SEND Policy

Approved by:	Executive Head Teacher and Governing Body	**Date:** September 26
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A Policy for Special Educational Needs and Disabilities (SEND)
Autumn 2026
Executive Headteacher: Mr Hayley Holmes
Inclusion Team:

- **Lead Special Educational Needs Co-ordinator: Mrs Rachel Chalk**
- **Operational Special Educational Needs Co-ordinator: Mr Rob Hedges**

Governor Responsible for Special Educational Needs and Disabilities: Mrs Susan Pesic-Smith

Philosophy

The aims of Overdale Schools (Overdale Infants and Preschool and Overdale Juniors) are based on the values derived from the Statement of Principles adopted by the LA and guided by the DfE Code of Practice for Special Educational Needs and Disabilities (SEND).

The schools provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

Entitlement

Overdale Schools are part of the OAK Academy Trust and arrangements and admissions for the school are determined by the Local Authority (LA).

Overdale strives to be an inclusive setting and has a policy of inclusion which focuses on removing barriers to learning. It acknowledges the range of issues to be considered in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA's admissions policy.

Under section 316 of the Education Act 1996, if a parent wishes their child with an Education, Health and Care Plan (EHCP) to be educated in a mainstream setting, the LA must provide a place, unless it is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

Overdale Junior School is a two-storey school with an additional basement and two further classrooms in an adjacent building. 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 facilities and the school can offer wheelchair access at the main

and student entrances to accommodate children with physical difficulties and there are some accessible toilets. 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 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

Definition of Special Educational Needs and Disabilities

According to the 1996 Education Act and 2015 SEND Code of practice, a child has special educational needs or disabilities if he or she has a learning difficulty or disability which calls for educational provision to be made for him or her.

A child of compulsory school age 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.
• has a disability, which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 post institutions.

The 2015 SEND Code of Practice has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

1. Communication and Interaction

• SLCN- Speech language and Communication Needs
• ASD- Autistic Spectrum Disorder

2. Cognition and Learning

• MLD-Moderate Learning Difficulties
• SLD-Severe learning Difficulties
• PMLD- Profound and Multiple Learning Difficulties
• SpLD- Specific Learning Difficulties

3. Social Emotional and Mental Health Difficulties

• Wide range of social and emotional difficulties which manifest themselves in many ways.
• Attention deficit disorder (ADD)
• Attention deficit hyperactive disorder (ADHD)

• Attachment disorder

4. Sensory and/or Physical Needs

• VI- Visual Impairment
• HI- Hearing Impairment
• MSI- Multisensory Impairment
• PD- Physical Disability

Identification and Assessment of Pupils with Special Educational Needs and Disabilities

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Overdale has established a three staged process for identification, assessment and provision, in accordance with the 2015 Code of Practice.

These stages are:
• Stage 1 – Adaptive, quality first teaching including extra short-term support.
• Stage 2 - SEN Support with additional individualised support.
• Stage 3 - Education Health and Care Plan (EHCP).

Stage 1

The first stage is a school-based stage where it is anticipated the needs of pupils can be met through school based provision.

Prior to placing a pupil on the Special Educational Needs and Disabilities register, class teachers may identify pupils with a potential Special Educational Need and consult the Inclusion team (Lead SENDCO and Operational SENDCO). Teachers (alongside parents) will complete an 'initial concerns' proforma and initial class based assessments where appropriate. Initial observations are then completed by the Inclusion team and appropriate action to address those needs and concerns is taken and progress monitored carefully.

Causes of concern could be raised by classroom teachers and/or parents because of difficulties in the following areas:
• Reading
• Language
• Listening Skills
• Visual Skills
• Writing
• Spelling
• Maths skills
• Social skills

• Social, Emotional, Mental health needs
• Co-ordination skills
• Personal organisation
• Medical

One of these areas alone would not necessarily trigger a concern but if a cluster of difficulties arose then a child would be described as having special educational needs and/or disabilities.

Teachers' professional judgements and effective tracking of pupils will ensure that a child having difficulties would be identified early.

At all times, classroom teachers will maintain open communication with parents, keeping them up to date of any action taken.

Stage 2

In addition to school-based provision, the second stage may require the pupil to be placed on the SEND register with the status *SEN Support* and a Pupil passport would be written to support the child. This includes personalised targets for the pupil, and these are reviewed termly and in collaboration with parents/carers, class teacher, Inclusion team and outside agencies when applicable. Referrals to outside agencies will be done through the Inclusion team.

Outside agencies may include Speech and Language therapy, Physiotherapy, Occupational therapy, Healthy Together, to name a few.

If a referral to a Paediatrician is deemed necessary, parents and carers will be given a letter from the school requesting further investigation and asked to seek further advice from their GP. Where pupils at this level are showing increased levels of need and involvement from external agencies, the graduated response would be followed in order to gather evidence and access resources over and above what the school is able to provide. Review meetings will take place, following the graduated response, to ensure provision for each child is effective. This is a child centred approach that endeavours to obtain as much information about the child in question and is outcome driven. It provides an opportunity for the child to discuss their ambitions and prepare them for adulthood.

This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities and that the majority of children will lie at the SEND Support Stage.

Stage 2 Indictors:
• Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
• Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
• Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
• Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment where appropriate.
• Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted curriculum.

The class teacher, having already completed an initial concern, will gather relevant evidence and meet with the Inclusion team and a decision will be made whether to place a child on the SEN support. The class teacher or Inclusion team will arrange to contact the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. The class teacher will remain at the core of provision for each child.

At the review parents/carers contributions will be recorded. Children placed on the SEND Register will have a Pupil Passport. These consist of specific targets that are monitored closely and updated as and when the child has met the targets set. A child's Pupil Passport is agreed with the Parents or Guardians and also requires the child to be in agreement also. This document is amended as necessary to show what action needs to be taken to support your child.

SEND funding

The school may also apply for temporary funding to enable the resources and expertise to be sourced to meet the child's needs. This is referred to as 'Element 3 funding' and is allocated at three different levels after the child's needs are assessed by the local authority.

Stage 3

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEN of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment (alternatively, this can be requested by parents/carers through the LA.

The school will provide evidence of the action it has taken to inform the Local Authority's decision. The LA considers the need for an Education Health Care Plan and arranges,

monitors and reviews provision.

For more information please visit: https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help

Organisation of Support and Access to the Curriculum

Overdale Schools strive to be inclusive, engendering a sense of community and belonging through its:
• Inclusive ethos
• Broad and balanced curriculum for all pupils
• Systems for early identification of barriers to learning and participation.
• High expectations and suitable targets for all children

All pupils are taught in classes arranged by age. Through adaptive teaching, teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' abilities.

The structures and systems in place are:
• Classroom support to increase curriculum access and pupil achievement.
• Scaffolded provision within a mixed ability setting.
• Intervention programmes
• Well scaffolded curriculum planning which incorporates a variety of learning styles to deliver Quality First Teaching.
• Clear guidelines on behaviour with a structured praise, reward and consequence system.
• Specialist training for adults working alongside children with SEND

Target Reviews

All children on the SEND register have a termly review with either the class teacher or the Inclusion team. This review will include progress towards the achievement of layered targets set for their class, intervention targets from SEND support and any personal targets set for pupils with more individual needs through their Pupil passport. A copy is retained by the class teacher. Copies are given to parents/carers, the SENDCO and any support staff working with the pupil.

All targets are reviewed each term in conjunction with pupils, parents, TAs and class teachers and new ones prepared in advance in preparation for the transition to a new year group.

Involving Pupils and Parents

It is the policy at Overdale Schools to actively seek to work with parents/carers and value the contribution they make through their unique strengths, knowledge and experience. Parents/carers are invited and pupils are involved, where appropriate, in all relevant discussions and Individual Education Plans.

Parents/carers will be informed of any action taken by the school and are encouraged to take part in their child's learning. Overdale Schools aim to provide a variety of information and support for families and children with SEN by working in collaboration with other agencies, and also signposting parents and carers to relevant advice.

Furthermore, please visit the following website for information and support:

Leicester City
https://families.leicester.gov.uk/send-local-offer/your-voice/parent-carer-forum/

Leicestershire
https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At Overdale Schools we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and areas for development and where appropriate to take an active part in setting and monitoring their own targets.

At Overdale we highly value the voice of the child. This is reflected by participation in compiling their own one-page profile (page 1 of their Pupil Passport). This is updated at least yearly and reflects the emerging needs, wants and beliefs of the young person in addition to their aspirations.

Transition to other Schools

A common system of record keeping and communication is established with our feeder settings and their subsequent high school to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

• 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 transfer the Overdale SENDCO meets with the Year 6 teacher and next school's SENDCO to discuss and prepare for transition.
• Children's final Annual Review will be held in the Autumn term of their final year and parents/carer's preferred school will be named. Individual transition arrangements will be made in the summer term or as appropriate.

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

- Children and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy (SALT)
- Hearing Support Team
- Learning, Communication and Interaction team (LCI)
- Occupational Therapy
- Social, Emotional, Mental Health team (SEMH)

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

Staffing and The Role the Special Educational Needs Co-ordinator

The professional leaders in the area of Special Educational Needs and Disabilities and as such are responsible for:
• the day-to-day operation of the school's Special Educational Needs Policy.
• assisting staff in the identification and assessment of pupils with SEND.
• advising on classroom and other appropriate strategies.
• liaising with parents, support staff and other external agencies.
• maintaining the school's SEND files and record.
• informing and advising the governors.
• continuing their professional development in SEND.
• contributing to staff INSET.
• managing the budget for SEN in conjunction with the Executive Head teacher.

SEND issues are regularly discussed at staff meetings. All staff are made aware of their

responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established.

Resources

The provision for SEN is funded by an annual allocation of funding from the school based allocation from the LA. Funds are deployed to implement the SEN policy. There is also an annual allocation for resources and training.

The SEND budget and budgets within other curriculum areas provide the following resources:

• TA support for those children with an EHCP.
• TA support in class to increase curriculum access and pupil achievement.
• TA support to run intervention programmes.
• SENDCo non-contact time for liaison with external agencies, assessment, record keeping, monitoring and review.
• Attendance of In-Service courses by staff to increase knowledge and development.
• Purchasing specialist assessment resources.
• Purchasing a range of books, basic skills resources and materials, IT software to suit pupils of with a variety of needs.

This is not an extensive list.

Complaints

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 LA's statutory SEND disagreement resolution process.

Monitoring and Evaluation

This policy has been drawn up in accordance with the 2015 Code of Practice and in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities.

The following criteria will help the governors, Executive Head teacher, and the Inclusion team to evaluate the success of the education we provide:

• The existence of accurate, up to date record keeping.
• The percentage of attendance by parents at review meetings.
• Feedback from parent, pupil and staff questionnaires.
• Parental requests for the school to be named on the pupil's EHCP.
• The number of pupils for whom an EHCP is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
• OFSTED inspection reports
• Inclusion of SEND issues in development planning.
• Feedback from staff, pupils and parents.
• Attendance/involvement/leadership of INSET courses by all staff.
• Analysis of pupil attainment (e.g. Progress over time, tracking progress)
• Classroom observations by SENDCo/Head teacher
• Adjustments in budget allocation to reflect changing needs.

Review date for SEND Policy

September 2027