



OVERFIELDS PRIMARY SCHOOL

INFORMATION REPORT

Ironstone Academy Trust

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| Type of school | Mainstream |
| Admission | Local Authority Admissions Panel |

Overfields Primary School meets the needs of pupils with Special Educational Needs and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in our school. We are as an inclusive school as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. We want all our children to feel that they are fully-included and a valued member of our school community.

Who to contact at Overfields Primary School regarding Special Educational Needs

If you would like to know more about what we offer contact us on 01642 314548 or email us at overfieldsadmin@overfieldsprimary.org.uk

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| Mr C Faulkner | CEO Ironstone Academy Trust |
| Mrs T Watson | Head Teacher |
| Mrs H Teschner | SEND Lead |
| Mrs S Butler | SEND Lead / Language Unit Leader |
| Mrs A Dales | Parent Support |

Identification of Needs

How do Overfields Primary identify children with Special Educational Needs/ and or disabilities in this school?

- On entry to Overfields Primary School, children are assessed through a National baseline assessment and the information is recorded and stored. Formal assessments are then carried out at regular intervals, to track children's progress as they move through school.
- If a teacher has concerns about a child's progress, and targeted teaching had not met the child's needs, the teacher will discuss further options with the SEND Leader.
- If a parent/carer has concerns about a child's progress, they may approach their child's teacher or SEND leader for further advice.
- If children are identified by their teacher and the SEND Leader as not making expected progress, parents/carers are informed, and the joint decision is made to create a **SEND Support Plan** to support their learning. Children are then added to our school SEN Register. If their needs are more complex or will require further agency support we will create a **SEND Support Plan Plus**.
- If children have severe learning/physical needs and/or health care needs, an **Educational Health Care Plan** will be completed for them.
- If your child has health needs, they will be given a **Health Care Plan**.
- Their support plan may include: areas of concern, regular and current targets, strategies in place to ensure progress and outside agencies involved with the child.
- Teachers have regular meetings (every half term) within their team to ensure all children are making expected progress.
- Teachers and parents/carers also meet once a term to review the child's current attainment, and to set new targets for the upcoming term.
- You can also chat about any concerns directly with teachers during:
Nursery pre-admission visits, termly consultation evenings or speaking to teachers as and when you need to. Overfields operate an 'open door' policy for parents.
- We regularly monitor your children's behaviour, social and emotional well-being.
- If children have joined us from a different school, we will receive their information.

How do we involve parents in planning for those needs?

- An initial meeting during a consultation evening or 'drop in' session.
- A further meeting following a pre admission Nursery visit.
- For pupils with additional needs the school will share information and progress through termly review meetings.
- For pupils with an EHC plan the school will meet with parents at annual reviews and termly review meetings.

If you have concerns then contact your child's teacher, Mrs Teschner, the SEND Lead or Mrs Watson the Headteacher.

Support

Who in school will support my child, and how will this be monitored and evaluated?

Teacher – he/she is responsible for:

- Ensuring that all children have access to quality teaching and that the curriculum is adapted to meet children's individual needs.
- Monitoring the progress of children and identifying, planning and providing any additional help they may need.
- Creating and including targets in a SEND Support Plan (or SEND Support Plan Plus), sharing and reviewing these with parents/carers termly.
- Ensuring that all staff working with children are aware of their individual needs and/or conditions, along with any specific adjustments required to enable them make progress.
- Ensuring that all staff working with your child are supported in delivering the planned targets for your child. This may involve the use of additional adults, outside specialist agencies and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed.

SEND Lead – Mrs Teschner is responsible for:

- Coordinating all the support for the children with Special Educational Needs and Disabilities
- Updating the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - Involved in supporting children's learning.
 - Kept informed about the support offered to children.
 - Involved in reviewing their progress.
 - Involved with termly target setting.
- Liaising with outside agencies visiting school to help support children's learning, e.g. Speech and Language Therapy, Educational Psychologist etc.
- Providing specialist support and training for staff.

Headteacher – Mrs Watson is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Providing regular updates for the Governing Body, to inform them of any issues in the school relating to SEND.

SEND Link Governor – Mrs E Harrison is responsible for:

- Confirming that the school has appropriate provision and has made adaptations to meet the needs of all the children in the school.
- Confirming that the necessary support is made for any child who attends the school who has SEND.

- To understand and monitor the support given to children with SEND in the school

How are decisions made about the type and amount of provision a young person will need?

- Once the child's needs have been identified, teachers and the SEND Lead will make a decision about the support they require.
- The amount of support they require will be dependent upon their primary needs.
- They may receive focus group or 1:1 support from school staff such as Teachers or Teaching Assistants.
- External agencies may also be identified as a source of support.
- If external agencies are contacted for involvement, teachers will involve parents with any referrals made.
- The school recognize effectiveness and impact of arrangements by:
 - Close monitoring of children's academic progress through assessment tracking
 - Regular contact with parents
 - Termly reviews of targets
- Children are given the opportunity to express their views, achievements and concerns regularly through child friendly questionnaires.

Curriculum

How will the curriculum be matched to the needs of the young person?

Our curriculum is creative and stimulating. We acknowledge that children:

- Have different strategies for learning
 - Grasp and communicate information at different levels and rates
- Require different teaching approaches and experiences, for a broad and balanced curriculum
 - School enters any competitions/events for SEND children arranged by the Local Authority

We ensure that provision for all pupils supports them to access all areas of the curriculum including Physical Education, outdoor education and afterschool activities.

Accessibility

- Overfields Primary School is fully wheelchair accessible.
- Disabled toilets are available
- Computing is used to help some of our pupils access the curriculum via interactive whiteboards, iPads and laptops.
- Overfields Primary School work closely with EMAT – Ethnic Minority Achievement Team supporting children and their families whose first language is not English.

Parental involvement

How will both the school and parent know how the young person is doing and how will the school support the young person's learning?

- Parents/carers are encouraged to support their child's learning at home. Home learning and reading is provided weekly for your child to complete.
- Teachers may suggest ways of supporting children's learning at home, by giving them additional work or meeting with you to discuss their needs.
- Outside agencies may suggest advice or programmes of study that can be used at home.
- Parent workshops are held for parents/carers to support children with various issues, such as: E- safety, child protection, bullying, sex and relationships, iPads.
- If children have an Educational Health Care Plan, parents/carers are invited to an annual review with their teacher, SEND Leader and Local Authority SEND Officer.
- Parents are invited termly to review their child's SEND Support Plan with their Class Teacher.
- Consultation Evenings are held every term so parents can meet teachers and Year group staff, look at their child's work and discuss progress with their child's teacher.
- Parents are invited into school regularly to share in a range of activities, which include: performances, special themed days, assemblies and work exhibitions.
- Reading records and home/school books are used to support communication between home and school and parents are encouraged to use these where appropriate.
- Parents can make an appointment to see the class teacher at a convenient time through our 'open door' policy
- Overfields Primary has a regular pattern of surveys for parents to complete.
- We have a number of parent Governors at Overfields primary school and parents are welcome to join.
- If parents wish to make a complaint please contact:
 - Mrs T Watson (Headteacher)
 - Mr C Faulkner (CEO Ironstone Academy Trust)
 - Mr A Simpson (Lead Governor)
 - Monica Wheeler (Local Authority SEND)

Overall Well Being

What support will there be for the young person's well-being?

Overfields Primary School offers a wide variety of pastoral support for our children who are encountering emotional, social and behavioural difficulties.

- Pupils who find lunchtimes a struggle are supported to buddy up with another older child who will demonstrate and encourage appropriate play, In addition, our school also offers 'Play Leaders', who are trained to play games with children.
- Lunchtime supervisors support children emotionally, developing social skills by building confidence and encouraging friendships.
- Circle Time – weekly sessions allow children to discuss concerns and problem solve worries.

- School Council – providing a pupil voice where children are involved in decision making.
- We have weekly and termly celebration assemblies.
- Children regularly take part in Outdoor Educational Residentials in Years 5 to 6, where children take part in exciting team building activities, which promote confidence, self-esteem and independence.
- School Clubs – our school provides a number of fun and interesting activities before school, during lunchtimes and after school.
- Overfields Primary School regularly accesses support from the Health Service, School Nurse, CAHMS, Time 4 You counselling.
- Children who have a medical need have a detailed Health Care Plan, which is compiled by Mrs Watson, in consultation with parents/carers. Health Care Plans are discussed with all staff that involved with the child and are updated annually.
- Where necessary and in agreement with parents/carers medicines are administered in school (at the school office) where a signed medical form has been completed.
- Trained first aiders are available in school.
- Overfields Primary School works closely with Social Services and other care providers to support the welfare of pupils
- Mrs Dales, pastoral teaching assistant offers support to parents and pupils.

Specialist Services

What specialist services and expertise are available at or are accessed by the school?

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a child makes the best progress. Some of these services provide children with:

- Speech and Language Therapy (SALT)
- Specialist Teaching Service (STS)
- Educational Psychologist (EP)
- Behavioural for Learning Service (B4L)
- Early Intervention Support Bases
- School Nurse
- Visual and Hearing impaired Service.
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapy (OT)
- Physiotherapy
- Parent Partnership Service (PPS)
- Attendance and Welfare service
- Social Services, including Child Protection Service
- Counseling Services such as The Link, The Bungalow Project or Time 4 You
- EMAT (Ethnic Minority Achievement Team)
- Local GP

Staff Training

Overfields Primary School has a development plan, including training needs for all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues, or to support identified groups of learners in the school, such as ASD, dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs to specific children in their class e.g Speech and Language, health and medical training to support staff in implementing care plans. Over the past 3 years our Teachers and Teaching Assistants have had yearly early medical training in using epipens for nut allergies, and training on diabetes, epilepsy and inhalers.

Mrs Watson Head Teacher, has undertaken training in the following:

- Health and Well-being
- Safeguarding Level 3
- Keeping Children Safe in Education
- De-escalation and Positive Handling training
- E-Pep (Training for Looked After Children)
- Trauma informed practice
- Smart targets for children with SEND
- Gary Freeman SEND Consultancy – legal and local constraints

Mrs Teschner SEND Lead has undertaken the following training:

- Keeping Children Safe in Education
- De-escalation and Positive Handling
- National Award for SENCO

Mrs Dales Parent Support Worker

- Safeguarding Level 3
- Keeping Children Safe in Education
- Drawing & Talking Therapy

Staff training is ongoing, relevant to the children in the school and in response to current national developments in SEND provision.

Activities outside the school

How will the young person be included in activities outside of the classroom including school trips?

- School trips and activities are available to all of our pupils.
- Risk assessments are carried out and procedures are put in place to enable your child to participate. These may include parental meetings, and for all residentials parent or carer attendance at a pre residential briefing is mandatory.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is

required, a parent or carer may also be given the opportunity to accompany their child during the activity in addition to the designated staff.

- A member of the Senior Leadership Team, acting as Educational Visits Leader, oversees all educational visits to ensure students are safe and the needs of individual children provided as appropriate

Transition

Overfields Primary School understands times of transition may be stressful, therefore many strategies are in place to enable our children's transition is as smooth as possible.

On entry:

- We organize a planned programme of setting visits in the term prior to pupils starting Nursery
- Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.

Between Year Groups:

- Towards the end of Summer Term, children are able to visit their new classroom and year group
- Support plans and Educational Health Care Plans are discussed with targets agreed in advance of a child starting a new academic year. For some pupils, the current teacher and next teacher may have a joint meeting with parents.

Secondary Transition:

- The Year Six team/ SEND Lead work carefully with any children who may be anxious about the move to Secondary School.
- The Year Six team / SEND Lead liaise with Secondary Schools to pass on information regarding SEND children.
- Children attend a selection of transition days/weeks dependent upon the school they will be moving to.

SEND Resources

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings, or if they have raised a concern at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies. Overfields Primary may be allocated an additional amount of funding for pupils with higher level needs.

Overfields Primary School has termly standards meetings which all staff and governors attend to monitor cohort, groups and individual's needs. There is a focus on the allocation of staff and resources. The funding we receive provides support for children through individual or small group work, through the purchasing of specialist equipment or provision from external support agencies. This will ensure the needs of our pupils are met appropriately.

This document was compiled using Local Offer Standards Guidance Document issued by the Local Authority, outlining the information required to meet new legislation regarding the provision of information about services for pupils with SEND.

Overfields Primary School's SEND information report can be found on the Local Authorities Local Offer Website.

<http://www.peoplesinfont.org.uk/kb5/redcar/directory/localoffer.page>

Further Information

| Glossary of Terms | |
|--------------------------|---|
| SEND | Special Educational Needs and Disabilities |
| SEND Code of Practice | The legal document that sets out the requirements for SEN |
| EHC Plan | Education, Health and Care Plan |
| PP | Personal Plan |
| SEND | Special Educational Needs and/or disabilities |
| SALT | Speech and Language Therapy |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| STS | Specialist Teaching Service |
| SEND Leader | Special Educational Needs Leader |
| ASD | Autistic Spectrum Disorder |
| EISB | Early Intervention Support Base |
| STS | Specialist Teaching Service |
| ELSA | Emotional Literacy Support Assistant |
| BEST | Behaviour Education Support Team |
| B4L | Behaviour for Learning |
| OT | Occupational Therapy |
| PPS | Parent Partnership Service |
| EMAT | Ethnic Minority Achievement Team |

T Watson / H Teschner September 2024