

# SEND Information Report

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## 1. AIMS

Our SEND information report aims to:

- Set out how Overdale Infant 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 (SENCOs) 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 SENCO

Our school's SENCO is Mrs Helena Harding.

Should you wish to contact the SENCO, please contact the office on: 0116 2882724 or alternatively you can email [reception@overdale-inf.leicester.sch.uk](mailto:reception@overdale-inf.leicester.sch.uk).

They 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.
- Oversee additional provisions such as Comets and the Nurture group and work with key members of staff within these provisions.
- Lead the SEN Team, allocating roles and responsibilities as necessary.

#### **4.2 The SEND governor (Mrs Heather Powell)**

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 SENCO to determine the strategic development of the SEND policy and provision in the school.

#### **4.3 The headteacher (Mrs Hayley Holmes)**

The headteacher will:

- Work with the SENCO 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 Inclusion Team**

The Inclusion Team assist the SENCO in implementing the graduated approach to providing SEN support. The Inclusion Team are:

Interventions Coordinator – Miss Elora Quick  
SEND Admin – Mrs Jane Taylor

Pastoral Support- Miss Molly OHalloran

#### **4.5 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 SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND policy (2019).

## **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), Asperger's Syndrome, 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, epilepsy
- Moderate learning difficulties (MLD)

### **5.2 Identifying pupils with SEND and assessing their needs**

Identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Class teachers make regular assessments, through observations and tasks to monitor progress and development, building on information from the previous year/term and or settings.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head teacher, team leaders and school's SENCO to discuss the progress of children in their class. Concerns may be raised during these meetings if a child has made less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- 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.
- Is raised as a concern by parent/carers, teachers, teaching assistants, the child themselves or previous setting.
- Is impacted by the child's behaviour.

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.

### **5.3 Consulting and involving pupils and parents**

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Overdale Infant School has established a graduated approach for identification, assessment and provision, in accordance with the 2015 Code of Practice. Throughout the process of SEND identification, parent/carers involvement is crucial in order for us to best support your child's needs.

Parents/carers will be given information about their child's progress and attainment as part of the school's usual reporting arrangements of two parents evenings and a written report. Overdale Infant School has an open-door approach and parents/carers are always welcome to discuss their child's progress- and any concerns- with the class teacher and SENCO.

We will have an early discussion with parents/carers when identifying whether their child needs special educational provision, usually as part of the 'Initial Concerns' stage of the graduated approach. 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.
- Parents will be asked to sign the Initial Concerns form or Individual Education Plan and they will be given a copy.

Parents/carers will be notified if it is decided that a pupil will receive further SEN support, or when advice is sought from outside agencies.

#### **5.4 The Graduated Response**

Each stage of the graduated response – and who oversees that stage- is detailed below.

|                                 |   |
|---------------------------------|---|
| Helena Harding                  | <p><b>Early Identification Criteria</b> – A child is identified as having an additional need and needing some support within the classroom. The EIC form identifies quality first teaching approaches to be used within the classroom to help to close the gap at an early stage. This will be reviewed after a half term (at least 6 weeks). This stage does not need to be shared with parents.</p>   |
|                                 | <p><b>Initial Concern</b> – Following from an EIC if the quality first teaching approaches fail to solve the problems experienced by the child then they will move to having an initial concern form. This stage needs to be shared with parents and time over and above quality first teaching must be allocated to work on specific targets. This will be reviewed after a half term.</p>   |
|                                 | <p><b>Individual Education Plan</b> – If the Initial Concern does not help to resolve the problem then an IEP will be written for the child. The specific targets written for the child on this document need to be smart and achievable. These targets must be worked on in a 1:1 basis for at least 3 times each week. This will be reviewed after a term. The IEP must be shared with parents, a copy provided for them and a copy signed for school records.</p>  |
| Vesna Knezevic                  | <p><b>Interventions</b> – All children who have been identified at one of the stages above should be accessing appropriate interventions for accelerated progress to be made. Children at stages beyond this are also likely to be part of these interventions where appropriate.</p>   |
| Helena Harding and Jane Taylor  | <p><b>School based assessments</b> – Following the term of working on IEP targets if the child has not made significant improvement then the school can carry out school-based assessments on the child. These assessments will then be analysed and specific areas for work identified. This may then be addressed within school or it may trigger referral to outside agencies.</p>   |
| Helena Harding and Paula Coplin | <p><b>External agency referral</b> – Should it be felt the child’s needs are particularly complex they can be referred to external agencies. This will be done in discussion with the teacher, Helena having followed the graduated response and Paula to identify which agency. The agencies are:</p> <ul style="list-style-type: none"> <li>• <b>Early Years Support Team (EYST)</b> – For children in the Foundations Stages.</li> <li>• <b>Learning Communication and Interaction (LCI) Team</b> – For children who have specific learning needs.</li> <li>• <b>Social Emotional and Mental Health (SEMH) Team</b> – For children struggling with their emotional wellbeing this may display as difficulties with behaviour in the classroom.</li> <li>• <b>Speech and Language Therapy (SALT)</b> – For children needing help with speech and language.</li> </ul> |
| Paula Coplin                    | <p><b>Element 3 Application</b> – If a child still has difficulties and needs additional support within the classroom setting then an Element 3 application may be made. This allows for additional funding to be accessed to provide additional adult support in the classroom. This funding would last for one year. A child can only have 3 rounds of element 3 funding. If the need persists then they would need to move to the next stage.</p>  |
|                                 | <p><b>Educational Health Care Plan Application</b> – Following Element 3 funding if the child is still experiencing difficulties and these needs are expected to be long term and enduring then an application can be made for an EHCP. This process takes a minimum of 20 weeks once the application is written and submitted. Once a child has an EHCP there needs to be a review each year with parents and any other external agencies involved.</p>  |

#### 5.4 Assessing and reviewing pupils' progress towards outcomes

At all stages of our graduated approach, we follow 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 pupil's response to any previous interventions.
- 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. The effectiveness of each intervention is reviewed every half term. Early Identification Criteria and Initial concerns forms are reviewed every half term, while Individual Education Plan targets are reviewed at least every term.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information and records with the school or other setting the pupil is moving to.

Once identified, The SENCO from the next school is invited to the Annual Review or Multi-Disciplinary meeting of a child with an EHCP, which precedes transfer.

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 and spend time with their class teacher in addition to the standard transition plan that all children receive.

The SENCO will liaise closely with Pre School settings and attend Transition review meetings where appropriate. Staff from Overdale Pre School are encouraged to visit Reception classes with or without the child to ensure a smooth transition. All children have a taster day at school and home visits are undertaken to help prepare the children for starting School and develop home school links.

We also use transition booklets which provide the children with photos of their new classroom and staff. These booklets are used to prepare the children with new schools or stages of life.

Please see the Overdale Schools Transition Policy for more information on the standard transition plan.

### **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 differentiated for individual pupils.

We also provide a variety of interventions that take place at different parts of the day. Here is a list of some of the interventions we provide for identified children:

- Comets – a highly staffed additional provision
- Little Treasures and Sunbeams – Nurture groups for Reception and Key Stage 1

- Fine motor skills
- Gross motor skills
- Big Moves
- Handwriting
- Phonics
- Maths Skills
- Colourful Semantics
- Communication and Language – such as Fun Time, Talk Time and Lego Club
- Speech and Language
- Social Communication – such as Playground Skills and Friendship Group
- Forest School/Outdoor Learning

### **5.7 Adaptations to the curriculum and learning environment**

Overdale Infant School is a single-story building with double doors leading into the classrooms both internally and externally. There are no little steps and no changes to the levelling of floors. We have disabled toilets and a disabled parking space.

In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time and can be found in the Equalities Policy. The school also has a policy for 'Medical Conditions' including the administration of medication.

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 and breaking into smaller steps.
- Adapting our resources and staffing
- Using recommended equipment and aids where required, such as visual timetables, fiddler toys, larger font, social stories and visual aids.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, workstations.
- Ensuring that there is always sufficient adult supervision available to monitor movement and use of space in and around school.
- Supporting the whole child and providing support in eating, toileting and play development.

As a school we are happy to discuss individual access requirements.

### **5.8 Additional support for learning**

Parents have access to a school nurse, either by phoning or using the Drop-In service when available. The phone number is 0116 215 3230. School nurses can also be contacted through the confidential text service, Chat Health, on 07520 615386. Referrals are made to organisations such as 'Early Help' when deemed appropriate. School may also work with the following services:

- Overdale Infant and Junior Schools have a Pastoral Support Worker who works with children across both sites.
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Music Therapy – we have a trained Music Therapist who visits our school weekly to support children to regulate their emotions.

- CAMHS
- Vision Support Team
- Assistive Technology for Education Team
- Autism and Learning Support Team (Previously Autism Outreach Service)
- Hearing Support Team
- Physiotherapy
- Occupational Therapy,
- Virtual Schools
- SEMH Team

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

### **5.9 Expertise and training of staff**

At Overdale Infant School 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 towards their goals each term.
- Regularly reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- 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, including our before-and after-school clubs.

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.**

Our school values well-being and Ofsted (2016) state that children feel happy and safe at our school. All staff have received training on Nurturing Principles and Practice and firmly believe that children need to feel safe, secure and happy in school in order to be ready for learning. Some of the strategies we adopt to support emotional and social development are:

- Staff leading by example, in their behaviour towards each other and the children in their care.
- Assemblies, lessons and interventions dedicated to Personal Social and Health Education
- Weekly 'Circle Time 'sessions including social communication games and activities

- Trained adults leading social communication groups for those children with communication and interaction difficulties
- ‘Social Story’ techniques used for explaining social rules and conventions
- Sessions with the school music therapist as appropriate.
- Access to the school’s Pastoral Support Worker.
- Having a school Nurture Group that provides weekly sessions to support children with social, emotional or behavioural difficulties. This group allows us access to the SEMH team and training on social and emotional needs.
- Being a Routes to Resilience accredited school and have regular sessions on how to develop resilience and emotional wellbeing.
- Adopting a new RSHE curriculum which more fully equips children for life in a modern, ever changing world.

We have a zero-tolerance approach to bullying. [Please see our anti bullying policy](#)

### 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 SENCO or Head Teacher. The Oak Multi Academy Trust has a Complaints and Concerns Policy. If necessary, the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA’s statutory SEND disagreement resolution process.

### 5.14 The local authority local offer

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

<https://families.leicester.gov.uk/SENDlocal-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 2 years**. 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
- Equalities Policy (including Accessibility Plan)
- Behaviour in School
- Medical Conditions
- Transitions Policy
- Physical Interventions Policy
- Complaints and Concerns Policy