

SEND Information Report

	1.3
Version	
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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.

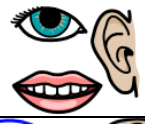
They have a learning difficulty or disability if they have:

- 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.

At Overdale Infant School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. Ofsted (2025) states Pupils with special educational needs and/or disabilities (SEND) achieve well. The school accurately identifies their needs. Staff skilfully provide clear steps for them, alongside the teacher. Activities are well-selected.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

4. ROLES AND RESPONSIBILITIES

4.1 The SENCO

Our school's SENCO is Mrs Natalie Howard

Mrs Howard runs the operational elements of the SENCO role. Mrs Hayley Holmes our Headteacher has the strategic overview for SEND.

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

They will:

- Work with the 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 Starlings 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 Suki Rai)

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 Jade Baldwin

SEND Admin – Mrs Jane Taylor

Pastoral Support- Miss Kathryn Preston

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.
- Working closely with the SENCo to highlight and identify any barriers to learning or learning/development needs.
- Ensuring they follow the SEND policy (2023).
- Follow the school's graduated response when identifying and responding to additional needs.

- Using a range of strategies across lessons to ensure an inclusive approach to learning and allow all children to access the classroom environment.

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), Social communication disorder and 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, phase 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, whether something different or additional is needed or whether we are unable to meet specific needs. Where we are unable to meet specific needs we will discuss with parents and external agencies the suggestion of an alternative provision.

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. For parents of children with an EHCP or Element 3 funding we will offer an additional parent meeting in May to update on progress.

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.

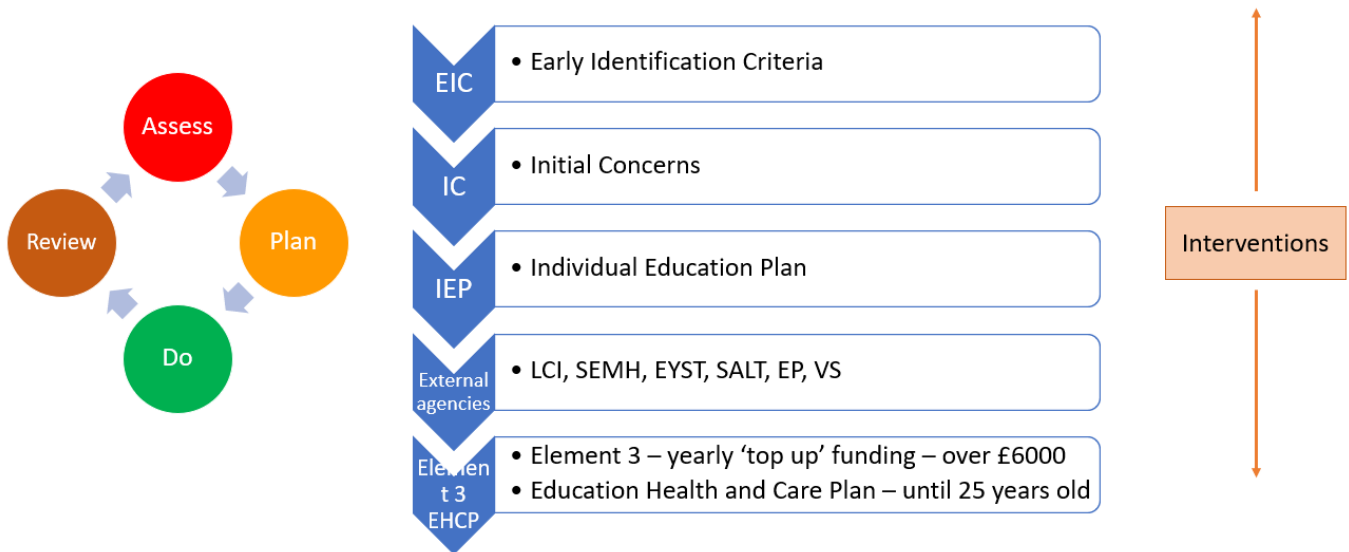
Parents will be asked to sign the Initial Concerns form or Individual Education Plan and they will be given a copy.

Parents/carers will be notified if it is decided that a pupil will receive further SEN support, and when the school wishes to seek advice from outside agencies parental permission will always be gained.

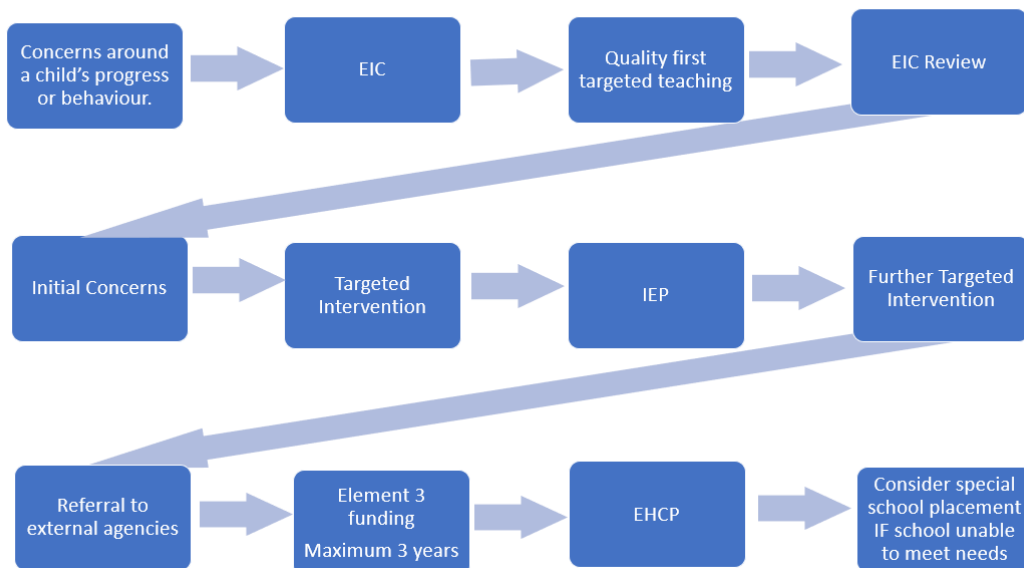
5.4 The Graduated Response

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

Graduated Response



SEN Process



5.5 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.

5.6 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.

We have a very detailed transition plan for children moving from Overdale Infant School to Overdale Junior School and we work very closely with our Junior School colleagues. Please see the Overdale Schools Transition Policy for more information on the standard transition plan. Where children need a more individualised transition plan this will be considered and detailed within their personalised provision.

5.7 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. Learning will be scaffolded for individual pupils where necessary with reasonable adjustments being made to ensure all children can access teaching and learning. Class Teachers are mindful of and comply with the LA Best Endeavours and Reasonable Adjustments (BERA) document (2021) which outlines the key ways in which pupils should be supported in class. This includes:

People and Services – providing general guidance relating to expectations in relation to best endeavours / reasonable adjustments for teaching assistants (Tas), teachers, SENDCos and leaders / head teachers, in terms of effective SEND practise (general).

Provision and practise – considering a range of aspects which might impact on the quality of a schools SEND provision, such as curriculum and policy.

Environment – considering what adaptations the school might reasonably be expected to make to accommodate the needs of its pupils with SEND.

Resources for learning – this section, whilst not exhaustive, provides some examples of the types of resources for learning schools might be expected to provide for pupils with SEND out of their SEN (Special Educational Needs) budget.

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:

- Starlings – a highly staffed additional provision
- Nurture groups for Reception and Key Stage 1
- Fine motor skills
- Gross motor skills
- Big Moves – Gross Motor Skill Intervention
- Handwriting
- Phonics
- Maths Skills
- Colourful Semantics – A teaching approach that aims to teach children how to build and understand sentence structures.
- Communication and Language – such as Fun Time, Talk Time and Lego Club
- Speech and Language
- Social Communication – such as Playground Skills and Friendship Group
- Outdoor Learning
- Emotional Literacy Support Assistance to help with emotional regulation
- Drawing and talking

Please see our [Provision Map](#) detailing more information on these approaches.

Overdale Infant School SEND Pathways

If a child is identified as having an additional educational need there are several routes of support which may be on offer for them.

Classroom	Classroom with additional adult support	Classroom with additional adult support and starlings	Starlings full time
On the SEND register IEP 3 x a week Class based interventions Support from outside agencies Interventions	Element 3 or EHCP IEP 3 x a week Daily box work Class based interventions Interventions Support from outside agencies	Element 3 or EHCP IEP 3 x a week Daily box work Class based interventions Interventions Support from outside agencies Working significantly below their peers. Access to communication and interaction-based interventions in Starlings.	EHCP Special School named on plan.

5.8 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 to classrooms in the main building. We have two classrooms situated in a mobile learning environment. This has a wide ramp which allows for access. 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:

- Providing scaffolds for curriculum areas 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.
- Adapting our teaching practices to support children, 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.

5.9 Additional support for learning

Parents have access to the school nurse team. The team can be contacted by phone on 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. We develop a whole family approach unique to the Overdale Schools.
- 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.
- Child And Adolescent Mental Health Service (CAMHS)
- Vision Support Team
- Assistive Technology for Education Team
- Learning, Communication and Interaction (LCI) Team
- Hearing Support Team
- Physiotherapy
- Occupational Therapy,
- Virtual Schools
- Social Emotional and Mental Health (SEMH) Team
- Early Years Support Team

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

5.10 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. Staff training is identified on an individual basis and staff are kept up to date and informed of new developments.

5.11 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.

5.12 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. All reasonable adjustments are made to ensure children can participate as fully as possible.

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

5.13 Support for improving emotional and social development.

Our school values well-being and Ofsted (2025) 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.

- Having two staff members trained as Emotional Literacy Support Assistants.

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

5.14 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](#).

5.15 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

These policies can be found on our [school website](#).