

SEND information report



Overdale Junior School

Respect • Resilience • Responsibility

Approved by:	Head Teacher and Governing Body	Date: February 2023
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	

1. Aims

Our SEND information report aims to:

- Set out how Overdale Junior School will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Explain how our school strives to achieve the best outcomes for pupils with SEND and disabilities.

2. Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

Overseeing the SEND provision for Overdale Junior School is currently Mrs Rachel Chalk Mrs Chalk holds her National Award for Special Educational Needs Co-ordinators.

Should you wish to contact the SENDCo, please contact the office on: [0116 288 3736](tel:01162883736).

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to

ensure that pupils with SEND receive appropriate support and high-quality teaching.

- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor (Mrs S Pesic-Smith)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher (Mr M Evans)

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND policy.

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate learning difficulties (MLD)

5.2 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. 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.

For more information on our core offer, please see our SEND Policy.

5.3 Consulting and involving pupils and parents

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Throughout the process of SEND identification, parent/carers involvement is crucial in order for us to best support your child's needs. We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- 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 a copy of this given to parents/carers upon request. Parents/carers will be formally notified when it is decided that a pupil will receive SEND support, or when advice is sought from outside agencies.

5.4 Assessing and reviewing pupils' progress towards outcomes

In addition to a child receiving an Individual Education Plan (IEP), we will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class 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. 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. Once identified, The SENDCO from the next school is invited to the Annual Review or Multi-Disciplinary meeting of a child with an EHCP, which precedes transfer.

In the term before Secondary transfer, the Overdale SENDCO meets with the Year 6 teacher and next school's SENDCO to discuss and prepare for transition. Extra visits can be provided for children with SEND, or for those who are vulnerable to change to ensure an effective transition to their next phase.

When a pupil transitions to a new year group, class teachers closely liaise to ensure a smooth transition for that pupil and that their provision continues to meet their needs. If required, a pupil will visit their new class, have a visual transition document and spend time with their class teacher in addition to the standard transition plan that all children receive. The SENDCO will liaise closely with Overdale Infant School and attend Transition review meetings where appropriate.

5.6 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. We also provide interventions.

Here is a list of some of the interventions we provide for identified children:

- Dyslexia Gold
- My Maths
- Individual and group phonics sessions
- ELSA
- Social Communication

5.7 Adaptations to the curriculum and learning environment

Overdale Junior School is a two storey school with an additional basement. There are internal steps to the basement and first floor and a lift from the ground floor to the first floor.

There is access to all of the school facilities and the school can offer wheelchair access at the main entrance and Browett Entrance to accommodate children with physical difficulties. Three of the classrooms are not accessible for wheelchairs due to internal steps. Appropriate measures will be put in place to ensure children are allocated classrooms according to their physical needs. There are accessible toilets downstairs. In accordance with the Equality act 2010, the school has an 'Accessibility Plan' which shows how the school plans to improve the access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication.

There is a designated parking space in the car park for people with disabilities needing extra space.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, smaller group work, teaching style, content of the lesson, pre-teaching.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, social stories, visual aids.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, workstations.

5.8 Additional support for learning/ Working with other agencies

Overdale has a healthy Together practitioner (commonly referred to as a 'school nurse') within the Health Authority. If a referral is made a care navigator will follow up on that referral and direct to the appropriate service.

Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'Early Help' when deemed appropriate.

School may also work with the following services:

- Educational Psychology Service
- CAMHS
- Speech and Language Therapy (SALT)
- Hearing Support Team
- Learning, Communication and Interaction team (LCI)
- Occupational Therapy

This is not an exhaustive list of services that Overdale works with to support the needs of the children.

5.9 Expertise and training of staff

At Overdale we enjoy a collaborative relationship in order to support all pupils. Good practice is shared, and training opportunities sort and disseminated to ensure continued high-quality teaching and support.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress each term.
- Regularly reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Reviewing IEPs three times a year.
- Holding annual reviews for pupils with EHC plans.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip in Key Stage Two.

All pupils are encouraged to take part in sports day, school plays, performances, parent and family sessions. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Please see our SEND Policy for more information regarding how we support pupils with disabilities.

5.12 Support for improving emotional and social development.

Supporting our pupil's emotional well-being and social development is a priority at Overdale Junior School.

We provide support for pupils to improve their emotional and social development through our structured PSHE program. This is a mindful approach to the curriculum carefully planned to meet the emotional and social development needs of our pupils.

In addition, if a pupil is facing emotional difficulties, they can be referred for Emotional Literacy Support managed by our Pastoral Support Worker. The Pastoral Support Worker will assess the concerns and advise on the best course of action.

5.13 Complaints about SEND provision

Parents/carers are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the senior leadership team, SENDCO or Head Teacher. If necessary, the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the Local Authority.

5.14 The local authority local offer

Our local authority's (Leicester City) local offer is published here:

<https://families.leicester.gov.uk/send-local-offer/>

Our local authority's (Leicestershire) local offer is published here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

6. Monitoring arrangements

This SEND information report will be reviewed every year. It will also be updated if any changes to the information are made during that time.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Data will always be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.