

Overton St. Helen's CE Primary School Special Educational Needs and Disability Information Report



'Surrounded by God, we inspire the hearts and minds through earning, faith and love.'



Welcome to our SEND information report. We hope you find out everything you need to know about our provision at Overton St Helen's CE primary School, but if you have any questions or would like to know more, please don't hesitate to contact us.

We would be happy to answer any of your questions.

What kinds of special educational needs do we provide for?



Overton St. Helen's CE Primary School is a mainstream primary school which has 175 pupils on roll. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Church of England School, we endeavour to develop the spiritual and moral values of members of the Overton family, and a meaningful and loving relationship with God. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

At Overton St. Helen's CE Primary School we provide an environment where creativity is encouraged, curiosity is welcomed and excitement in learning is fostered. Our children develop confidence in their own abilities, are motivated to achieve their best and learn to be resilient and adaptable to change. We are highly committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We are a fully inclusive school which provides support for any child that may have learning difficulties or additional needs including:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health difficulties,
- sensory and/or physical impairment,
- children on the ASC spectrum.

How do we identify a child with SEND and how do we assess their needs?

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this.



Class teachers discuss any concerns with the Headteacher and SENDco. If further action is deemed necessary, the parents are informed immediately. Despite appropriate, high quality teaching, intervention and differentiated learning experiences, and taking into account the child's age and stage of development, triggers for identification of a Special Educational Need could be:

- ✓ Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- ✓ Working at levels significantly below those expected for a child of a similar age.
- ✓ Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- ✓ Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- ✓ Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

Who is the SENCO and how can we contact them?

Our SENDco is Mrs Sarah Moffat

01524 858615

s.moffat@overton-st-helens.lancs.sch.uk



with support from the Head teacher:

head@overton-st-helens.lancs.sch.uk

How do we involve parents and consult with them about their child's education?

At Overton, we recognise the value of working with parents and carers of children with SEND in order to achieve the best outcomes for the children. We strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time.

For children with Individual Pupil Plans (IPPs), parents and carers are invited to attend reviews on a termly basis. In these reviews, parents are encouraged to provide feedback and be involved with target setting for IPP's. For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.



How do we involve and consult the children about their education?

When supporting children with SEND, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. For children with an EHC Plan, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views.



How will the curriculum be matched to my child's needs?

At Overton our priority is that all children, including those with SEND, have access to high quality lessons which are appropriately differentiated and personalised to meet the needs of individual children. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. We believe that good practice for pupils with special educational needs is good practice for all. We understand that children learn best in different ways, so we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

During group work, it may be that the class teacher or a teaching assistant is working with a mixed ability group and provides general support to address a child's specific learning needs. This enables the child to access the curriculum in an appropriate way.

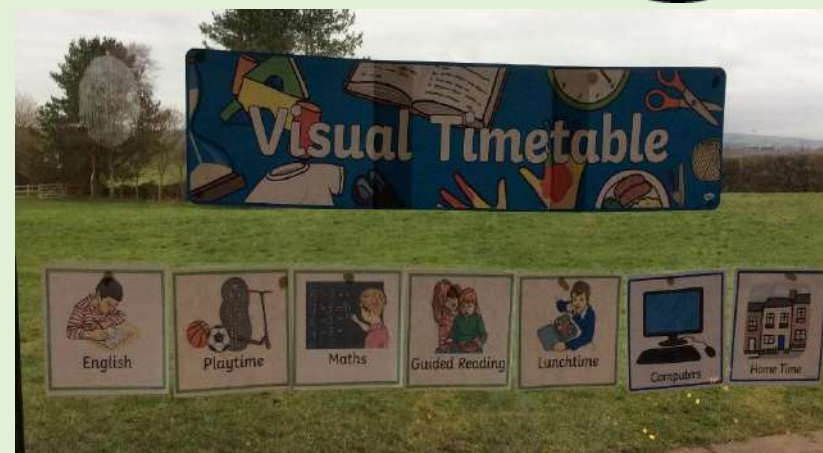


Occasionally it may be necessary to provide a child with a different task because the class task may hold no relevance due to a lack of foundation skills. A task with which the child feels confident and comfortable is provided, in relation to the IPP, in order to continue to build foundation skills. Activities are matched to pupils' differing paces and styles of learning, interests, capabilities and previous experience.

Teaching assistants are allocated carefully according to their skills and experience. The environment is also designed to support children with individual needs e.g. visual timetables, individual workstations, as required

How accessible is the school environment?

The school site is wheelchair accessible to the ground floor, with a disabled toilet large enough to accommodate changing. The school has ramps at specified fire exits.



How are the school resources allocated and matched to children's special educational needs and disabilities?

Through discussions with parents, teachers, teaching assistants and children, the SENCO, alongside the Head Teacher, makes decisions regarding the most effective allocation of resources. This includes human and physical resources. Pupils with EHC plans have provision listed clearly in their plan which is met by internal and external sources.

EHC plans are reviewed annually, including the level of support required and its impact. All relevant parties are involved in the review process



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

At Overton, we recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings and annual reports.

We encourage parents to be part of the progress their child makes and advise them where necessary of how to support this at home. We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time, as of course is the SENCO. For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual outcomes, as stated on their plan. For children with IPPs, parents will be invited to attend a review alongside the child's teacher and the SENCO.



How do we involve and work with other professionals to meet the needs of our children?

Children are identified as having special educational needs in a number of ways; if a child is performing below expected levels, if concerns are raised by parents and/or teachers, an initial meeting between the SENDCO, parents and teachers will be organised.

Once individual needs have been established and targets have been set, we may seek advice and support from many outside professionals. The school or paediatrician will make referrals to outside agencies who will then work with the families, in or out of school time, depending on the type of support.

School liaises closely with any outside agency who is involved with a pupil and will have regular meetings to discuss the type of support given and how we can reinforce the work in class. We work with a variety of outside agencies depending on the type of support that is required. These include GPs, the school nurse, Educational Psychologists, Speech and Language Therapists, Behaviour Support Services, Specialist Teachers for a range of needs and Lancashire SEND team.



What training have the staff supporting children people with SEND had or may they have?

We have a highly experienced, dedicated and caring team of teaching support assistants. They are all fully trained, attending staff meetings, INSET days and relevant courses in order to support children with different needs.

Prior to a new pupil with particular needs starting school, we endeavour to find out as much information from their parents/carers and previous school/nursery as we can in order to have provision in place to best support them.

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

We have the ability to access a range of specialist services in as required, such as Educational Psychologists, Speech and Language Therapists, Hearing Impairment Specialists, and anything else that may be required to help use meet the needs of our children.

Reachout ASC (Consultants in Autism Spectrum Conditions) visit regularly to work directly with the children on each visit, providing school with detailed reports and action plans.

How do we support our pupils with SEND as they move through school and on to high school?

Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. Before moving to a new class, all children are given the opportunity to spend a morning with their new class teacher to familiarise themselves with their new classroom, teacher and any other adults that will be supporting them. Where necessary, children with SEND may make extra visits to their new classroom to prepare them for the changes ahead.



Children with SEND who are moving onto high school are fully supported during this time of transition. We encourage additional visits to the high school to meet key members of staff, allowing the children to become more familiar with their surroundings. We also encourage the SENCO from the high school to visit our school to meet with us. We use this opportunity to share information and build the foundations for a smooth transition.

If a child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school and we are happy to liaise with staff to discuss the child's needs further.

How will my child person be included in activities outside the classroom?

At Overton, we pride ourselves on providing an inclusive learning environment where all children including children with SEND are treated equally and have access to the full range of opportunities that we provide. We will always adapt activities to meet the abilities of all children.



All children are included in class trips. Children are considered individually regarding the support they need, e.g. 1:1 adult, wheelchair etc. Access arrangements are included in the risk assessments and the parent and pupil are included in these discussions so that they feel secure.

During break and lunch times, children with SEND are able to play outside with their peers but teacher may allow children to stay inside in some cases, if that's what's deemed best for their well-being- this is at the class teacher's discretion. All staff, including welfare, are briefed on individual needs.

What support will there be for my child's overall well-being?

Overton St Helen's is a very nurturing school and we understand the importance of children's emotional and social wellbeing. We are lucky to have a Mental Health Practitioner based at our school, and we can refer children to her if we feel children have unmet Social, Emotional and Mental Health needs.

All staff at Overton have undertaken training in ACE awareness (Adverse Childhood Experiences) and understand the impact that these ACEs can have on the well-being of children in our school. We also working closely with EmBRACE (Emotionally and Brain resilience to Adverse Childhood Experiences) and aiming to become an ACE aware and Trauma informed school.



All medicine is recorded in a medicine book along with details of dosage and frequency and parents will sign to grant authorisation to us to administer to their child. Care plans are passed on to relevant staff and a master copy is kept in the SEND records. Most staff, including welfare assistants, hold first aid qualifications, which are updated regularly.

How do you evaluate the effectiveness of the provision made for children with special educational needs?

The Head teacher monitors the progress of all children every term, to measure the amount of progress made by each individual. Children with IPPs or EHCPs are monitored even more closely by:

Regular evaluation and updating of children's IPPs with teacher and parent sought termly.

Pupil Progress Meetings every term.

Tracking with PIVATS

As the children meet their targets, new ones are set.

Annual reviews with parents for children with EHCPs (involving child and outside agencies if applicable)



What should I do if I have a concern about the provision for my child?

If you have any concerns about your child, the first port of call is the class teacher. If required, the SENDCO will join the conversation, as will the Head Teacher, in order to make sure that both child and parent are happy with the level of support and care provided.

Information about the Authorities Local Offer can be found at:

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>