



Overdale Community Primary School

SEND Information Report for Parents

Adopted by: Summer term 2022

Review date: Summer term 2023

What is the SEND Report?

Schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'SEND Information Report'. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally. At Overdale Community Primary School we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey.

Quality Teaching is vital; however, for some children there are occasions when further support may be needed to help them achieve their targets. The decision to provide additional support is made by the school, in close partnership with parents. It is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. At Overdale Community Primary School we are able to provide specific support for pupils with; communication and interaction difficulties, cognition and learning needs, social, mental and emotional health needs and sensory and/or physical difficulties.

Our SEND information report outlines the provision which we offer at Overdale Community Primary School and aims to answer any potential questions which you might have. This report should be read in conjunction with the Local Authority's Local Offer, available on the North Yorkshire County Council website.

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

The Special Needs Team at Overdale are:

Mrs Logan - Headteacher

Mr Bowman - Deputy headteacher

Ms Campbell - Special Educational Needs Co-Ordinator (SENCo)

Mrs McWilliams - Nurture Lead

Mrs Jordan - Health and Wellbeing Lead

Mrs Tate, Governor for SEND

If you have any concerns regarding SEND matters do not hesitate to contact us.

How does Overdale Community Primary School know if children need extra help?

We know when pupils need extra help if:

- concerns are raised by parents, teachers or the child.
- limited progress is being made
- there is a change in the pupil's behaviour or progress
- we have received information from other agencies who may already be working with the child before they join us.

What should I do if I think my child might have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as parent of how your child is outside of school. If you have any further concerns, or would like to know about specific provision, then contact Ms Campbell who is our School SENCo.

We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment. We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for your child.

How will I know how Overdale Community Primary School supports my child?

Each pupil's education programme is planned by the class teacher. When a pupil has been identified with special needs, their work will be adapted by the class teacher to enable them to access the curriculum more easily.

The child will be given small and measurable targets which will be discussed with the child and parents and monitored regularly by the class teacher and SENCo. Targets may be discussed at parents' evening alongside your child, termly or through specific review meetings. Parents are welcome to review progress more regularly through consultation with your child's class teacher. If your child has an Individual Provision Map, your input will be noted on the bottom, reviewed IPM's will be shared with you as well. If your child has an Education, Health, Care Plan, then the class teacher/ SENCo will meet with you at least once per term to discuss progress and will come together to discuss the annual review.

We may provide additional support in class from the teacher or learning support assistant. Learning support assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a small intervention group led by either the teacher or learning support assistant. All interventions are regularly reviewed by those delivering them, and by the SENCo, to ascertain how effective they are being and to inform future planning.

Regular Pupil Progress meetings are held between class teachers and the senior leadership team to discuss the progress of individual children. This shared discussion may highlight any ongoing concerns and help to plan further support if required.

Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology service. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips or easy to use scissors. Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We regularly review our provision and as training courses become available, we evaluate their likely impact and how relevant they are for our children, sending staff on them as appropriate.

We'd like to also listen to your views about what you think will aid your child's progress and explore the type of provision that you think will work for your child and their individual needs. Provision is reviewed on an individual basis taking account of your child's specific needs.

How will my child be included in activities outside the classroom including school trips?

Activities and trips are made as inclusive as possible and available to all children. Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate. If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

Overdale Community Primary School has a variety of extra-curricular clubs. Details of participating pupils are cross referenced with those with SEND to ensure all pupil groups have access to the clubs.

How does Overdale Community Primary School support children with medical needs?

If a child has a medical need, then a detailed care plan is compiled with support from the SENCo, medical professionals and in consultation with parents. This is then shared with all staff who are involved with the pupil.

- Staff receive training as necessary from the school nurse or health care professional, for example EpiPen training and epilepsy medication training.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- A quiet space for medical treatment is available when necessary.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.

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

In consultation with parents, it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P. or local Children's Centre. The agencies currently used by the school and our families include:

- Educational Psychologist
- Speech and Language Support
- Specialist Support Hubs
- CAMHS (Child and Adolescent Mental Health Service)
- Child in Need (CIN) practitioners and the Early Help Service
- Social services
- School Nurse
- Visual Impairment service
- Hearing Impairment service
- Links with the NSPCC

How accessible is the school environment?

At school we are happy to discuss individual access requirements and adapt our areas as required so that it meets the needs of all of our children.

At present in school we have:

- All classes at ground level. We have the capacity to move classes so that the year group is always accessible for the child.
- Disabled toilets
- Single level outdoor areas
- Classrooms are carpeted to reduce noise for the hearing impaired
- Doors are wheelchair accessible, and accommodation can be tailored where feasible to meet specific needs
- We can access specialist equipment if required.

How will Overdale Community Primary School help me to support my child's learning?

All parents are encouraged to contribute to their child's education.

There are several ways to approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings, such as using Class Dojo, requesting a phone call, or catching them at drop off/ pick up times. This helps you to keep in touch with your child's class teacher regularly so there is an open conversation about their progress, we hope that this will ensure that we are working together to support your child both at home and school.

We can suggest activities and games that you can do with your child to support their learning. We also subscribe to Sumdog and Times Table Rockstars that are designed for home learning with parents and children working together. These programmes will show you where your child is up to in their learning and what they need to do next to progress.

At the time of annual reviews for children with an EHCP, parents will be invited to discussions and review meetings with the SENCo and other professionals. At reviews children are supported and encouraged to be involved with the process so their views are listened to.

How will I know how well my child is doing?

Your child's progress is continually monitored against national standards by his/her class teacher and on a daily basis through their class work. On a day-to-day basis teachers give the children feedback on their work which we encourage children to respond to, we regularly revisit key vocabulary and previous learning to embed learning in long-term memory. The children are made aware of their next steps either verbally or in written feedback.

A variety of assessment tools are used to keep track of their progress, which is discussed with the senior leadership team at regular Pupil Progress meetings to ensure all of our children are making good progress, review the provision needed and make adjustments if appropriate. We share their attainment and progress with parents at termly parents' evenings and specific SEND provision is monitored by the SENCo. Children will be given specific targets to support their learning and help them to understand their next steps.

At the end of each key stage (i.e. at the end of Year 1, Year 2 and Year 6) all children are formally assessed using National Phonics Screening and Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally.

The progress of children with an Individual Provision Map (IPM) is recorded and reviewed at regular meetings involving parents, teachers and other professionals. In the Summer term, your child will be provided with a written report which details their attainment in line with National standards.

How will the school prepare and support my child when joining Overdale Community Primary School, or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required. Some children need more transition visits than others.
- The SENCo is more than happy to meet with parents before a child starts at Primary School.
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the Overdale SENCo, the

secondary school SENCo, parents and, where appropriate, the child. In partnership with the secondary school, we may provide additional transition events which are tailored to the needs of the individual.