



Overstone Combined School

SEND Policy

September 2024

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.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice: 0 to 25 years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014 – updated Dec 2015)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Accessibility Plan
- Teachers' Standards 2012
- NASEN: Updating SEN Policy for Schools (2014)

Identifying Special Educational Needs and Disability

Definition of Special Educational Needs and Disability

A child has a special educational need if they have a learning difficulty or disability which requires provision that is '*additional to*' or '*different from*' the normal adaptations made as part of Quality First Teaching.

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders them from making use of facilities generally provided for others of the same age.

Under the Equality Act 2010 a disability is 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEN, but nevertheless, schools have a duty in law to make 'reasonable adjustments' to prevent these children being put at a substantial disadvantage against their peers. There is, however, a significant overlap between disabled children and those with SEN. When a disabled child requires special education provision, they are also covered by the SEN definition.

Types of Learning Difficulty

The SEND Code of Practice: 0-25 Years (January 2015) identifies four main areas of need. Children may have needs which fall into one or more categories, and these may or may not be inter-related.

1. Communication and Interaction

- Speech, language and communication needs (SLCN)
- Autistic spectrum disorder (ASD)

2. Cognition and Learning

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulty (SpLD), including dyslexia, dyscalculia and dyspraxia

3. Social, Emotional and Mental Health Issues

- Anxiety/depression/self-harming/substance misuse/eating disorders
- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)

- Attachment disorder (AD)

4. Sensory and/or Physical Needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Other physical disability

The purpose of identifying what type of SEND a child has, is not to fit them into a category, but to help the school, and other professionals, decide what action needs to be taken to provide appropriate support for that child.

Persistent, disruptive or withdrawn behaviours may be a result of a SEN, but not necessarily so. Any concerns relating to a child's behaviour will be explored to find the underlying cause, so that appropriate action can be taken to properly support the child. At Overstone, when planning support, we will always consider the needs of the whole child, not just their SEND in isolation.

It is also important to remember that there are things which may impact on progress and attainment but are not a SEN in themselves. These include:

- Attendance and punctuality
- Health and welfare
- English being an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a child in Care
- Being the child of a serviceman/woman

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 speak to the SENDCO and if necessary they will meet together with parents 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 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 A)

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.

Education, Health and Care Plans (EHCP)

Under the new SEND Code of Practice, from January 2015, Statements of SEND have been replaced with Education, Health and Care Plans (EHCPs). This move encompasses a more multi-professional approach dealing with the whole child. An EHCP is issued in a very small number of cases. The Local Authority (LA) may be requested to make a statutory assessment of a child whose high-level needs only become apparent as he or she develops; and who has not made sufficient progress, despite the school having taken relevant and purposeful action to identify and meet those child's needs.

Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers and other external specialists) gathered over a period of time. Once all the evidence is gathered and presented, a decision as to whether an assessment for an EHCP will take place will be given within 6 weeks; and if so, is produced by the LA in no more than 20 weeks from the receipt of the request.

An EHCP is specific to particular need(s) and designed to meet clearly defined objectives or 'desired outcomes' for the child. The LA provides additional resources to help reach these objectives/desired outcomes. EHCPs are formally reviewed at least annually. Parents and any agencies involved are invited to these meetings, which are also attended by the class teacher, any TAs working with the child and the SENDCO.

Application for Higher Needs Block Funding (HNBF)

If the School feels it is unable to fully meet the special educational need of a pupil through its own provision arrangements, yet the child does not meet the criteria for an EHCP, an application can be made to the LA for HNBF. This is short-term additional funding for typically up to two terms at a time, to a maximum of about two years, to provide additional support. The School must demonstrate that the pupil requires more than 13.5 hours of additional individual support per week.

In class support

All pupils identified as having SEND are treated equally and given access to an appropriate curriculum. Within lessons, it is the class teacher's responsibility to differentiate learning. Pupils with EHCPs are supported in class according to the requirements of their EHCP. Any additional adult support provided for by the EHCP, or otherwise, is carefully managed to ensure it is effective, but not unduly intrusive, so that the child is included within the class as much as possible and develops skills of independence as appropriate.

Interventions

Outside agencies recommend and monitor the use of various intervention programmes for the children they work with. These may be delivered by the class teacher, a TA, the specialist themselves or, most usually, a combination of these.

Additionally, Overstone uses a variety of interventions for children who require SEND Support. They are delivered to small groups or 1:1 by a teacher or TA. These programmes may also be used for children not identified as having SEN, who are not meeting their targets or the expectations of the curriculum in the short term.

Interventions may be delivered in class or by withdrawing the child for short periods of time. When withdrawal is necessary, times are planned carefully to minimise the impact of what is being missed, as far as is possible.

Involvement of External Specialists

As a school we work collaboratively with other agencies to fully support the needs of the child and the family. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The following services may be involved as, and when, necessary:

- Occupational Therapy
- Educational Psychologist
- Speech and Language Therapy
- Specialist Teaching Services (visual impairment team, hearing impairment team, physical disability team, cognition and learning team, speech, language and communication team)
- School Nurse
- Physiotherapy
- Family GP
- Community Paediatrics
- Pupil Referral Unit
- CAMHs (Child and Adolescent Mental Health Service)
- Family Resilience/ Social worker
- Child Protection Services
- County SEN Team

In cases where a child is under observation, or is a cause for concern, focused meetings will be arranged with the appropriate agency.

Where parents choose to commission private reports, the school will do its best to meet the recommendations with resources and practitioners available in school.

Representatives from voluntary organisations and other external agencies are invited to local SENDCo liaison meetings throughout the year to discuss SEND provision and progress and keep staff up-to-date with legislation.

Use of ICT to support SEN

Sometimes a Specialist Service will recommend and provide (through the LA) an electronic device, such as a laptop or tablet, to increase a child's access to the curriculum. In this case, appropriate staff are trained by the service to support the child in their use.

School Trips and Other Activities Outside the Classroom

Overstone offers a wide range of trips and extra-curricular activities. We aim to support all pupils to enable them to attend school trips/visits and to take a full part in activities organised beyond the classroom. A risk assessment is completed for each trip, which includes the needs of individual pupils when relevant. If the teacher is concerned about a pupil's safety or ability to take part, a member of the SLT will be consulted, who may also liaise with the SENDCo and parents. If the school decides a trip is unsuitable for any child, a more suitable alternative will be considered. The safety of all pupils will remain the main priority and all reasonable adjustments will be made to support every child.

Criteria for removing pupils from the SEN Register

As a pupil starts to close the attainment gap, support will be gradually reduced. If it is clear that the pupil is now able to make adequate progress without provision that is additional to or different from that which is part of normal Quality First Teaching, the pupil will be moved off the SEND list. Their progress will, however, continue to be carefully monitored and reviewed regularly. They will remain on the SEN monitoring list for at least a term.

Supporting Pupils and Families

All Local Authorities are required to publish information about services available in their area for children and young people (birth to 25 years) who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services. It is designed to improve choice and transparency for families. The Buckinghamshire Local Offer can be found at: www.bucksfamilyinfo.org/localoffer.

All mainstream schools are required by law to produce a SEND Information Report on an annual basis. The Overstone SEND Annual Information Report can be found on our website.

Buckinghamshire SEND Information, Advice and Support (SEND IAS) Services (formally Parent Partnership) provides impartial information, advice and support to parents and carers of children with SEND. Further information about this service can be found at:

www.buckscc.gov.uk/bcc/parent_partnership/parent_partnership.page

Admission Arrangements

The admission arrangements for a child with SEND who does not have an EHCP are no different from other children. However, the parents of a child with an EHCP can specify Overstone as the school that they feel best meets their child's needs. The school will then consult with involved professionals and if it is felt that the school is suitable, a place will be offered.

Access arrangements for exams

When a pupil with SEND reaches Year 6, they may be assessed for extra support in their End of Key Stage SATs examinations. Examples of support could be a reader, extra time, movement breaks, modified scripts and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education. The support a pupil is entitled to receive is usually dependent upon their scores in specified tests, alongside a history of their need. (Children with an EHCP, or who use the braille or modified large print (MLP) versions of the tests, will automatically qualify for extra time.) If a pupil requires arrangements to be made, they will often need to be examined in a separate room from the other candidates.

Grammar Schools and Transfer Tests

It is the parents' responsibility to notify the school before the end of May, that they request reasonable adjustments to the Transfer Tests to be considered for their child. The whole process of application must then be completed by the school before the end of the summer term immediately preceding the tests being taken. LA guidance on this can be found at:

<http://www.buckscc.gov.uk/media/1926258/eqa-guidance-2015-entry.pdf>

As the secondary Transfer Tests are not compulsory, parents, together with the Headteacher, should consider whether a child's specific Special Educational Needs would make him/her suitable to be placed in a grammar school; and hence whether it would be appropriate for that child to take part in the secondary transfer testing process. Written application will need to be made to the school in order to withdraw a child from the tests.

Links with Other Schools

Good links exist between Overstone and its feeder nursery schools. The Reception teacher visits local nurseries during the summer term to meet children who will transfer to the school in September. When possible, the SENDCo will also visit the nursery of children who have an EHCP or other significant needs, to meet the child and discuss their needs with nursery staff. Doorstep visits then take place in early September for all children joining the Reception class.

Overstone welcomes representatives from the secondary schools to which Year 6 pupils are transferring, to meet the children and their Year 6 teachers. They will discuss pupils' achievements and needs, including those with SEND and those who may find transition to secondary school a cause of anxiety. It is standard practice that all SEND records and other relevant documents are passed on to pupils' new schools before September. For children with an EHCP, transition arrangements are agreed at the pupil's Year 6 Annual Review early in the summer term.

Monitoring and Evaluation of SEND

SEND provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- classroom planning and practice being monitored by the SLT, SENDCo and subject coordinators;
- analysing pupil tracking data;
- Provision mapping
- reviewing the achievement, or otherwise, of long and short term outcomes set for individual pupils;
- meetings with parents, staff and other professionals;
- regularly updating the SEN development plan;
- termly monitoring of procedures and practice by the SEND governors;
- annual school self-evaluation process;
- Local Authority visits, training and meetings;
- feedback from inspections

Training and Resources

Overstone firmly believes in the SEND Code of Practice 2015 guidance that 'All teachers are teachers of children with special educational needs' and that quality first teaching is essential. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

General and specific training needs and strategies are identified and actioned through the school's professional development and school improvement plans. Training is planned in accordance with the requirements of the school improvement plan. This includes training for SEN topics and access to outside agency advice.

TAs are invited to all appropriate training sessions. The SENDCo addresses the ongoing needs of the teaching assistant team and organises training to share best practise and implement new strategies and initiatives as necessary. Additionally, TAs have access to County training bulletins and attend courses where necessary.

Teachers and TAs have regular meetings to discuss planning and to assess the learning needs of all children, including children with SEN. This ensures that TAs are prepared in advance to best support individual children. The teachers and TAs follow a planned rotation of group support so that all children have access to teacher and TA teaching.

All teachers and support staff undertake induction which includes a meeting with SENDCo to explain the systems and structure in place around in the school's SEND provision and practice and to discuss the needs of individual pupils. A register of TA attendance at training is maintained by the SENDCO.

The school's SENDCO regularly attends the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The Governing Body is responsible for:

- appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEND and disability;
- ensuring that there is a qualified teacher designated as SENDCo for the school;
- taking account of pupils with SEND when planning all matters for the school as a whole;
- working with the head teacher and SENDCo to determine the school's general policy and approach to provision for children with SEND, and ensuring that appropriate staffing and
- funding arrangements are put in place;
- ensuring that the procedures for monitoring all children are consistently applied,
- to ensure early identification of SEN and the provision of support for children who require it;
- ensuring that information is published, and updated annually, on the school website, about the implementation of school policy for pupils with SEND.

The School Leadership Team is responsible for:

- regularly reviewing how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- the quality of teaching and support for pupils with SEND, and the progress made by pupils.
- identifying any patterns in the identification of SEND both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- ensuring the deployment of teaching staff, TAs and the HTLA is appropriate to meet the needs of children with SEND.

The SENDCo is responsible for:

- working with teachers to ensure the day-to-day implementation of the SEND policy;
- liaising with and advising teachers and support staff;

- overseeing the records of all children with special educational needs;
- liaising with parents of children with special educational needs;
- arranging relevant specialist training for teaching and support staff, and ensuring information is disseminated as appropriate;
- liaising with LA specialist agencies to arrange assessments, advice and support programs, and ensuring that they are appropriately implemented;
- attending appropriate training and local liaison meetings to support the role, and disseminating relevant knowledge to staff;
- liaising with the SLT about support needs within year groups, to aid the appropriate deployment of TAs;
- ensuring individual provision and progress through ESPs is appropriately monitored and used to guide future planning;
- monitoring provision and progress across the school, and using it to inform the SEND development plan;
- ensuring there are appropriate resources for children with SEND and that they are properly used;
- working closely with the nominated SEND Governor;

Class Teachers are responsible for:

- the progress of all pupils in their class, including those with SEND;
- including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for children with SEND;
- liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom:
- monitoring and tracking all pupils' progress to assist the early identification of learning difficulties, and alerting parents at the earliest opportunity of their concerns to enlist active help and participation;
- Producing SSPs/ PIPs/ strategy grids with appropriate outcomes for each child on the register, and reviewing them, termly;
- feeding back to parents how a child is progressing towards their SEND learning outcomes;
- ensuring that lunchtime supervisors and any other additional teachers (eg. supply teachers, visiting specialist music/sports etc. teachers) are given necessary information relating to the supervision of pupils with SEND, including possible behaviour management tactics;
- the day to day operation and management of interventions for children with SEND in their class/ year group.

Teaching Assistants are responsible for:

- supporting pupils' individual needs, as directed;
- helping with the inclusion of pupils with SEND within the class;
- implementing and managing the differentiated programs prepared by the teachers/ SENDCo;
- monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies;
- ensuring that learning support aids and programmes provided are utilised appropriately;
- contributing to reviewing and planning for children with SEND, including SSPs and Annual Reviews.

Other Related Responsibilities:

The member of staff with specific safeguarding responsibility is Mrs Eales (Designated Safeguarding Lead).
The governor with specific safeguarding responsibility is Mrs Claire Hooley.

Storing and Managing Information

Records about children's SEND are stored in a locked cupboard in the school office, and they are locked at night. When a child leaves the school, these are archived and stored for 10 years after which time they are destroyed. Records in electronic form are stored on the secure staff drive. The SENDCo is responsible for managing the storage of this information. Information is treated sensitively and only shared with relevant personnel in line with General Data Protection Regulations (GDPR).

Each class holds a Special Needs Folder outlining the specific needs of pupils in their class together with their SEN Support plans (SSPs) and intervention records.

Reviewing the Policy

In line with the Code of Practice (2015), the SEN policy is reviewed annually alongside the review of the school's annual SEN Report.

Accessibility

The school's buildings comply with the Equality Act 2010. 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. The KS1 block has a toilet adapted for disabled users. Personal Emergency Evacuation Plans (PEEPS) are put in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of an emergency.

Dealing with Complaints

It is in everybody's best interest to try to resolve concerns informally without invoking formal complaints procedures. So, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher. If the matter is not resolved through discussion with the class teacher, the parent should arrange an appointment with the SENDCo. If, after this, the situation is not resolved, they should arrange to discuss their concerns with the headteacher.

The vast majority of concerns are resolved during the above process, but if the parent remains dissatisfied and wishes to take the matter further, then they should refer to the school's Complaints and Resolutions Procedure. This can be found on the school website. It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process. The Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) may be able to help with this. Information on this service and details of how to contact them can be found at:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?record=FT8eL4flHa8>

Bullying

Please see the school's Anti Bullying Policy and other relevant policies including Behaviour and Safeguarding and Child Protection, which are available on the school website.

Additional Information

Key Contacts:

SENDCo: Mrs Tracy Roberts, National Award for SEN Co-ordination (May 2012)

The school SENDCo is a member of the SLT.

Email: sen@overstone-wing.org

Tel: 01296 688799

Headteacher: Mrs Kirsty Eales

Email: admin@overstone-wing.org

Tel: 01296 688799

Governor with responsibility for SEND: Ms Natalie Bird

Email: admin@overstone-wing.org

Tel: 01296 688799

All schools are expected to produce a SEND Annual Report, which makes up part of the 'Local Offer'. Overstone Combined School's SEND Annual Report can be found on the school website and via the local offer page.

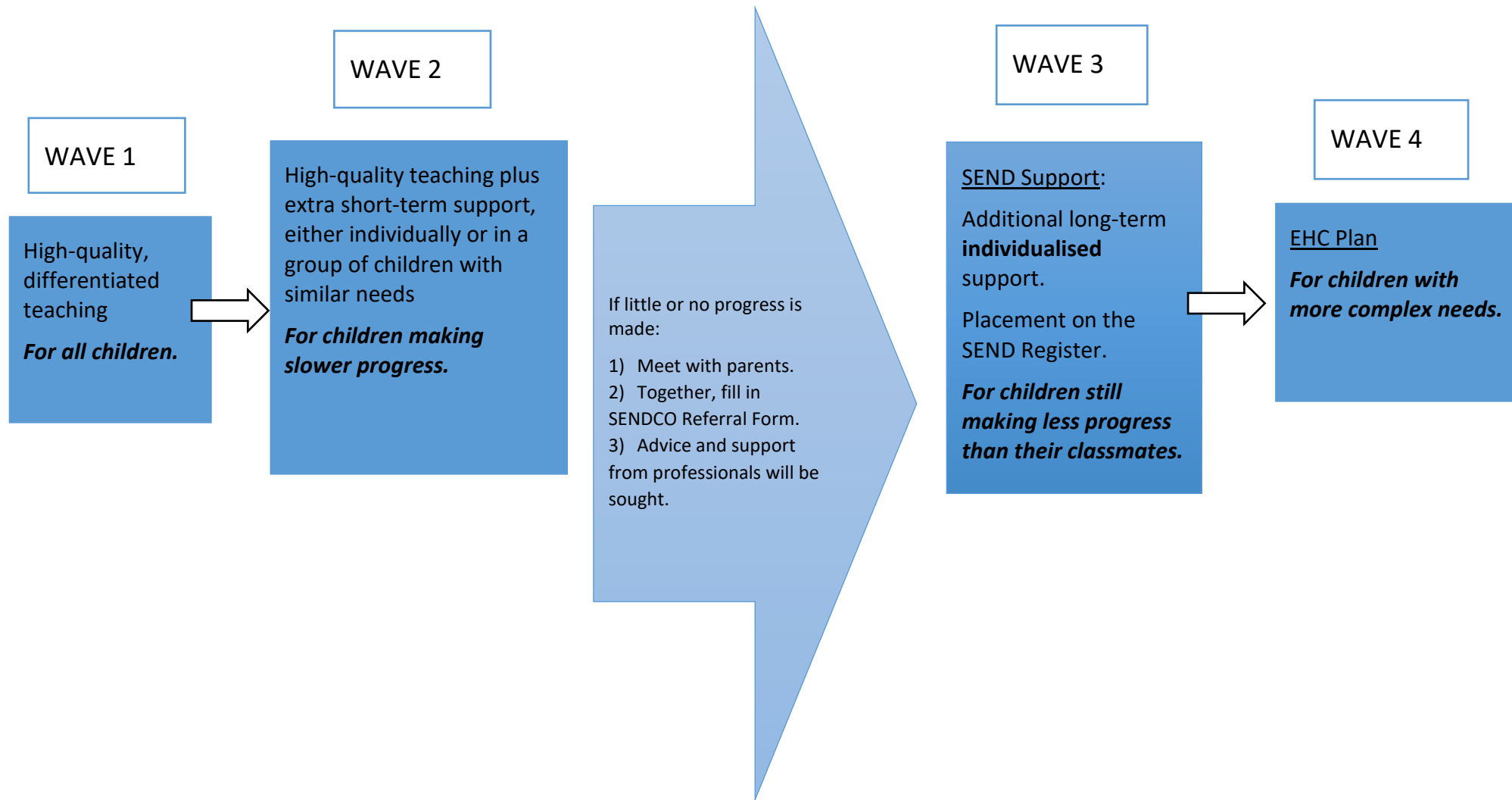
The Bucks Local Offer provides information and advice on Special Educational Needs and Disability provision, both inside and outside the Local Authority. Information can be found on the Bucks Family Information site at:

www.bucksfamilyinfo.org/localoffer

If you wish to contact Buckinghamshire County Council about the Local Offer call 08456884944 or email familyinfo@buckscc.gov.uk

Appendix A

Overstone SEND Process



Overstone Interventions Process

