



Overstone Combined School

SEND Policy

September 2022

At Overstone Combined School, our approach to provision for children with SEND is at the heart of our whole school purpose and vision.

Purpose: Our school provides excellent primary education in a safe, nurturing and inclusive environment.

Vision: Overstone Combined School offers everyone a stimulating, happy and caring environment. Our vision is to enable children to grasp opportunities and enjoy a lifelong love of learning. We encourage all children from all backgrounds to challenge themselves to reach their full potential, gaining independence and high self-esteem. Staff, families and the community take pride in being part of something that matters, making Overstone the school of choice.

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, SEND Co-ordinators (SENDCOs) and the SEND information report

Definitions

A pupil has SEND 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

She will:

- Work with the Head-teacher, Kirsty Eales, and SEND governor, Cathryn Siddall, to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND 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 SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND 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 SEND, 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 SEND 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.
 - 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 SEND. This will be scaffolded 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.
- Adapting 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 Autism to use if needed or providing alternatives to written recording for pupils who find writing by hand challenging.

Identifying pupils with SEND 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 SEND.

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. This enables us to develop a holistic profile of the child's specific needs and strengths.

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 by letter when it is decided that a pupil will receive SEND 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 SEND 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 SEND Support is required the teacher and SENDCO 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 SENDCO 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 SENDCO. Every child, if on a SEND 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 SENDCO, 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.

(Also see Appendix B)

Criteria for removing pupils from the SEND 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 SEND 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.

When moving to a new year group within the school, the following Enhanced Transition are in place for children with SEND:

- My One Page Profile to be completed by the child for their new teacher
- Parental View of SEND Provision form to inform new teacher
- Transition Booklet with letter from new teacher and photos of staff
- Additional transition visit to the new classroom at the end of August

Evaluating the effectiveness of SEND provision

The Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions that have proven outcomes and are evidence-based. The impact of SEND provision on the progress and outcomes for children on the SEND 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 (see Appendix C)
- 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 SEND provision

Complaints about SEND 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 SEND

www.ipsea.org.uk

www.bucksfamilyinfo.org

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

Contact details for raising concerns

Zafra Bendall (SENDCO) zbendall@overstone-wing.org and Kirsty Eales (Head-teacher) 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 (SEND 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:	
Attendance <i>(Please obtain from office):</i>					
Pupil Premium: Y/N			LAC: Y/N		
Current Levels					
Reading:	Writing:		Maths:		
Action taken so far: <i>(Previous interventions and/or strategies already tried)</i>					
Parent/ Carer comments/ Consent for Referral:					
Sign:			Date:		
Referral made by:			Date:		
SENDCo Recommendations/Next Steps					

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

Holistic Profile Checklist

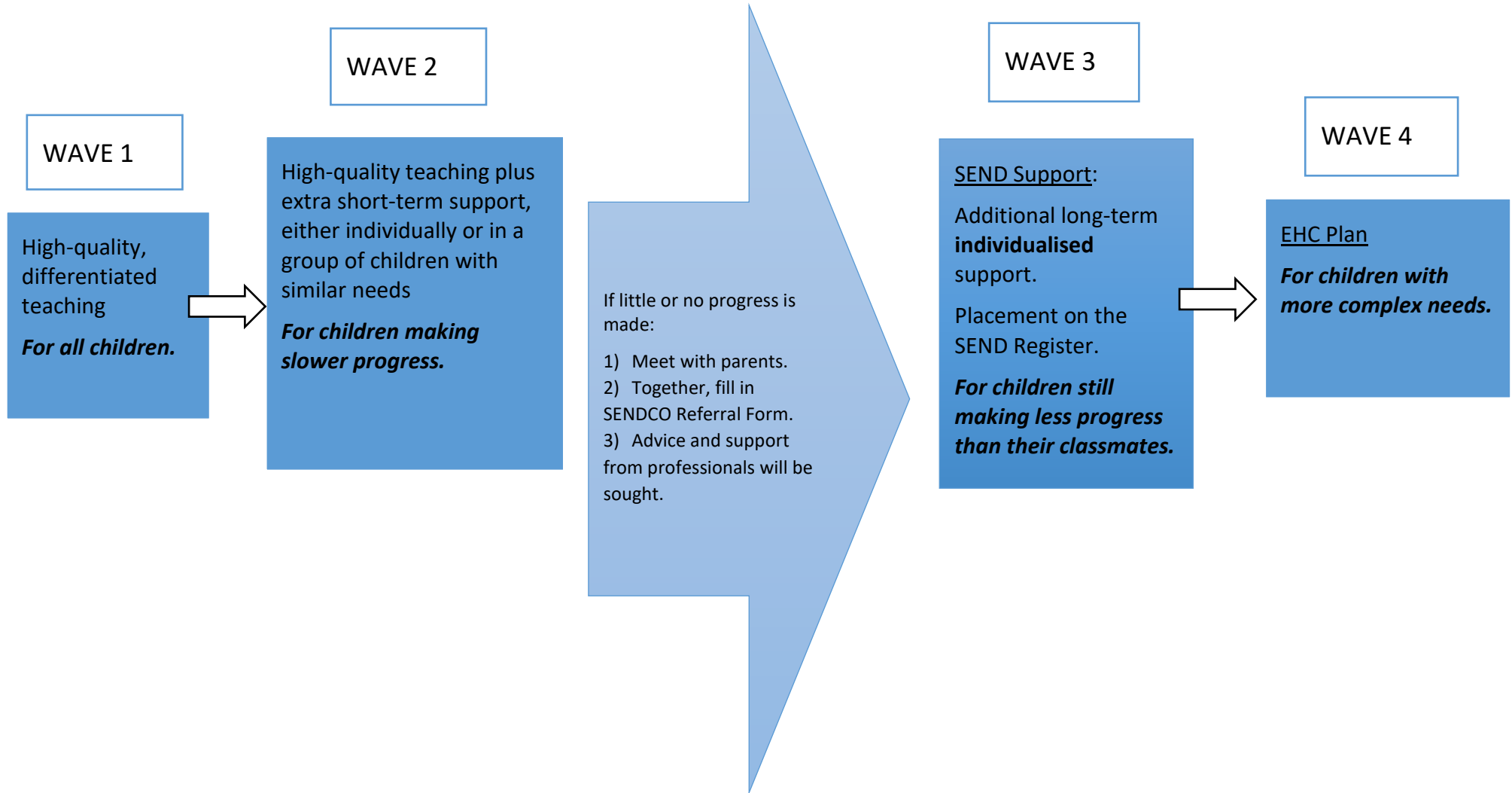
Speech, Language and Communication	<i>Note your observations here. Describe what you see or hear.</i>
Speech (<i>articulation, clarity and fluency</i>)	
Receptive language (<i>understanding of instructions</i>)	
Language processing (<i>Does the child take more time than expected to respond?</i>)	
Expressive language (<i>word finding, word ordering, sentence structure etc</i>)	
Communication (<i>willingness, verbal, non-verbal</i>)	
Social Interaction	
Friendships	
Co-operation (<i>sharing, turn-taking etc</i>)	
Appropriateness (<i>Is the child socially aware?</i>)	
Desire (<i>Does the child want to play or interact with others?</i>)	
Attention, Listening and Memory	
Sitting (<i>For how long and behaviour displayed?</i>)	
Looking and listening (<i>calmness, eye contact, distracted etc</i>)	

Completion of tasks <i>(distracted, unfinished activities, flitting)</i>	
Task focus <i>(ability to stay on task)</i>	
Auditory memory <i>(retention of verbal information)</i>	
Visual memory <i>(retention of visual information)</i>	
Planning and Organisation	
Personal organisation <i>(ability to independently organise themselves)</i>	
Making choices <i>(Can the child decide what to do without help?)</i>	
Self-help skills <i>(dressing, toileting, eating)</i>	
Motor Skills and Movement	
Fine motor skills <i>(pencil grip, writing skills, dressing)</i>	
Gross motor skills <i>(walking, running, climbing etc)</i>	
Spatial awareness <i>(tripping, falling, bumping into things etc)</i>	
Ability to sit still <i>(keeping their body still, controlling movement)</i>	
Behaviour	
Classroom	

Outdoors	
Home	
Strengths	
Social	
Learning	
Interests	
Other skills	

Appendix B

Overstone SEND Process



Overstone Interventions Process

