

# Including Everyone





Please click on the centre circle first and then any circle to find out more information

# Our provision for children with SEND

The Special Educational Needs and Disability (SEND) Code of Practice (2014) identified 4 broad areas of special educational need and disability.

We have children with many diverse needs at our school.

Children may have one or more additional learning needs and/or disabilities in the following areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs (S&P)

Overton is a mainstream school and we work hard to meet the needs of all our children as an inclusive school. We have a very strong ethos that values every child as an individual. We have an expectation that every member of staff will encourage children in their learning choices, and that no ceiling of opportunity will prevent children from achieving and surprising us. However, as a mainstream school we may not be able to meet the needs of all children. We will be open and honest with you should this arise.

The Inclusion Manager, Jane McDevitt, coordinates provision across the school.

Please feel free to contact her with any enquiries by telephoning the School Office on 01256 770249 or email [adminoffice@overton.hants.sch.uk](mailto:adminoffice@overton.hants.sch.uk)



# Identifying children's needs

## Early Identification

Some children arrive at the school having already been identified as having special needs. Jane McDevitt, the Inclusion Manager (IM), and other members of staff will liaise with the previous setting to discuss the needs of your child.

Other children may be identified after starting at Overton. This may be as a result of screening tests and/or observations and concerns raised by parents and teachers.

## Parent concerns

Parents can share any concerns through the class teacher, Inclusion Manager and Head Teacher. Parents often share information with us from other professionals e.g. paediatricians and speech and language therapists. This information is confidential. The school uses this additional information to provide the best support for your child.

## Class Teachers

The class teacher works with each child and has direct responsibility for their progress. Teachers closely monitor children's attainment and progress against Age Related Expectations. Children are encouraged to talk about their learning and how they feel about school. The teacher can raise concerns at any time with the leadership team, who will support them in providing for a child's needs. Each child's learning and additional needs are reviewed every half term through pupil progress meetings. It is not always the case that low attainment or slower progress means that a child has SEND. However, if a targeted approach to the child's area of weakness has made little or no progress, a child may be placed on the SEND register following a discussion with parents.

## Screening in School

### Regular screening in school

Children are screened at various times to detect any possible learning issues

### Year R

Language Link- a fun activity to detect any issues with language development (Autumn Term)

DEST- 12 activities which can give an indication of dyslexic tendencies (Summer term)

Thrive- early identification of emotional developmental need

### Year 1 to Year 6

Salford Reading- gives a reading age against national measures

Vernon Spelling- gives a spelling age against national measures

Thrive- early identification of emotional developmental need

### Individual Screening by the teacher

Hampshire maths diagnostic assessment- identifies any gaps in understanding of number and calculation

### Individual Screening by Inclusion Manager

British Picture Vocabulary Scale- measures a child's vocabulary for standard English

Non Verbal Reasoning – indicates how children may make sense of new information and relate it to what they already know

Dyslexia Screener- for KS2 children may give an indication of dyslexia

Phonological Assessment Battery (Phab2) measuring phonological processing and awareness

Sandwell Early Numeracy Screening Test

Language Link (KS1 and KS2)

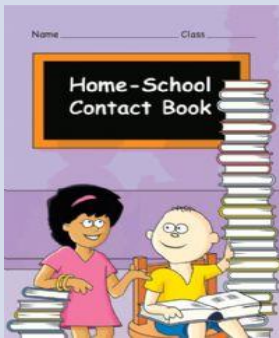
Dash Handwriting

### Individual Assessments by outside professionals.

Following discussions with parents, school can refer a child to the school nurse and a range of medical professionals inc occupational therapists, speech and language therapists and physiotherapists. Educational psychologist consultations can be arranged and, for children with severe needs, individual observations can be sought.



# Working in partnership



INDIVIDUAL EDUCATION PLAN No. \_\_\_\_\_ Date \_\_\_\_\_

NAME \_\_\_\_\_ YEAR \_\_\_\_\_ SEX \_\_\_\_\_

STAGE \_\_\_\_\_ SCHOOL ACTION \_\_\_\_\_ SCHOOL ACTION PLAN \_\_\_\_\_ ASSESSMENT \_\_\_\_\_ STATEMENT \_\_\_\_\_

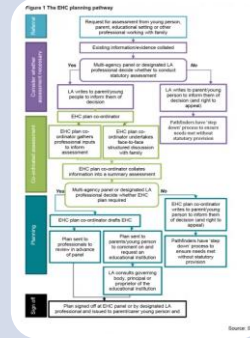
Parent contact details

Support strategies sought

Objective	Target	ICU	Support	Review strategy

Review Date and Outcome \_\_\_\_\_ Page(s) signed \_\_\_\_\_ Date/Time \_\_\_\_\_

Signed Case Teacher \_\_\_\_\_ Parent \_\_\_\_\_ SENCO \_\_\_\_\_



The home-school Link Book is used for parents and teachers to communicate on a daily basis.

Parents can ask to meet staff at anytime during the year if they have concerns. We will respond as soon as possible.

Personal Learning Plans are written by the class teacher and child with support from the Inclusion Manager. These are shared half-terminly with parents who may work on some learning at home.

The school and parents work together to get advice and support from other professionals. This will only be done with parent consent.

If a child has severe needs the school will work with parents to make sure the EHCP is supporting the child and annual reviews reflect the child's needs.

Sometimes decisions need to be made about how best to meet a child's needs. We work with parents in the best interest of their child.





# Our Staff

All teaching staff have qualified teaching status. They have continuous professional development through Inset training days, staff development meetings and relevant courses. Recently staff development meetings have focussed on behaviour and emotional development, areas of SEND inc. neurodiversity- dyslexia, ASD and ADHD and Thrive and emotional wellbeing.

We are a mainstream school and try to meet the needs of all children who come to Overton. If a child arrives at the school with a new need, not encountered before, staff will receive advice and support from teacher advisors, the EP and Outreach agencies. If we believe a child's needs cannot be met by mainstream teachers we will discuss this with parents and the Local Authority.

Our Inclusion Manager, Mrs McDevitt (3 days per week) is a trained teacher with 18 years experience. She is part of the Leadership Team and has up-to-date training from HCC on child protection. She completed the National Award for SENCOs with Distinction (Uni of Winchester). She is the Senior Mental Health Lead (DFE/Thrive), Thrive Practitioner, has completed The Link Programme (DFE/Anna Freud) & The Place2Be Mental Health Champions. She is trained in trauma awareness, attachment and neurodiversity. She attends regular CPD inc. the annual NASEN SEND conference. She is part of termly SENCo Circles. She works with children, parents, staff and the Governing Body to ensure that the SEND Code of Practice is followed

The ELSA (Emotional Literacy Support Assistant) is Mrs Davenport. She receives training and supervision from the Educational Psychology Service. She works with children who have a range of emotional needs in blocks of 6-8 weeks. Other approaches followed include the CAMHS Anxiety workbook. Parents, teachers and pupils can request support, and provision is co-ordinated with Mrs McDevitt. Mrs Davenport also runs our Lego Therapy groups.

Learning Support Assistants are under the direction of the class teacher and/or Inclusion Manager. If they are working with children with SEND, activities and programmes are monitored and assessed with the Inclusion Manager. Learning Support Assistants are trained alongside teaching staff where appropriate and also receive specific training from the Deputy Head.



# Outside the classroom



## School Buildings and Grounds

We are very lucky to have fantastic grounds and buildings. The school meets accessibility requirements with ramps, disabled parking and easy access. We take advice from teacher advisors and carry out regular risk assessments for individual children.

## Outside Learning

Learning outside the classroom is part of all teachers' planning. We have a willow area and use the outside classrooms, playgrounds and field areas to stimulate learning. We also have a swimming pool which children may use in the final half of the Summer term.



## Educational Visits

These happen regularly. Care is taken to ensure accessibility when planning trips. Risk assessments are carried out, including for individual children where necessary. Parents may be asked to come and support their child to enjoy the day.

## Residential Trips.

All children have the opportunity to take part in a Year 4 visit to Stubbington and an activity week in Year 6. The children spend a week away from school for each trip. Both are fully accessible to all and we take advice from teacher advisors and the Physical Disability Inclusion Support Officer when needed.



## Sport

All children have equal opportunity to take part in physical activity. They have access to P.E, games, swimming and dance, as well as after-school clubs and activities. The curriculum can be adapted for children and we use the expertise of teacher advisors and the PD Inclusion Support Officer where necessary.





## Wellbeing

All staff work as a team to ensure that children with SEND are supported on the playground and in the classroom to be safe, happy and able to learn in a nurturing environment. We create positive relationships with the children to develop confidence and foster self esteem. We value the positives in a child and support the challenges.

High quality inclusive teaching is designed for each child, whilst encouraging independence and resilience. Personal Learning Plans involve the child with strategies to support their learning and in their learning outcomes.

Resilience and Learning Powers enable the child to think as a learner and understand that anything is possible. Mindfulness and focus on breath supports emotional regulation, attention and a positive classroom climate.

The Thrive Approach is used across the school. This is a dynamic developmental approach supporting emotional health and wellbeing with brain development (neuroscience), attachment theory and child development at its centre.

For children with worries, we can offer ELSA, the CAMHS Anxiety Workbook and Emotionally Based School Avoidance (EBSA) Support Planning.

As a school we follow the 'Heart Smart' curriculum to deliver RHSE and build character, emotional health and resilience. This aims to equip children with foundational principles, skills and habits and a mind-set that will improve their mental health, relationships and academic achievement.

Please see the Health and Wellbeing Policy for more information.

# Supporting Children

## Learning Needs



At Overton, we follow a graduated approach to SEND.

High quality inclusive teaching is always a first step. The child's teacher remains responsible for working with your child on a daily basis and for planning and delivering an individualised programme within the classroom.

If additional provision is needed, we work with your child in the following way: **Assess** where they are, **Plan** a programme of work or activities, **Do** the work over a given period of time and **Review** the progress.

There are regular discussions between school staff to identify appropriate support, and a range of interventions are available for intensive work. Parents will be involved and where a child requires provision that is additional to or different from other children of the same age, the child will be monitored at SEN Support.

The Inclusion Manager consults with parents and teachers on concerns for individual children. For children at SEN Support level, she supports teachers to develop a Personal Learning Plan for children, gathers resources and completes any assessments.

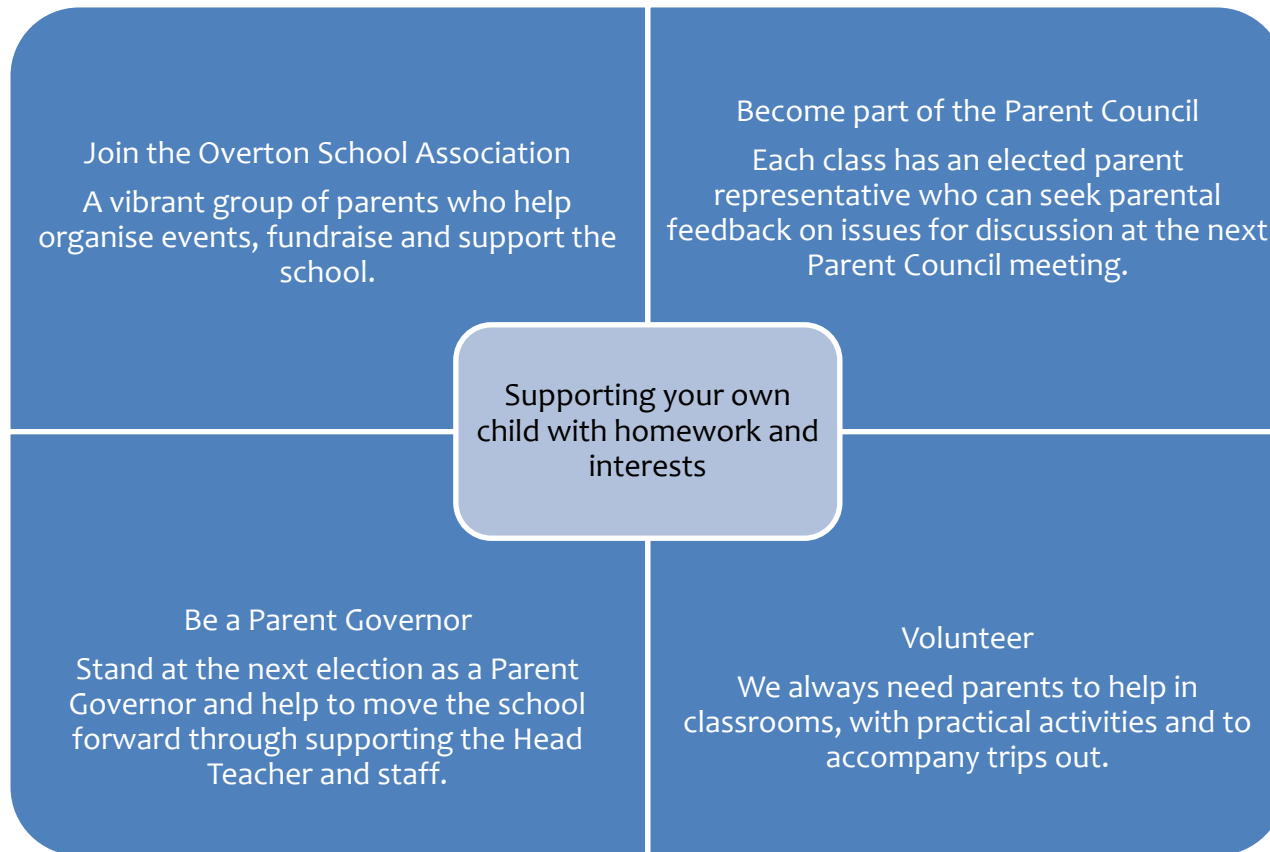
If a child's needs are more complex, the Inclusion Manager will liaise with teachers, parents and outside agencies to help understand and plan for learning. This may include Local Authority support services, specialists in other schools, Children's Services and health partners.





# Get Involved

There are a number of ways you can become involved in the life of the school.



## Planning for learning and supporting my child

We are a mainstream school- our children's learning is based on the National Curriculum, September 2014.

Year group parents' evenings are held to inform you about how teachers plan work and curriculum content.

Information about this term's learning is posted on the website. Additionally, parents are invited to attend meetings which explain how maths or literacy are taught.

Parent Consultations with the class teacher happen termly, or more often as needed, to talk about your child's learning. You can book an additional meeting with the Inclusion Manager, Jane McDevitt, if your child has special educational needs.

We can provide access to parenting courses, local groups and signpost to other outside agencies that can support families.

Most importantly you can support us in fostering a positive attitude and celebrating all achievements, no matter how big or small.

How will both you and I know how my child is doing and how will you help me support my child's learning?



Please sign up for our termly Parent Consultation sessions via parent mail.

Teachers are always happy to meet with parents to discuss how best to support your child.



Teachers assess, plan and review next steps for each child.

Teachers continually track children's progress.

The home-school link is very important to us and learning can be supported by parents through games, materials, computers and talking.



Where a child has an Personal Learning Plan (PLP) it will be reviewed as part of Parent Consultations.

How does the school make parents aware of the progress a child should be making?



Parents are informed about their child's learning. An 'open door' approach means that you can ask at any time.

There is regular contact through home-school Link Books.

Staff will discuss any concerns over progress as they arise.



For children with a PLP, small next steps are identified to help children progress and involve them in their learning.

The Inclusion Manager is available to meet with you and your child's teacher to discuss your child's progress.



# Useful contacts for parents

- [Overton C of E Primary School](#) 01256 770249
- [School Nursing Team](#) 01256 376330
- [SENDIASS](#) 0808 1645504
- [National Autistic Society](#)
- [Hampshire Dyslexia Association](#)
- [Basingstoke Young Carers](#) 01256 423851
- [Children's Services](#)



# A Range of Needs

## SENSORY AND/OR PHYSICAL NEEDS

We can adapt the physical and learning environment to meet a range of needs. Room organisation, furniture, specialist advice and equipment and playground access are all considered. Staff training is available to meet children's needs. We work with the Teacher Advisory Service, the PD Inclusion Support Officer and parents on specific requirements. Risk Assessments are completed annually to make sure a child is safe.

## COMMUNICATION AND INTERACTION

To help children with speech and language difficulties, both in pronunciation and understanding, we may use an individualised programme alongside general classroom strategies. We work with speech and language therapists and the Communication and Interaction Team to support our children. Speech Link and Language Link, ICT, visual cues and ELSA can all help children communicate. Staff have training in strategies that may help children with Autistic Spectrum Condition. We are not a special school but we try to make reasonable adjustments and modifications to meet a child's needs. Visual timetables, social stories and transition planning all form part of what we do.

## COGNITION AND LEARNING

Memory, processing and specific learning difficulties are common concerns that we cater for. Teacher planning will take account of these needs and small group or individual support will support access to the curriculum. We use evidence-based interventions so that each child can learn at an appropriate level and pace for them. Some children will have a Personal Learning Plan (PLP) specifically linked to their cognition and learning needs. A PLP is written by the class teacher in partnership with children, parents, outside professional assessments and reports. The PLP looks at approaches to learning, breaking down learning into achievable, small steps and measures progress in a given period of time.

## SOCIAL, EMOTIONAL AND MENTAL HEALTH

The emotional development of all children is tracked termly by the class teacher using the Thrive Approach. The class teacher supports children using Mindfulness, talking, solving conflicts, observing in the classroom and playground and Circle of Friends. In addition, with parental consent, individual work with children is supported by our Thrive Approach. The school provides an ELSA (Emotional Literacy Support Assistant) for when a child needs individualised support. Children may take part in social skills groups. We can refer to School Health, CAMHS and other specialist services should the need arise. All children have access to a well-established RHSE curriculum.





# Reviewing our Provision

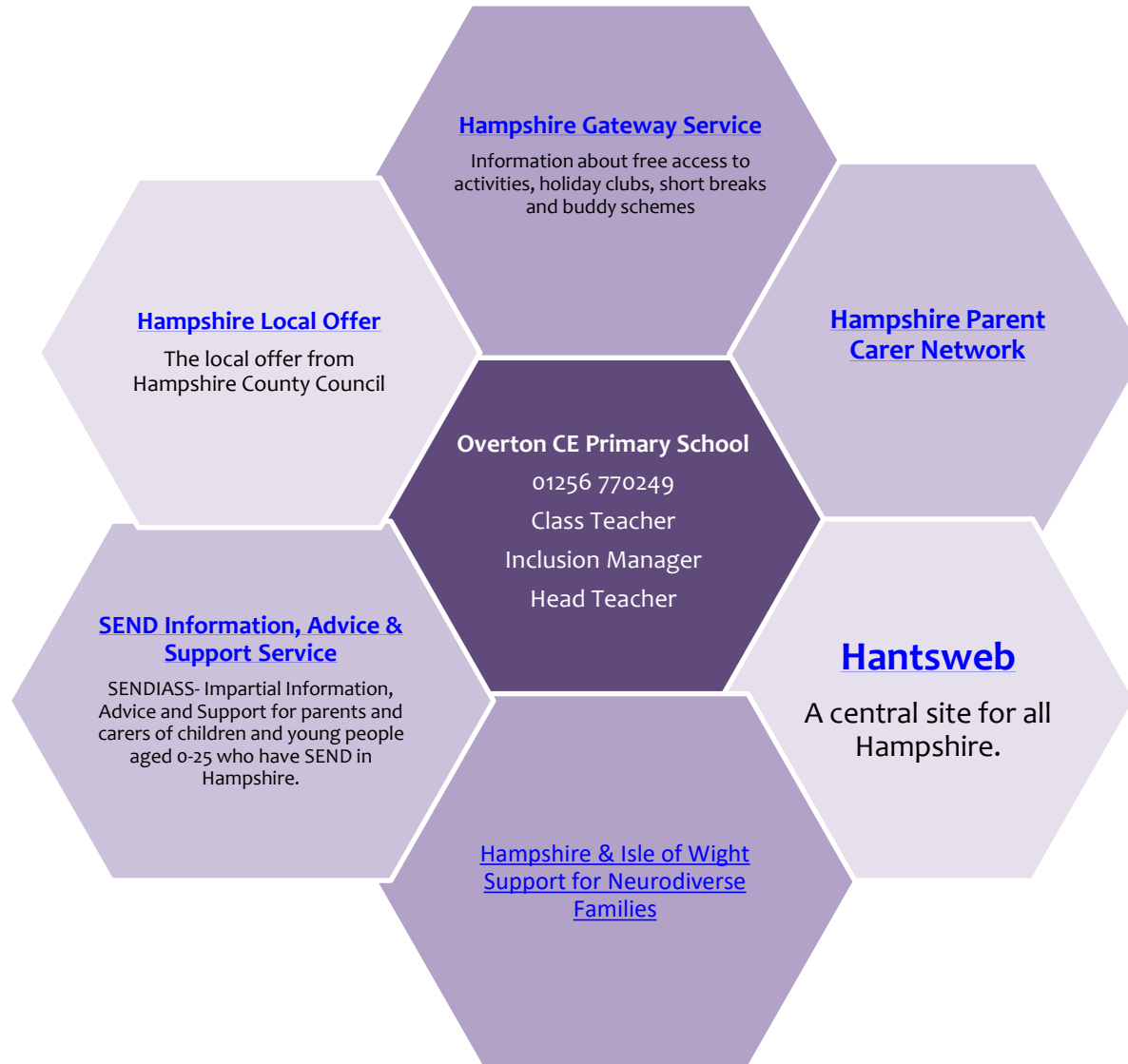
As a school we are continually reviewing our provision for children with SEND and trying to improve it

- Termly parent consultations and annual reports offer the chance to reflect on progress.
- Personal Learning Plan targets are shared with parents half-termly. They are time-bound, reviewed half-termly and progress is monitored with the Inclusion Manager.
- All children are continually assessed by teachers and progress is tracked as part of everyday practice.
- All children are included in school monitoring through half-termly Pupil Progress meetings.
- Specific interventions- impact is assessed through data e.g. reading and spelling ages, Thrive Approach screening and children's feedback.
- The Senior Leadership Team undertake classroom observations, learning walks and work sampling.
- Your comments and feedback are important to help us to progress our provision for all children with SEND.
- Attendance and behaviour are monitored.
- If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained.
- Governors are informed about SEND pupil progress regularly.
- The SEND governor meets termly with the Inclusion Manager for monitoring visits.
- Governors are invited to attend staff development sessions.
- The Local Authority monitors SEND progress and provision as part of whole school progress.
- Ofsted make judgements about our SEND provision.





# Where to get support



# What type and how much support?

## **Children with an Education Health Care Plan (EHCP)**

A child's needs are clearly laid out and the school provides the type and quantity of support stated. It can be useful for parents to be involved in discussions around provision, although it is the schools responsibility to organise this within the school day, under the guidance of the Head Teacher. A child's progress is reviewed by the Class Teacher and Inclusion Manager with parents, through informal dialogue, advice and resources from professionals, the Personal Learning Plan and Annual Reviews. Input is gathered from all professionals involved in the child's life for the Annual Review, which follows a 'Person-centred' approach.

## **Children with an identified Special Educational Need without an EHCP**

- High quality inclusive teaching and resources ensure a differentiated approach to meet the child's needs within the mainstream classroom and ensure that the curriculum is accessible and exciting. Teachers follow the 'assess, plan, do and review' cycle. Teacher planning reflects the child's development and progress through assessment.
- Pupil progress meetings look at children's on-going needs and how to meet those needs. The Head Teacher, Inclusion Manager and class teacher are involved in the decisions about what resources and interventions may be appropriate for individual children and for how long the intervention should last. Pupil Progress meetings happen on a half termly basis.
- Intervention time is allocated according to need and is supported by class teachers, LSAs, Inclusion Manager, ELSA or outside agencies. Because interventions are for 6-8 weeks they can be reviewed for progress and suitability regularly. These may be individual or small group interventions.
- Outside agencies can become involved in supporting a child if expertise, knowledge or resources are not available in school. Parents would always be involved in this decision and their consent sought.
- Arrangements for access to SATs in Year 6 are made following the Government guidelines and all additional time/support is applied for via the official website.
- If a child is working at a level below that of the SATs tests they can be disapplied by the Head Teacher.



# Moving On

## Moving into School

We have a planned induction programme, delivered in the Summer term, to support new pupils starting in September.

When your child starts school with us we want to know as much about them and their individual needs as possible:

Come to meetings before your child starts school. These give you information and a chance to ask questions and tell us about your child.

It is really useful to talk to staff as early as possible

School and pre-schools have close links and meet to discuss all the children's needs before they start with us.

Our transition book for moving into Year R will be given out in the summer term. It takes the form of a social story and is helpful to revisit throughout the summer holidays.

## Moving onto Secondary

We want to make sure that every child is as confident as they can be about their new school and that their new school knows and understands about your child's needs.

When children move to Year 7 the changes can concern children and parents. We work with all schools to ensure the best transition for all children.

An individual child's specific needs will be discussed with their new school. The IM meets with the secondary school SENCos to ensure a smooth transition.

A transition plan and meeting may take place following a discussion between parents and the Inclusion Manager. Parents, Year 6 teachers, the Inclusion Manager and secondary staff attend the meeting.

Children may have additional visits, support from the secondary school and holiday activities if they need it.

If your child has an EHCP and you are considering a special school placement we work with you and Hampshire County Council. This happens in the Summer Term of Year 5, at the Annual Review/ Transition Review.

