always aware of the need to ensure that the balance between support and encouraging independence is effective.

Teaching assistants will support pupils in small groups when Wave 2 interventions for children with similar needs are necessary.

5.9 Expertise and training of staff

We have a team of 11 teaching assistants, including higher-level teaching assistants (HLTAs).

During this year, staff as a whole have undertaken training in school in:

- Understanding and Planning for Behaviour,
- Using the Occupational Therapy Resource Pack,
- Restorative Practice,
- Understanding Autism,
- Supporting Learners with Working Memory Difficulties,
- Supporting Learners with Dyslexia,
- Supporting Reluctant Writers,
- Supporting Learners with ADHD.

Individual members of staff have also undertaken training in:

- Introduction to Child Psychology
- Primary Education: Listening and Observing
- Teaching for Good Behaviour

- Understanding Autism
- Understanding Dyslexia
- Art Therapy
- Supporting Children and Young People's Well-being

These training needs were identified by the SENDCO following responses to a baseline questionnaire.

Our trained Emotional Literacy Support Assistant, Miss Wright provides 1-1 or group sessions for children who may have friendship or emotional issues.

Two of our Teaching Assistants have been trained as Nurture Practitioners this year and receive regular specific training to supplement this.

5.10 Securing equipment and facilities

If a pupil requires specialist equipment to access a broad and balanced curriculum, this can be provided by the school or sought through outside professionals involved with the pupil.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil and parent questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

The school recognises our legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. This means that we will ensure that the needs of a child with SEN are taken into account when planning an activity or experience. This may include discussions between school staff, parents, outside providers in order to ascertain whether adjustments need to be made in terms of staffing, resources or timings. This therefore means that:

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s) and to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We also recognise the possible links between challenging behaviour and SEN and our responsibility to provide appropriate support to ensure that children with SEN are not at a disadvantage. Our Positive Relationships and Behaviour Policy states:

Accessibility

The school's Senior Leadership Team, along with the SENDCO, will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Overstone Combined School is wheelchair accessible with an accessible toilet large enough to accommodate changing clothes. We also have a wheelchair lift at the entrance of the school.

Our Accessibility Plan and Admissions Policy can be found on the school website.

5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to attend our club from 12:30-1 at lunchtime, if appropriate, especially if coping with unstructured time is difficult.
- Our trained ELSA delivers programmes of support to children to develop their emotional literacy.
- Our Nurture Group takes place on one morning and one afternoon a week, for a group of 8 pupils.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work closely with the following agencies to provide support for pupils with SEN:

- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology (Psychology4Learning)
- CAMHS
- Community Paediatrics Team
- School Nurse
- Buckinghamshire SEN Team

This may be in the form of seeking advice, observation of children to identify needs and strategies to aid with these, supporting and informing parents or providing specialist equipment/resources.

5.15 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

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

www.ipsea.org.uk

www.bucksfamilyinfo.org

www.buckscc.gov.uk/education/bucks-send-ias/

5.17 Contact details for raising concerns

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

5.18 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>

6. 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.

7. Links with other policies and documents

This policy links to our policies on:

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

Z.Bendall, July 2020

Overstone SEN Process

