



Overstone Combined School & The Orchard (C&I unit)

Special Educational Needs and Disabilities Annual Report 2026

Our Special Educational Needs and Disabilities (SEND) Information Report is designed to provide parents and carers with clear information about how Overstone Combined School supports and makes provision for pupils with SEND in line with the requirements set out in Schedule 1 of the Special Educational Needs and Disability Regulations (2014). This report explains how our SEND policy is implemented in practice and outlines the support available within our mainstream, provision, including The Orchard, our specialist communication and interaction (C&I) provision. The report is reviewed and updated annually to reflect our current provision and practice. If you would like further information about our approach to SEND, please refer to our SEND policy which is available on the school website. This report should be read in conjunction with Buckinghamshire Council's Local Offer, which provides information about support and services available across the local area:

<https://familyinfo.buckinghamshie.gov.uk/send/>

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.

Contents

1. What types of SEN does the school provide for?
2. Which staff will support my child, and what training have they had?
3. What should I do if I think my child has SEN?
4. How will the school know if my child needs SEN support?
5. How will the school measure my child's progress?
6. How will I be involved in decisions about their education?
7. How will my child be involved in decisions made about their education?
8. How will the school adapt its teaching for my child?
9. How will the school evaluate whether the support in place is helping my child?
10. How will the school resources be secured for my child?
11. How will the school make sure my child is included in activities alongside pupils who don't have a SEND?
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
13. How does the school support pupils with disabilities?
14. How will the school support my child's mental health and emotional and social development?
15. What support will be available for my child as they transition between classes or settings?
16. What support is in place for looked-after and previously looked-after children with SEN?
17. What should I do if I have a complaint about my child's SEN Support?
18. What support is available for me and my family?
19. Glossary

Dear Parents and Carers,

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website [Overstone SEND policy](#)

Note: If there are any terms we have used in this report that you are unsure of, you can look them up in the Glossary at the end of the report (Section 19)

1. What types of SEN does the school provide for?

Children's SEND is identified within four broad areas:

AREA OF NEED	
Communication & Interaction	Autism Spectrum Disorder (ASD)
	Speech and language difficulties
Cognition & Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties dependant on the need and school resources
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)/ attention deficit disorder (ADD)
	Anxiety, trauma, attachment needs
Sensory and/ or physical	Hearing Impairment
	Visual Impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child and what training have they had?

Senior Leadership for SEND

SEND and Inclusion at Overstone Combined School is led by Mrs Tracy Roberts, Deputy Designated Safeguarding Lead and the school's Inclusion Manager. She has worked with children with a variety of needs since qualifying as a teacher 34 years ago. She has been a SENDCo/ Inclusion Manager for 16 years and has held the National Award for SEN Co-ordination (NASENCo) qualification since July 2012.

Mrs Roberts works closely with class teachers and support staff across the school to ensure that pupils with SEND receive appropriate, high-quality provision.

Class Teachers

Class teachers have responsibility for the progress and attainment of all pupils in their class. All teachers receive regular SEND-focused CPD and are supported by the Inclusion Manager to adapt teaching, plan targeted support, and meet individual needs.

Teaching Assistants (TAs)

Our TAs work alongside teachers to provide in-class support, small group interventions, and targeted programmes tailored to pupils' needs. They receive ongoing training across a range of SEND areas.

We have a team of 12 teaching assistants, one of whom is a higher-level training assistant (HLTA.)

The Orchard (Communication & Interaction Unit)

Our lead teacher is Mrs Jess Blake. She has 33 years of teaching experience including 12 years leading the autism provision at a Buckinghamshire special school.

Mr Dale Bradman is the teacher for our newly opened second class. He has 23 years of teaching experience. He has previously been a SENDCo and holds the NASENCo award.

Within The Orchard, we have 2 TAs and 1 HLTA providing enhanced support for pupils with communication and interaction needs.

Additional information:

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 a 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.

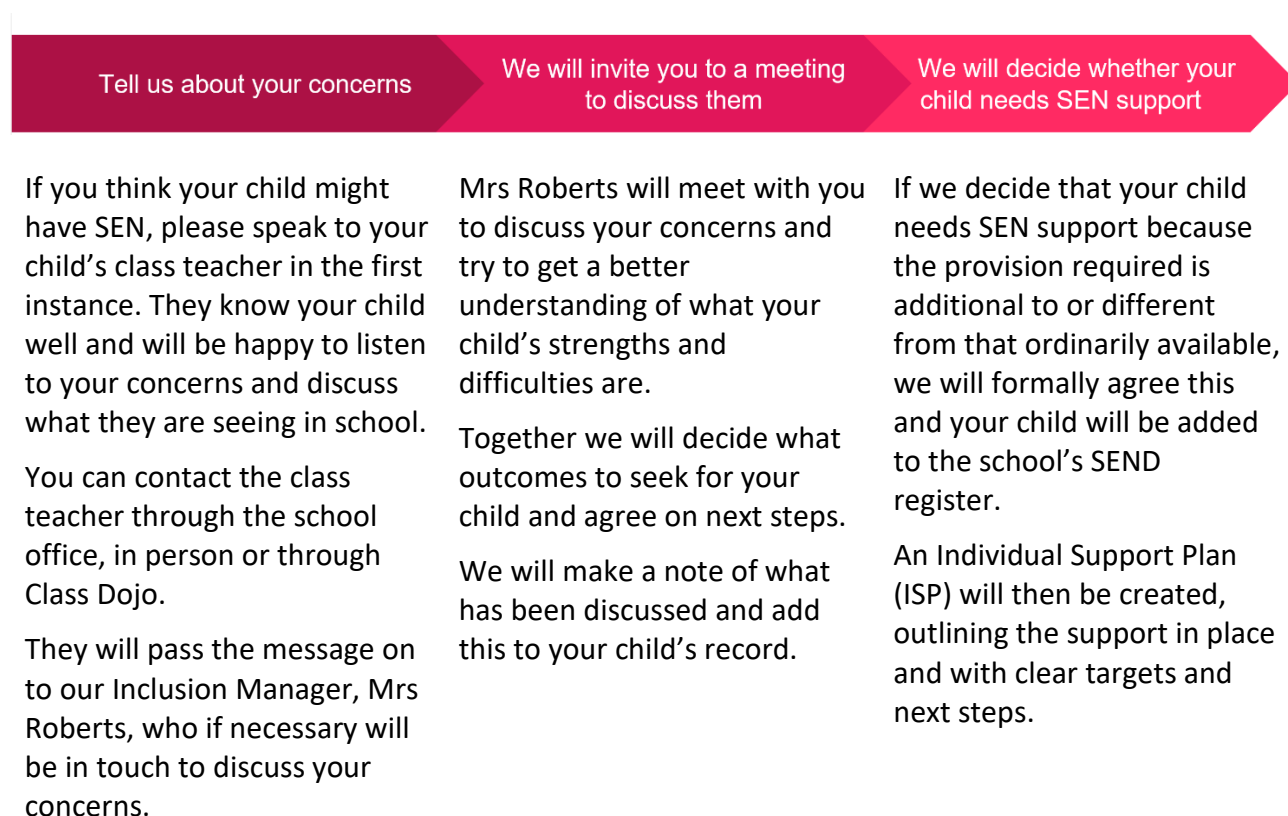
General support and advice are offered to staff from the Inclusion Manager as and when necessary.

External Agencies

Where additional expertise is required, we work closely with Buckinghamshire external services to support pupils and their families. These may include:

- Educational Psychology Service
- Link Inclusion Teacher
- iSEND - The Integrated SEND Service who support pupils with Autism, Visual impairment, Hearing impairment, Physical Disabilities & Speech and Language needs
- Speech and Language Therapy (NHS services)
- Occupational Therapy & Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- School Nursing Team
- Early Help and Social Care services
- Virtual School (for children in care)
- Child Protection Services
- Community Paediatrics
- Education and Welfare Officers
- Counsellors
- Pupil Referral Unit (PRU)
- Relevant voluntary and community organisations

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEND support?

At Overstone Combined School, all class teachers regularly assess pupils' learning, progress and wellbeing. They are attentive to any child who may not be making expected progress academically, socially or emotionally.

If a concern arises, the class teacher will first look closely at your child's learning to identify any gaps or barriers. Short-term support or targeted interventions may be put in place to help address these. Many children make good progress once these gaps have been identified and supported.

If your child continues to find learning or school life difficult, the class teacher will discuss this with the Inclusion Manager and will arrange to speak with you to share concerns and gather your views.

The Inclusion Manager, alongside the class teacher, may then:

Observe your child in class and at other times of the day (e.g. playtimes, assembly)

Review their progress, attainment and wider development

Speak with staff who know your child well

Compare your child's progress with that of their peers

We place great importance on working in partnership with families, so your views - and your child's views - will always be sought as part of this process.

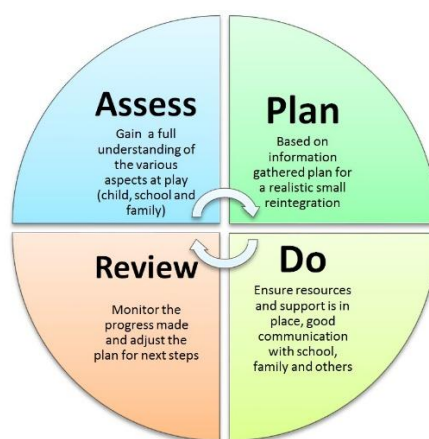
Where appropriate, we may also seek advice from external professionals (such as a Speech and Language Therapist, Inclusion Specialist Teacher or Educational Psychologist) to build a fuller picture of your child's needs.

Using all of this information, the Inclusion Manager will decide whether your child requires SEN Support. We will always discuss this decision with you.

If your child does require SEN Support, they will be added to the school's SEND register, and an Individual Support Plan (ISP) will be created and shared with you. This will outline the support in place, with clear targets and next steps, and will be reviewed termly, in partnership with you.

5. How will the school measure my child's progress?

We will follow the graduated approach to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess

The class or subject teacher will work with the Inclusion Manager 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 Inclusion Manager 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 them 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. They will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The Inclusion Manager 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 Inclusion Manager. 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.

Specialist staff may be involved at any stage and this will depend on individual circumstances. The school can ask for general advice from external agencies on dealing with specific difficulties, or an in-depth individual assessment, if tried strategies have not been successful. The professional involved will then advise the school on how best to help the child and decide on the level of involvement required by them.

Parents will always be consulted before specialists from outside the school become involved in working directly with their child and consent will be obtained.

6. How will I be involved in decisions about their education?

We will provide termly reports on your child's progress in line with the ISP cycle. **Cycle 1** - June to October, **Cycle 2** - October to February, **Cycle 3** - February to June (year 6 until July). If you need to further discuss the provision available and your child's progress, please arrange a meeting with the class teacher in the first instance.

We recognise that you are the expert when it comes to your child's needs and aspirations. We want to make sure that you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs change at any time, please let us know so that we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy of the updated plan.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend review meetings to discuss their progress and outcomes

- Discuss their views with a member of staff who can act as a representative during the meeting
- Participate in pupil voice with the Inclusion Manager, subject leaders and the senior leadership team.

8. How will the school adapt its teaching for my child?

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Teaching staff are given training on strategies to use in the classroom with pupils who have specific needs.

We will use scaffolding and adaptive teaching tools to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Ordinarily Available Provision (OAP) <https://schoolsweb.buckscc.gov.uk/send-and-inclusion/sendsupport/ordinarily-available-provision/>
- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting and scaffolding our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- As appropriate/ necessary, LSAs may support pupils on a 1-to-1 basis at times when an EHCP specifies this within section F.
- LSAs/class teachers will support pupils in small groups when needed.

We may also provide the following interventions:

- ELSA/ SEMH
- Lego Therapy
- Language Link
- Precision monitoring
- Phonics
- Occupational Therapy programs will be run according to specialist advice
- Speech and language programs will be run according to specialist advice

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication & Interaction	Autism Spectrum Disorder	Universal provision (The high-quality, inclusive teaching and support available to all students in school) Visual timetables and resources Social Stories Ear defenders Advice from inclusion teacher
	Speech & Language difficulties	Universal provision Language/ Speech Link Speech and language therapy
Cognition & Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Universal provision Writing slope Coloured overlays/ reading windows Use of ICT Repetition and overlearning Classroom scaffolding sheets Manipulatives
	Moderate learning difficulties	Universal provision Use of ICT Repetition and overlearning Classroom scaffolding sheets Manipulatives Precision Monitoring
Social, emotional and mental health (SEMH)	ADHD, ADD	Universal provision Quiet workstation Sensory circuits Movement breaks Focus tools
	Adverse childhood experiences and/ or mental health issues	Universal provision Nurture groups ELSA/ SEMH In-school counselling
	Hearing impairment	Universal provision

Sensory and/ or physical		As advised by external professionals
	Visual impairment	Universal provision As advised by external professionals
	Multi-sensory impairment	Universal provision As advised by external professionals
	Physical impairment	Universal provision As advised by external professionals

9. How will the school evaluate whether the support in place is helping my child?

Ways we will evaluate the effectiveness of provision for your child:

- In consultation with the pupil and parent/carer, Individual Support Plans (ISPs) are written by the class teacher and the Inclusion Manager; 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 the Inclusion Manager through learning walks, book looks and parental and pupil voice.
- Using pupil questionnaires and voice
- Holding an annual review (if they have an EHCP)

10. How will the school resources be secured for my child?

The Inclusion Manager will have discussions with the headteacher and the finance team to secure equipment and facilities to support pupils with SEN as required/ necessary.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More LSA hours if needed
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will be best to help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will make a request to the local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs which are run by an external provider.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day/ school plays/ workshops/ etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Decisions on the admission of pupils with an Education, Health and Care plan (including places in The Orchard) are made by the Local Authority in consultation with the school. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. As a school we advise any families to visit the school prior to applying and have a discussion with the Headteacher and Inclusion Manager to ensure that Overstone Combined School can meet their child's needs.

All children whose education, health and care (EHC) plan names a school will be admitted before any other places are allocated.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet the criteria set out below, in order until all places are filled:

- Criterion 1: Looked after children and previously looked after children
- Criterion 2: Catchment
- Criterion 3: Siblings
- Criterion 4: Exceptional medical or social needs

Our school admissions policy can be found here [Overstone Admissions Policy](#)

13. How does the school support pupils with disabilities?

We value all our pupils and are committed to providing a fully accessible environment that meets their education, physical, sensory, social, spiritual, emotional and cultural needs.

We will take all necessary steps to prevent disabled pupils from being treated less favourably than other pupils.

We will endeavour to secure all necessary facilities to help disabled pupils access our school, including the provision of auxiliary aids and services as appropriate to their needs.

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.

A disabled toilet is available in The Grove building, and an adjustable changing table is available in The Orchard.

Our accessibility plan can be found here: [Overstone Accessibility plan](#)

14. How will the school support my child's mental health and emotional and social development?

At Overstone Combined School, we provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to apply for the school council and reading ambassador positions. The children in Year 6 are also encouraged to stand for house captain roles.
- We provide extra pastoral support for pupils with SEN by timetabling ELSA sessions for those who require it.
- We have a zero-tolerance approach to bullying. We prevent bullying in the school by having a robust behaviour policy; having regular assemblies and discussions with the pupils.

As a school we are happy to discuss individual access requirements.

- Visual timetables are displayed in classrooms
- Specialist equipment may be given to pupils as appropriate e.g. writing slopes, sensory cushions, pencil grips, easy grip scissors, ear defenders
- A range of curriculum resources are used to support specific subject areas e.g. concrete resources, coloured overlays and word banks
- Adaptations are made to the learning environment to accommodate individual pupils e.g. seating position, large print

15. What support will be available for my child as they transition between classes or settings?

We will share information with the school 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 pupils have induction session days in their new school when moving to Year 7.

Joining our school

For children joining Overstone in Reception a through handover is done with the child's nursery or pre-school. Home visits are also carried out for all children starting in Pre-school and Reception.

If your child joins us as an in-year transfer then we will contact the previous school and ask for all relevant information.

Between years

To help pupils with SEND be prepared for a new school year we:

- Hold a handover meeting between teachers, TAs and the Inclusion Manager at the end of the academic year
- Additional visits for SEND pupils to their next classroom, teacher and TA
- Photos to take home showing key places in the next class
- A folder containing SEND history and SEN Support Plans are passed to the next teacher

Between schools

When your child is moving on from our school, we will contact the receiving school and handover all relevant information.

Moving to secondary

The SENDCo of the secondary school will come into our school for a meeting with our Inclusion Manager. They will discuss the needs of all the children who are receiving SEN support. Support plans will be shared.

Pupils will be prepared for the transition by:

- Meeting staff from their new school
- Attending additional transition visits where appropriate as well as participation in planned transition activities with our local secondary schools where possible
- Participation in a regular transition group during the summer term, which might include:
 - Practising with a secondary school timetable
 - Learning how to get organised independently
 - Working on how to respond in different scenarios

16. What support is in place for looked-after and previously looked-after children with SEN?

The Designated Safeguarding Leads (DSLs) will work with the Inclusion Manager (who is also a DSL) to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They can then take a concern to Mrs Roberts or Mrs Eales and then, if necessary, you can be referred to the school's complaints procedure.

If you are not satisfied with the school's response then you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Global Mediation on 0800 064 4488. This service is free of charge.

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-health-and-careplans/disagreeing-with-our-decision/>

18. What support is available for me and my family?

At Overstone Combined School we work closely in partnership with families and recognise that supporting a child with SEND can sometimes feel overwhelming. We want you to know that you are always welcome to speak with us – we are here to support you, your child and your family.

- We hold a 'meet the teacher' liaison once a term to allow parents to liaise with the class teacher and visit the classroom.
- Parents' evenings are held twice a year when all parents/ carers can meet with class teachers

Local Authorities are required by legislation to publish and review information about services they have available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The Local Offer improves choice and transparency for families of children with SEND. It is an important resource for parents in understanding the range of services and provision in the local area and it is an active signposting tool. Buckinghamshire Council's Local Offer can be found on www.bucksfamilyinfo.org under the tab at the top entitled 'Local Offer'.

Independent support is available for parents/carers undergoing the Education, Health and Care (EHC) Assessment and Planning Process, both with new EHC Plans or Learning Disability Assessments via SEND Information, Advice and Support Service (SENDIAS). The service is provided by Adviza, a charity whose purpose and passion is to support young people and others making important decisions in their lives, especially those who are vulnerable.

SENDIAS Contact details;

01296 383 754

E-mail: sendias@buckinghamshire.gov.uk

Website: <https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/>

General

<https://www.specialneedsjungle.com/>

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/>

<https://www.family-action.org.uk/what-we-do/children-families/send/send-info/>

<https://www.gov.uk/disability-living-allowance-children>

Autism

<https://www.autism.org.uk/>

<https://autism-bucks.charity/>

<https://www.ambitiousaboutautism.org.uk/information-about-autism/early-years/support-for-families>

ADHD

<https://www.ukadhd.com/support-groups.htm>

Mental health

<https://www.bucksmind.org.uk/guide/category/mental-health-categories/>

<https://tutorful.co.uk/guides/the-expert-guide-to-help-your-child-with-anxiety>

<https://www.youngminds.org.uk/parent/parents-helpline-and-webchat#parents-helpline>

OT

<https://www.buckshealthcare.nhs.uk/childrenandyoungpeoplesot/index.htm>

Dyslexia

<https://www.bdadyslexia.org.uk/>

SALT

https://chatterpack.net/?utm_campaign=2654135_CoP%20enews%20May&utm_medium=email&utm_source=Nasen&dm_i=2F68,1KVXZ,9O8CFW,5DL6C,1

<https://www.buckshealthcare.nhs.uk/cyp/therapy/training-for-parents-early-years-and-school-staff/>

National charities that offer information and support to families of children with SEND are:

IPSEA <https://www.ipsea.org.uk/>

SEND family support <https://sendfs.co.uk/>

NSPCC <https://www.nspcc.org.uk/>

Family Action <https://family-action.org.uk/>

Glossary

Access arrangements

Additional support or adjustments to help pupils with SEND access assessments or tests fairly.

Annual review

A yearly meeting to review a pupil's Education, Health and Care Plan (EHCP), ensuring that the

provision remains appropriate and effective.

Areas of need

The four broad areas which describe different types of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

CAMHS (Child and Adolescent Mental Health Services)

Specialist NHS services that support children and young people with more complex or significant mental health needs.

Differentiation

When teachers adapt their teaching, resources or approach to meet the individual needs of pupils.

EHC needs assessment (EHCNA)

A formal assessment carried out by the local authority to determine whether a child requires an Education, Health and Care Plan (EHCP).

Education, Health and Care Plan (EHCP)

A legal document which outlines a child's needs and the provision required to support them across education, health and care.

First-tier SEND Tribunal

An independent body where families can appeal decisions made by the local authority about EHC needs assessments or EHCPs, or raise concerns about disability discrimination.

Graduated approach

The cycle of support used in schools:

- Assess
- Plan
- Do
- Review

This ensures that support is carefully planned, monitored and adapted to meet a pupil's needs.

Intervention

A targeted, short-term programme or support put in place to help a pupil develop specific skills or achieve particular outcomes.

Local Offer

Information provided by Buckinghamshire Council about the services, support and guidance available for children and young people with SEND and their families. (see below)

Outcome

A goal or target for a child with SEND. Outcomes may relate to learning, independence, communication or emotional wellbeing.

Reasonable adjustments

Changes that the school makes to remove or reduce barriers, ensuring that children with disabilities can access learning and school life.

Inclusion Manager/ SENDCo (Special Educational Needs Coordinator)

The member of staff responsible for overseeing SEND provision within the school and supporting staff, pupils and families.

SEN (Special Educational Needs)

A term used when a child requires additional support to access learning.

SEND (Special Educational Needs and Disabilities)

A broader term which includes children with special educational needs and/or disabilities.

SEND Code of Practice

The statutory guidance that schools, local authorities and other services must follow to support children and young people with SEN

Universal provision

Forms the foundation for all other provision or support in schools, colleges and other settings, and comprises high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people.

The school's key contact:

Inclusion Manager: Mrs Tracy Roberts

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

Tel: 01296 688799

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

Tracy Roberts

October 2026