

Overdale Community Primary school SEN information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>



Overdale CP School SEND information report

Date: January 2018

1. What kinds of SEND are provided for in your school?
2. What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?
3. What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?
4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?
5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review
6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society
7. What is the School's approach to teaching children and young people with SEND?
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?
9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?
10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?
11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?
12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?
14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

| This is what we provide in our school | This is North Yorkshire LA's minimum expectations of good practice |
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| 1 What kinds of SEND are provided for in your school? | |
| <p>Overdale school is an inclusive school and we are committed to providing a varied and balanced curriculum for all children. We aim to meet the specific and individual needs of every child through the Graduated Response approach(See website).We offer a range of provision from Interventions and SEND Support to ECHP/Statement for the 4 broad areas of need identified in the Code of Practice for SEND(Jan 15).</p> <p>These are:</p> <ul style="list-style-type: none"> Communication and interaction Cognition and learning Social, emotional and mental health difficulties Sensory and/or physical needs <p>We welcome all children to our school. If a parent of a pupil with an EHCP (or Statement of SEN that is awaiting conversion) requests a place at school we will work closely with parents and outside agencies to gain an understanding of the child's needs. Staff from the child's previous school will be contacted by the SENCo and appropriate transition arrangements put in place. Overdale has a universal provision map which details elements that will ensure quality first teaching for all children. Teachers plan differentiated work to match the needs of every child. This may include different tasks or methods of working.</p> | <p>Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p> |

2. What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?

The SENCo is Mrs Christine Elliott. You can contact her at school on this number: **01723 582360** or speak to her on the gate Monday - Thursday mornings. There is also a facility on the SEND page on the website for parents/carers to leave her a message.

The SEND Governor is Mrs Kate Tate. You can also contact her through school on the above number. Children's progress is monitored and recorded using SIMS as emerging, developing, secure and mastery. This is against National Curriculum end of year expectations for each year group 1 to 6 or the EYFS profile and characteristics of learning for Nursery and reception. Progress is also recorded on pupil progress sheets and is discussed with the head teacher, deputy head teacher, class teacher, and SENCo after each termly assessment point. As part of ongoing monitoring, pupil progress meetings, and summative assessments of all the children in the school, teachers may identify children who require support in addition to and different from their work in the classroom. Parents will be invited to discuss their child's progress and learning targets. Details of extra provision will be outlined which may include an intervention. Progress is monitored at the end of the intervention. Children who continue to need extra support will have an Inclusion passport which is updated after each assessment point. Targets for addressing specific needs will be detailed on an Individual Provision map and these will be shared with parents and progress reviewed termly. Where a child's progress continues to cause concern, then, in discussion with parents, we will complete a comprehensive assessment of need known as a 'CANdo Assessment' (NYCC's Comprehensive Assessment of Need Assessment Tool) in order to make a referral to the Local Authority for an Educational Healthcare Plan ECHP. Parents and Carers will be fully involved and kept up to date with developments throughout this process.

The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

3. What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

At Overdale we value the contribution of parents and carers, by working together we can fulfil our aim of meeting the individual needs of every child. Overdale has a parent's meeting in the Autumn and Spring term where your child's progress will be discussed. In the Summer term you will receive the annual school report and you have the opportunity to discuss this with your child's teacher. Teachers will discuss progress against end of year expectations and the impact of any intervention your child may have taken part in and how you can support this at home. At each of these times you may ask for a separate meeting with Mrs Elliott, the SENCo. For children with SEND support or with a Statement of Special Educational Needs or Education, Health and Care Plan, there is also a termly meeting with Mrs Elliott and the class teacher. They will update you on your child's progress against end of year expectations, their individual targets from the Individual Provision Map and the impact of any interventions. This meeting will also give you the opportunity to share the hopes, personal goals or interests of your child. For children with a Statement of SEND or Education, Health and Care Plan there is also the Annual Review where all agencies involved with the child will contribute to assessing the progress over the year.

Class teachers are available at the beginning and the end of the day and are happy to make an appointment for a longer discussion at a mutually convenient time.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

All children are actively involved in their education. They are encouraged to reflect on their learning and achievements every day. Children are aware of their personal targets and the next steps needed, teachers and other adults in school will provide opportunities for one to one discussions. Children are given the opportunity to reflect on how they feel about life in school and are supported to complete a personal review booklet. Children with SEND are encouraged to contribute to discussions in class about provision in school. Their thoughts and feelings are taken into account through school council.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

Children's attainment is recorded and discussed in terms of age related expectations within the Local authority, but most importantly, against national expectations. Children with Special Educational needs are expected to make progress in line with their peers.

Progress of children requiring an intervention is monitored against end of year expectations for each year group and discussed and reviewed after each assessment point through Pupil Progress Meetings. Progress in interventions is tracked from assessed starting points and end results. Children are expected to make accelerated progress. The progress of children at SEND support and with a Statement of special educational needs or Education, Health and Care Plan is monitored at the three assessment points in the year against end of year expectations. Also these children have individual targets recorded on their Individual provision map which are monitored, reviewed and updated termly Each child will have an Inclusion Passport which is a document that records details of successful strategies, current interests of the child and all important achievement milestones. For children with a Statement of SEND or Education, Health and Care Plan there is also the Annual Review where all agencies involved with the child will contribute to assessing progress over the year. At Overdale we value greatly the contribution of parents and carers and by working together we can fulfil our aim of meeting the individual needs of every child.

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.

Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

Transitions can be difficult for a child with SEND and we have strategies in place to ensure they are a positive experience for your child.

For pre-school children our Nursery staff plan home visits which offer an opportunity for parents/carers to discuss any confidential or sensitive issues. When moving from one class to another, a transition day is arranged in order for pupils to meet their new teacher and spend time in their new classrooms. These visits can be extended should the need arise. The SENCo will meet with each class teacher to share records, assessments and other information about the children with SEND they are to receive. Each teacher will compile an information sheet about their class. Overdale school liaises closely with receiving secondary schools. Mrs Elliott, the SENCo, will meet with appropriate staff from the secondary schools and discuss the needs of each child with SEND. Extra transition days can be arranged to reduce any anxiety about moving schools. Children can have a programme of visits in the term leading up to transition and will be accompanied on these visits by an LSA or HSSW from school. If a child with SEND moves from another setting the SENCo will contact the previous school to discuss the needs and requirements of the child. Meetings will be arranged with parents/carers to get their views, thoughts and feelings. If a child with SEND moves to another setting the SENCo will pass on all records, information and will speak with the staff at the receiving school.

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

7. What is the School's approach to teaching children and young people with SEND?

At Overdale we deliver Quality First Teaching strategies and a relevant, differentiated curriculum for all pupils. Teachers plan interesting, differentiated learning experiences and support the children to know how to make improvements in their work. Teachers will provide appropriate resources and equipment to support children in their learning. If it is felt that children need extra support to help them make progress then the Graduated response is put in place (see website). Any additional and/or different support that children receive will be shared with parents, pupils and staff before next steps are planned and may include an intervention.

Overdale uses a range of intervention programmes which are delivered by well-trained support staff. These can be seen on our whole school provision maps. Parent/carers of a child who is to receive an evidence based intervention programme will be given information about the aims, frequency and nature of the intervention. They are welcome to come and see a session in school or discuss the intervention. These intervention sessions usually take place outside the classroom in small groups. Teachers liaise closely with those leading the intervention so that learning is linked to ongoing work in the classroom. Children are assessed prior to starting and again when the intervention is completed. Results should show accelerated progress and the skills learnt being transferred to work in the classroom.

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Class teachers have a thorough understanding of all children with additional and different needs and plan lessons according to all groups of children in their class. Every class in school has a Learning support assistant or Higher Level teaching assistant who works in the class in the morning. Lessons are planned where an extra adult may be focussed on particular groups to support learning. There may be occasions when the teacher feels that some additional one-to-one or small group support within lessons may help your child to make better progress. Our aim is to encourage independence in learning.

Some specific resources may be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. Homework may be personalised to meet the specific needs of a child. At Overdale we have a provision map which outlines the considerations/adaptations that may be needed to support children with different needs (see website).

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

The school SENCo is a highly experienced teacher across all key stages and holds the national award for SEN Co-ordination.

Teachers, HLTAs and LSAs receive regular training and updates to enhance their skills to meet the different needs of children identified with SEND.

Staff delivering interventions are fully trained.

School has access to many specialist agencies that can support work with children in school (see section 13)

All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?

Teaching and learning are evaluated regularly through lesson observations conducted by the Senior Leadership team. Termly scrutiny of teacher's planning and work in children's books takes place with the class teacher, subject leader and Senior Leaders. Progress and the impact of any interventions is monitored in detail at termly Pupil progress meetings.

The impact of interventions is measured through ratio gains, reading ages, phonics awareness, progress in class and the personal impact on the child.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

Overdale is an inclusive school. The mission statement for our school states that we promote a positive attitude to lifelong learning for all children. We value progress in all areas of learning and support children to achieve their personal best.

We are committed to giving all our children confidence in their own abilities and to have a high level of self- esteem.

All children are encouraged to take part in a varied programme of sporting, academic and extracurricular activities regardless of their age, gender, ethnicity, attainment, background, disability or their Special Educational Needs.

Extracurricular activities are accessible and encouraged for children with SEND; adult support can be made available if necessary.

Trips including residential stays are encouraged for all children including those with SEND. Risk assessments, arrangements and planning will take place as required on an individual basis

The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.

12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

All adults in Overdale school are open and approachable and make themselves readily available to listen to pupils and to support their emotional and social development. Pupil voice is encouraged in all areas of school life. Children's opinions are sought, discussed and recorded in order to give them a sense of ownership of activities that happen throughout the year e.g. maths and writing days.

All children including those with SEND are given the opportunity to comment on their progress and achievements.

The Social and Emotional Aspects of Learning (SEAL) are explored throughout the curriculum and through many other aspects of school life:

The School Council promotes views and opinions of pupils from each class across the school

Bullying Awareness Weeks

Charity Fundraising Events

Weekly celebration of success in classes and whole school assembly.

Good manners assembly

The whole School VIVO Reward System that is also shared online with parents

Year 6 play leaders at lunchtimes

Home/School Books to aid communication

School golden rules in every class

Consistent sanction and rewards systems across all key stages.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

There are a range of outreach services and agencies available for school to access for further support and advice.

Before making a formal referral to outside agencies for support and advice, parents/carers and teachers will talk about the aspirations and desired outcomes. Parents/carers consent for these services to be involved will be sought. All involved will work together to support the child and family.

These are some of the specialist services we may access:

The Educational Psychologist

Enhanced main stream schools for specific learning difficulties, communication and interaction, and SEMHS.

Prevent service

School Nurse and Health Visitors

Education for Looked After Children Team (ELAC)- where Children's social care will also be involved

Occupational and physiotherapist

Speech Therapist and Specialist Speech and Language Teachers

Sensory Impairment Services.

Physical and medical needs service

Autism outreach service

These services can also deliver training to staff in school.

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

The Head teacher is Mrs Vicki Logan and she can be contacted at school on **01723 582360**

The designated governor for SEN is Mrs Kate Tate and she can be contacted on the same telephone number.

Should you have any complaints about SEN provision at Overdale C.P. School we advise that you follow the general complaints procedure published on the school website.

Please speak to your child's class teacher, the SENCo and Head teacher in the first instance who will hopefully be able to address your concerns and resolve the issue.

We are always available to hear your concerns.

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.