



Overstone Combined School

Special Educational Needs and Disabilities Annual Report 2025

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 the individuals when a potential special educational need has been identified.

Our school is an inclusive setting where every child is valued. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort and progress as much as achievement and attainment. Our SEND policy is available on the school website, detailing our philosophy in relation to SEND.

Additional and/ or different provision is currently being made at our school for our children with a range of needs including:

Cognition & Learning – moderate learning difficulties, specific learning difficulties including dyslexia

Sensory, medical and physical – sensory processing difficulties, gross and fine motor skill challenges, visual and hearing impairments

Communication & Interaction – Autism, speech and language difficulties

Social, emotional and mental health – Attention Deficit Hyperactivity Disorder, attachment disorder, anxiety

1. The SEND provision at Overstone Combined School is on an individual needs basis and includes but is not limited to:

- Time limited interventions personalised to the child's needs (English, Maths and other subjects), where school has identified areas for development. In Early Years Foundation

Stage, the children are monitored for progress against the Seven Areas of Learning and Development.

- Additional or adapted resources
- Language Link and Speech Link – identifying difficulties with understanding areas of language and speech sounds
- Additional Read Write Inc phonics support carried out by suitably trained Teaching Assistants
- Individual direct teaching and precision monitoring sessions to work towards specific reading, spelling or number targets. This could be using the Toe by Toe, Hornet, Plus 1 or Power of 2 programmes
- Social skills groups; delivered by our trained Emotional Literacy Support Assistant (ELSA)
- Lego Therapy
- Individual and small group emotional support sessions carried out by our trained ELSA
- Forest School sessions for all children to support well-being and emotional literacy
- Activities from the Bucks Occupational Therapy resource pack to support areas such as fine motor skills or daily self-care
- The involvement of external agencies and other professionals. (**see school's partnerships – section 7**).
- Additional 1:1 support in specific subjects may be provided in exceptional cases.
- TA support in class, with small focus groups support and 1:1 sessions
- Access arrangements may be made for exams where a specialist report identifies a need.

2. Pupils are identified as needing extra support from information such as:

- Concerns raised by parents/carers or the child/young person
- Information from providers/ feeder schools passed on prior to transfer.
- Observations and assessments carried out on entry.
- Pupils not meeting targets or whose progress is slower than expected
- Ongoing, statutory and termly assessments, analysed by the SENDCo and the Head Teacher to identify barriers to achievement and to determine needs and provision.
- Information from medical professionals

Children with SEND receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment. They plan to enable children to fully engage in learning, physical and practical activities.

Ultimately, we focus on the whole child and recognise it is not just about the attainment at the end of the year, it is about equipping children with vital learning skills and values to make progress and be happy, self-motivated learners. As part of this holistic approach, we also support children in developing social and emotional resilience so that they thrive inside and outside the classroom.

How we monitor provision:

- In consultation with the pupil and parent/carer, SEN Support Plans (SSPs) are written by the class teacher and the SENDCo; these are reviewed termly. These are also used to show how support is targeted and the effectiveness of the interventions.

- Termly data, and information from class teachers, parents and the pupil, is all used to assess the effectiveness of the provision and the progress of pupils with SEND.
- Monitoring by SENDCo through learning walks, book looks and parental and pupil voice.

3. The school's approach to teaching

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching (QFT) that is appropriately adapted for individual pupils is the first step in responding to possible SEND.

- The inclusion of all children with SEND both inside the classroom and during extra-curricular activities and trips, as well as attendance at before and after school care where requested.
- Risk assessments carried out where necessary to ensure all pupils participate to the best of their abilities.
- Teaching staff are given training on strategies to use in the classroom with pupils who have specific needs.
- Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered through social skills groups, and school can also refer to CAMHS (Child and Adolescent Mental Health Service) when needed.

4. The School's facilities

- The school site complies with the Disability Discrimination Act (DDA). The main buildings are accessible for wheelchair users and ramps are in place to allow access to areas where there would have been a raised kerb or steps. Visitor parking bays, nearest to reception, are made available in order to provide easier access for disabled pupils and/ or parents/ carers.
- The KS1 building has a toilet adapted for disabled users.
- Personal Emergency Evacuation Plans (PEEPS) are put in place for any child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

5. Our Team

- Our Special Educational Needs and Disabilities Co-ordinator is Mrs Tracy Roberts.
- We have a team of 14 teaching assistants, one of whom is a higher-level training assistant (HLTA) All these staff members have experience and training in planning, delivering and assessing a variety of intervention programmes.
- The school works closely with other local settings, sharing training opportunities and outside experts. The SENDCo works closely with the other members of the Senior Leadership Team to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.

6. What expertise and training does the school's staff have to support pupils with SEND?

- The SENDCo has worked with children with a variety of needs since qualifying as a teacher over 30 years ago. She has been a SENDCo for 15 years and has held the National Award for SEN Co-ordination (NASENCo) qualification since July 2012.
- An additional member of staff also holds the NASENCo award and the headteacher has 12 years of experience as a SENDCo.
- All teachers have qualified teacher status.
- We employ and train TAs to deliver a range of interventions.
- Staff have been trained in the Buckinghamshire Steps programme.
- We have two trained Nurture practitioners and one trained Emotional Literacy Support Assistant.
- Specialist training has been accessed through iSEND - The Integrated SEND Service, the Educational Psychology team and the Cognition and Learning team.
- Individual staff have had further, or more specific training, on how to support pupils with individual needs, from specialists or through internal and external training courses.
- General support and advice are offered to staff from the SENDCo as and when necessary.

7. The School's arrangements for consultation

- If parents have a specific concern, they should contact the Class Teacher in the first instance, who will liaise with the SENDCo as appropriate.
- Each pupil who has been identified as having special needs will have an SEND Support Plan (SSP) that is written in conjunction with them and their parent/carer.
- Pupils on the SEND register and their parents/carers are invited to meet with the class teacher, and the SENDCo if necessary, every term to review the current IPM and agree the new one. Any child with an EHCP will also have an annual review.
- Parent evenings are held twice a year when parents/carers can meet with class teachers.

8. The School's partnerships

- The school's governing body involve other bodies (including health, social care, Buckinghamshire Council support services) to meet the needs of pupils with SEND and their families by using the following outside agencies:
 - iSEND - The Integrated SEND Service who support pupils with Autism, Visual impairment, Hearing impairment, Physical Disabilities & Speech and Language needs.
 - Child Protection Services
 - Educational Psychology
 - CAMHS
 - School Nurse
 - Community Paediatrics

- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil Referral Unit (PRU)

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

We recognise that transition is an important time for all pupils but especially for a child with SEND. We work closely with parents/ carers, pupils and staff to ensure these transitions run as smoothly as possible.

Transition within the school from one-year group to the next takes place towards the end of the summer term. It may include:

- Additional visits for SEND pupils to their next classroom, teacher and TA.
- A photo book to take home showing staff and key places in the next class.
- A passport is created by the pupil for the staff indicating how they learn best and their interests.
- A folder containing up-to-date SEND history and SEN Support Plans are passed to the next teacher.

From one setting to another, for example, junior school to secondary:

- Meetings are undertaken between staff of both settings to discuss SEND needs of the transferring pupils.
- Opportunities for parent liaison are supported
- Participation in planned transition activities with our local secondary schools
- Additional visits to the next setting, sometimes accompanied by school staff if appropriate/ necessary
- Provision of up-to-date SEND history and SEN Support Plans
- Participation in a regular transition group during the summer term
- A passport is created with the pupil for the staff indicating how they learn best and their interests.
- A photo book can be made showing key staff and key places in the next setting for the pupils to take home.

10. The school communicates the contact details for the support listed above to pupils with SEND and their families via:

- The School website
- Parent consultation evenings
- 1:1 discussions
- Termly reviews

11. The school's key contact:

SENDCO: Mrs Tracy Roberts

Email: admin@overstone-wing.org or sen@overstone-wing.org

Tel: 01296 688799

12. The contact for compliments, concerns or complaints from parents of pupils with SEND is:

Headteacher: Mrs Kirsty Eales

Email: admin@overstone-wing.org

Tel: 01296 688799

The LA's local offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks local offer provides information and advice on Special Educational Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer please call 01296 383293 or email

www.familyinfo@buckinghamshire.gov.uk

Tracy Roberts

October 2025