



# Overbury C of E First School

## School Information Report for learners with Special Educational Needs and Disabilities (SEND) 2022-23

This report outlines the provision that Overbury C of E First School offers children with Special Educational Needs, including our policies on identification and assessment.

Any queries regarding SEN should be directed to the SEN coordinator (SENCo)

Currently the SENCo is Emma Ross who is available on:

Tel: 01386 725235,

e-mail: [head@overbury.worcs.sch.uk](mailto:head@overbury.worcs.sch.uk).

Overbury C of E First School is an inclusive school that values all of its children and are committed to ensuring that all children reach their potential. All children are actively encouraged to be involved in the wider school community including extra-curricular activities.

The code of practice defines SEND as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

### 1. What special educational needs are catered for at Overbury C of E First School?

Special educational needs and provision can be considered as falling under four broad areas as stated in the SEN Code of Practice (2014):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health issues
4. Sensory and/ or physical needs

### 2. How does the school know if children need extra help?

At Overbury C of E First School, children are identified as having SEND through a variety of ways (usually a combination) which may include some of the following:

- Liaison with a previous school or pre-school setting
- Child performing significantly below 'age expected' standard
- Day to day observations of children throughout the school day e.g in class, at play and lunchtimes
- Progress is significantly slower than that of their peers or fails to match their previous rate of progress, despite high quality teaching at specific areas of difficulty
- Foundation Stage Profile
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behavior or self-esteem is affecting performance
- Liaison with external agencies e.g a physical/ sensory issue
- Use of tools for standardized assessment
- Information from parents including what they have done to support their child and the parents view on child development.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Overbury understands that children who experience these barriers to learning are vulnerable. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

### **Support for children with Special Educational Needs**

If a learner is identified as having SEND, we will provide support that is '**additional to**' or '**varies from**' the differentiated approaches and learning arrangements normally provided as part of high quality, classroom teaching intended to overcome barriers to their learning. This support is set out in our graduated approach document, which can be found on our website under school policies.

We share our practice with other schools in our cluster, which can include provision maps and assessment tools. In this way we learn from each other, develop a wider understanding of different SEND, and share training opportunities to improve the support we offer our learners.

When providing support that is '**additional to**' or '**varies from**', we engage in a four-stage process: Assess, Plan, Do and Review.

**Assess:** this involves taking in to consideration all of the information from discussions with parents or carers, the child, the class teacher and outside agencies when applicable.

**Plan:** this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome these barriers. Decisions will be recorded on an Individual Educational Plan called an APAR at Overbury and will form the basis for review meetings held as part of Parent/Teacher Consultations and Child/ Staff discussions.

**Do:** providing the support- extra assistance for learning or learning aids- as set out in the APAR.

**Review:** measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved - learner, their parents or carers, teacher and SENCo- contribute to this review. This stage then informs the next cycle, if necessary; there may also be input from outside agencies e.g. Learning Support Team. Liaisons with teachers and teaching assistants (TAs) to discuss progress of learners are ongoing in addition to termly Pupil Progress Meetings with the Head Teacher.

This additional support 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school as part of a group of learners with similar needs or on a 1:1 basis. These 'interventions' may be run by a teacher or TA.

While the majority of learners with SEND will have their needs met in this way, a small proportion will meet the criteria to apply for an Education and Health Care Needs Assessment (EHCA). Through this the Local Authority will determine whether to make extra provision available and grant an Educational & Health Care Plan (EHCP).

### **3. How do I raise concerns if I need to?**

Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo/ Headteacher (Emma Ross). Appointments can be arranged in person, by phone or by E mail. Please see the school contact details at the top of this report.

### **4. How will the school support my child?**

#### **4a. How will the curriculum be differentiated to match my child's needs?**

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a range of different levels of work set for the class, however on occasions this might be individually differentiated.
- The class teacher and SENCo will discuss a child's needs and plan the appropriate support needed.
- If a child has an EHCP, the EHCP outcomes will be broken down into smaller targets, and 1:1, group or whole class support will be put into place to achieve these targets and meet the needs of the child.
- The Class teacher/ SENCo will ensure that appropriate resources are provided to help children make progress, e.g. colored paper, ear defenders, writing wedge etc
- The effectiveness of provision is carefully monitored. For 1:1 interventions or group interventions outside of the class, baselines are established at the start so progress can be monitored, together with regular reviews throughout the term. Where an intervention is undertaken outside of class, this is short term (8-20 weeks), sessions are kept brief, it occurs regularly, and connections are made between the out of class learning and the in-class learning.
- Where SEN support is provided in class on a 1:1 or small group basis, the progress of the child is monitored during the lesson. Where precision teaching is used, progress is monitored over the period of the intervention and this is also mapped to progress within class and in summative testing.
- We also evaluate the effectiveness of provision through the use of termly pupil progress meetings, APARs, pupil conversations, ongoing consultation with parents, collation of children's work and observations of children by teachers, teaching assistants and the SENCo.
- The SENCo reports to the Governors regularly to inform them about the progress of children with SEND

and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

- The Governor responsible for SEND meets termly with the SENCo and reports back to the Governing Body to keep all informed with school or LA information.
- The Governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate staff, equipment and facilities.

#### **4b. Who will oversee, plan and work with my child and how often?**

- The Class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area of learning and well-being.
- The SENCo/ Headteacher oversees the progress of any child identified as having SEND to ensure that they achieve their potential.
- At times there may be a Teaching Assistant working with your child either individually or as part of a group. This may be in class, supporting the child with their classwork or in intervention groups outside of the classroom, where appropriate.

#### **4c. Who will explain what provision my child is receiving?**

- The class teacher will meet with you formally twice a year at Parents' evening, in order to discuss your child's progress and the support that they are receiving.
- Additional meetings will be arranged, at least termly, with the class teacher/ SENCo, to discuss your child's APAR (Assess Plan Achieve Review), and targets will be constructed with you and your child (where appropriate).
- Class teachers are always happy to discuss your child's needs if you have any questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can also be made with the SENCo to discuss support, in more detail, if required.

#### **4d. How will my child be included in activities outside the classroom, including school trips?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of extra-curricular clubs are offered. We aim for these to be inclusive as possible and may provide additional staff or sessions in order to achieve this.
- Some children may find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

## 5. What support will there be for my child's overall well-being?

### 5a. What is the pastoral, medical and social support available in school?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The school currently has a member of staff, Mrs Royall, who provides additional support for our vulnerable learners with emotional needs.
- Other social and emotional and Speech and Language interventions are provided by Mrs Rouse, Miss Plenderleith, Mrs Kentish and Mrs Wood through using resources such as Nessy, NELI, Time2Talk and Colour Away my worries.

### 5b. What support is there for behavior, avoiding exclusion and increasing attendance

- The school has a behaviour policy in place and an exclusion policy. If a child has significant behavior difficulties, a pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behavior.
- Overbury shares a THRIVE Practitioner with other cluster schools, and if considered appropriate, will provide access to a personalised THRIVE programme for individual children.
- The school's behavior policy is implemented consistently throughout the school.
- Attendance is monitored by the school and letters/ meetings are arranged in line with the policy. Various incentive schemes are used to promote positive attendance throughout the school including class rewards.

### 5c. How will my child be able to contribute their views?

- Children who have PSPs are invited to discuss their progress and targets when these are reviewed (age appropriate).
- If your child has an EHCP, their views will be sought before any review meetings (age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class teachers.
- When APAR targets are reviewed or new targets are set, the views of the child are obtained to help us understand their thoughts on their learning, including what does and does not help them, likes and dislikes etc.

## 6. What specialist services and expertise are available at or accessed by the school?

1. Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
2. Overbury shares a qualified THRIVE Practitioner with other cluster schools, and if considered appropriate, will provide access to a personalised THRIVE programme for individual children.
3. The environment is designed to support children with individual needs e.g. visual timetables as required.
4. As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including:
  - Learning Support Team (LST)
  - Complex communication needs (CCN) team
  - Health services including: GPs, CAMHS, clinical psychologist, pediatricians, speech and language

therapists, occupational and physiotherapists.

- Children's services including: Early Help teams, social workers, education psychologists and specialist advisory teachers (e.g hearing impairment, visual impairment).

## **7. How does the school know how well my child is doing?**

- As a school we track and analyse the children's progress in learning against age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 5, using a variety of methods. Please ask the school if you require any further details.
- We regularly review children's targets on APARs and monitor their progress accordingly, and we also obtain verbal feedback from the child and adults working with them to build a wider picture of progress.
- For intervention groups outside of the class, baselines are established at the start of the intervention so that progress can be determined, together with regular reviews throughout the half term. Where SEN support is provided in class on a 1:1 or small group basis, the progress of the child is monitored. Where precision teaching is used, progress is monitored over the period of the intervention and this is also mapped to progress within class and in summative testing.
- Pupil progress meetings are held at least each term between each class teacher and the Headteacher/ SENCo. In these meetings a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- The Headteacher/ SENCo reports regularly to the Governing Body. We have a Governor who is responsible for SEN, who meets regularly with the SENCo and makes monitoring visits to the school. They also report back to the Governing Body.
- The SENCo and Class teacher also has regular meetings with SEN Teaching Assistants to discuss progress of children they have been working with in class or out of class interventions.

## **8. How will I know how my child is doing and how will you help me to support my child's learning?**

### **8a. What opportunities will there be for me to discuss my child's progress?**

- You are welcome to make an appointment to meet with either the class teacher and/ or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a Reading Record where parents and school can communicate in an 'informal' written form. These books are checked by school staff as often as possible.
- Some children will be provided with a home/ school book which is provided for specific feedback between home and school.
- Opportunities for family learning activities are provided throughout the year, together with monthly open class work sharing sessions.
- Your child may have an APAR that will have individual targets that are set with and agreed with you. This is discussed with you at least on a termly basis and you are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When your child's APAR is reviewed, comments are made against each target to show what progress your child has made.
- If your child has more complex needs, they may have a statement or an Education, Health and Care Plan (EHCP). In such instances, you will be invited to a formal meeting to discuss your child's progress and a report will be written at least annually.

## **9. What training have staff supporting children with SEND had or are currently having?**

- The specific training held by support staff includes: Attachment training, Lego therapy, THRIVE training, Dyslexia support, Autism training and Dyspraxia training.
- Whole group sessions or bespoke support based upon the needs of both children and staff are timetabled when needed.
- Periodically, staff are also encouraged to undertake certain on-line training to help with their knowledge of specific educational needs.

## **10. How accessible is the school environment?**

- Our school has an adopted accessibility plan.
- All areas of the school are accessible by wheelchair. Accessible toilet facilities are available by the main Reception, which is also a wet room where changing facilities have been installed.
- If you have specific access queries or concerns please speak with us.

## **11. How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/ for the children if transition is likely to prove challenging.
- For children starting in Reception, the Headteacher and Reception teachers hold a meeting for parents in the Summer term.
- The Reception teachers will visit Pre School settings to meet and observe children.
- The SENCo and Reception teachers will also meet with Preschool settings and parents to discuss any children that are identified as having additional needs prior to starting school so that the transition can be made as smooth as possible.
- The new Reception children are invited into school twice in the Summer term to stay and play, with their parents/ carers, along with additional sessions where parents/ carers are encouraged to leave their children.
- If it is felt that a child needs more visits to ensure a smooth transition, this will be arranged.
- We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed at the earliest point to ensure support is planned appropriately.
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will staff from both schools.
- Transition between classes within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point, where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support a smooth transition.
- We also hold meetings with staff from the Middle School to discuss individual special educational needs before the children leave our setting.

## **12. Who can I contact for further information?**

- General information relating to SEND can be found on the school website within the SEND policy, which can be found on the policy page of the website.
- Our graduated approach to provision provided can also be found on the school website under school policies.
- For more specific queries, you should discuss matters with your child's class teacher in the first instance.

- Further information is available from the SENCo/ Headteacher (Emma Ross), or in exceptional circumstances, the SEN Governor (Deb Manns).
- Should you wish to make a complaint, the school has a complaints policy which is available on the policy page of the school website.
- You might also wish to visit the following websites:

Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEN, can be found at:

<http://worcestershire.gov.uk/sendlocaloffer>

Contact IPSEA (Independent Parental Special Education Advice)

<http://ipsea.org.uk/>

### **13. Who should I contact if I am considering whether my child should join the school?**

Please contact the school office for further information about the school and to arrange a meeting with the head teacher (Emma Ross)

Tel: 01386 725235

E mail: [office@overbury.worcs.sch.uk](mailto:office@overbury.worcs.sch.uk)