



Overthorpe C of E Academy

SEND Policy

Written: April 2026

Review: April 2027



SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

School Vision:

**Overthorpe is more than a school-
We are the heart of our community,
In our family, we nurture the courage and skills to fly higher than the flock, Whilst
always providing a nest to come home to.**

INTRODUCTION

At Overthorpe we acknowledge that many children have 'special needs' at one time or another throughout their education and that some children come to school with a disability. We believe in a whole school approach to supporting SEND children. We see this as a way of utilising all the resources of our school to foster the developments of our children. We feel this approach to special educational needs and disability ensures early and effective identification of difficulties, a coherent and cohesive system understood by all staff, access to appropriate resources and the reduction of helplessness or isolation.

We believe that all children have an entitlement to a broad and balanced curriculum.

Through careful planning of tasks, clearly thought-out objectives, relevant content and efficient use of resources, we believe that children with special educational needs and disabilities can experience success and develop self-esteem.

Within the constraints of classroom life, the feelings and perceptions of each individual will be considered, emphasis will be on needs rather than difficulties.

The aims and objectives of the school's special educational needs and disability policy.

AIMS

To provide: -

1. access by pupils with special educational needs and disabilities to a balanced and broadly based curriculum



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2. a stimulating and encouraging environment within which every child can progress to his/her full potential.
3. the processes to implement the special educational needs and disability policy and where finances permit, the resources to support the policy.
4. an environment which promotes a positive self-image in each child.

Objectives: -

1. To identify, as early as possible, children with special educational needs and disabilities (SEND).
2. To provide step by step guidance to the processes involved in supporting SEND children
3. To monitor and evaluate the needs and progress of SEND children.
4. To work with external agencies to provide a comprehensive overview of the needs of each child.
5. To work with parents and meet them regularly so that they are kept well informed and contribute to the development of their child.
6. To encourage children to participate in normal everyday school activities wherever possible e.g. assemblies, PE, Music, extra-curricular etc.

ADMINISTRATION DETAILS

A list of children on the SEND register will be kept by the SENDCo (Special Educational Needs and Disabilities Co-ordinator).

An individual file will be kept for the records of those children who have a record of assessments related to SEND, Learner Profiles, Supporting Me to Learn Plans, *My Support Plans*, *Education Health and Care Plans* or reports from outside agencies. Individual pupils' records will also be stored electronically using CPOMS
All SEND Paperwork will be kept by individual class teachers in their own designated SEN file



Overthorpe C of E Academy: SEND policy ROLES AND RESPONSIBILITIES

THE CLASS TEACHER

- To assess a child's special needs at the earliest opportunity on entry to the class, or when the child's work consistently falls below the standard achieved by the rest of the year group. To identify children to the SENDCO in order for the children to be assessed and then added to the SEND register in need be (using the schools system of Cause for Concern forms containing a checklist of strategies) To pass on any information from parents regarding SEND to SENDCO.
- To provide adaptive and differentiated teaching resources through 'Quality First Class Teaching' with due regard to the class focus, curriculum requirements and classroom management. This may be done in consultation with the SENDCO.
- To determine which teaching strategies to use.
- To assess and review progress using **Assess, Plan, Do, Review** model (SEND Code of Practice 2015)
- To liaise with parents explaining how the school is supporting their child and make suggestions as to how the parents can reinforce work being carried out at school.
- To set and share with parents the termly targets for each child and discuss their progress.
- To write and implement Learner Profiles and/or Supporting Me to Learn Plan for each child who requires extra support. These plans will be reviewed termly.
- To support the SENDCO with the writing of any My Support Plans and write short term targets on Supporting Me to Learn plans collaborating with parent.s
- To write and review short term outcomes termly on Supporting Me to Learn plans that link to the long term outcomes written in *Education Health Care Plans*.
- To attend appropriate in-service training.

SUPPORT ASSISTANT

Working alongside the class teacher, the teaching assistant will be required to:

- Work in partnership with the class teacher in the best interests of the child.
- Be aware of the targets of those pupils that they are working with.
- Help the child to work towards those targets.
- Encourage appropriate independence
- Value work produced by the child/children and to praise all efforts.
- To undertake appropriate training as suggested by the SENDCO.
- Contribute to reviews/inform planning.



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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES CO-ORDINATOR

School will have a designated Special Educational Needs and Disabilities Co-ordinator (SENDCo) – Sarah Wood.

- To attend courses and read the latest named publications in order to keep abreast of current legislation, philosophy and initiatives.
- To inform all staff of the above.
- To assist and advise teachers and support assistants in the identification and education of children with special educational needs and disabilities using the agreed SEND Cause for Concern Forms. This may include the Specific Learning Difficulties checklist.
- To monitor quality and impact of Learner Profiles, Supporting Me to Learn plans, Behaviour plans, *My Support Plans* and *Education Health Care Plans*
- To liaise with outside agencies as required.
- To ensure the completion of paperwork requesting the intervention of any outside agency including the psychological service.
- To inform the governors, especially the named SEND governor, on all matters concerning SEND within the school.
- To be responsible for the organisation of annual reviews, including the distribution of relevant paperwork to all concerned.
- To keep an up-to-date Special Needs Register.
- To monitor the progress and achievement of children with special educational needs and disabilities.
- To manage and update SEND resources.
- To have a knowledge of interventions being deployed throughout school and their impact on pupils' progress.
- In consultation with Headteacher manage the deployment of Teaching Assistants.
- Liaise with parents of SEND pupils.

HEADTEACHER AND GOVERNORS

- To have a named governor for Special Educational Needs and Disabilities (Jill Denvers) who will meet with the SENDCO to discuss any issues arising and to be kept informed about the School's SEND Register. Governors will not be given confidential or personal information.
- To ensure all children are receiving their entitlement.
- To oversee the records of all pupils with special needs.

CURRICULUM ACCESS

All children receive full access to all aspects of the school curriculum. Once an assessment of a child has been undertaken short term achievable targets are set by the class teacher in discussion with the child. These may involve work in more than one area of the curriculum



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and help support different aspects of the child's SEND needs. Areas of need may fall into the categories of: Cognition and Learning, Communication and Interaction, Social and Emotional, Physical or Sensory.

The class teacher, SENCO and support assistant are responsible for ensuring that opportunities are given in order to meet these targets and that parents have shared the targets so they can support their child at home.

Staff organise their classrooms and the available support in a way that is suitable for them and the children they teach. Each teacher has a flexible approach to pupils grouping, in order to promote effective involvement. These approaches will include:

- Mixed ability groups.
- Social groups
- Interest groups
- Ability based groups
- Individualised learning

INCLUSION

Children with special educational needs and disabilities are fully integrated into all aspects of school life. Where children require individual programmes, these are, wherever possible, provided in a fully integrated mainstream classroom setting.

SUCCESS CRITERIA

The school's policy is constantly monitored and reviewed through discussion amongst staff. Special educational needs and disabilities are included in the head teacher's annual report to governors and the policy is reviewed regularly in consultation with all staff.

The criteria for judging the success of the policy are:

- Progress of children with special educational needs and disability in the acquisition of basic skills.
- Progress of children in the development of appropriate personal, social and independence skills including the development of self-esteem and their social and emotional mental health.
- Feedback from staff, parents and support staff.

COMPLAINTS

As part of normal school practice, parents are welcome to discuss the provision made for their child with relevant staff. Parents will be given the opportunity to be involved in the learning programme, and their concerns addressed. If parents are concerned about any aspects of their child's provision, they can discuss this further with the SENDCO and/or the



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Headteacher. If concerns persist, parents can contact the named Governor. The school is committed to responding to parents queries as soon as possible.

The following services provide regular support to the school.

OUTSIDE AGENCIES (examples)

- **Educational Psychologist**

To visit regularly providing assessment and advice on individual needs.

- **School Nursing Service (school-age) Health Visiting Service (Pre-school)** To provide medical screening and liaison with other medical professionals.

- **Speech and Language Therapist**

To provide guidance on programmes for individual pupils.

- **Primary Pupil Referral Service**

As appropriate according to pupil's needs to provide emotional

- **Specialist Provision Outreach Services e.g. SEMH, Complex Communication and Interaction, Visual Impairment, Hearing Impairment**

To provide support for children with sensory impairments or specific SEN diagnoses such as Autistic Spectrum Condition (ASC)

- **Child and Adolescent Mental Health Service (CAMHS)** To provide advice and support for individuals as appropriate.

Other support agencies will be involved as necessary.

PARENTAL INVOLVEMENT

When children's special educational needs and disabilities are identified there is an ongoing liaison with parents in order that parents may be well informed about their child's needs and strategies which will be used at school and also at home if possible.

SCHOOL TRANSFERS

When children transfer to KS3 or to other schools there is discussion about their needs and copies of all pupil records are transferred. There may also be visits made to and from the receiving school by both staff and pupils and parents to allow for a smooth transition.



EQUAL OPPORTUNITIES

An aim of our school policy is to foster equal opportunities. We endeavour to provide opportunities that will promote all children and inhibit none. We aim to provide opportunities to enable children to make the greatest possible progress, regardless of their learning aptitude, social background, religious beliefs or gender. We promote positive attitudes and respect between all children.

ACCESS FOR PUPILS WITH PHYSICAL DISABILITIES/MEDICAL NEEDS

All efforts are made in our school to allow pupils with physical disabilities and medical needs to access the full curriculum. (See following documents: Policy for supporting children with medical needs and managing medicines, Disability/Accessibility and Equality Scheme.)

STAFF DEVELOPMENT

Staff development is linked to Staff appraisal targets. If staff identify special needs as an issue for their development, with the support of their Team Leader they look for appropriate courses to address their needs.

SCHOOL PROCEDURE FOR IDENTIFYING AND RESPONDING TO THE SPECIAL EDUCATIONAL NEEDS OF PUPILS

Meeting the needs of all of the children in the school is up to individual teachers and their skills with support and advice from colleagues including the SENDCO. When school/teacher assessment procedures indicate that a child is not responding as expected or is having increasing difficulties the teacher will seek advice from the SENDCO and try alternative strategies in the classroom as part of their quality first teaching to resolve the problem.

The class teacher will utilise a Cause for Concern form. This will include strategies already tried and current concerns. A Specific Learning Difficulties Checklist and SENDCO observation will also be included to give a more informed picture of current need.

The class teacher will speak to the child's parents at this point to find out if they can help in identifying the reasons for any change in learning patterns or behaviour and how they can support the school in helping their child.

If the teachers and the parents agree that interventions that are additional to or different from the school's differentiated curriculum and strategies are needed the child will be placed on the Special Needs Register at *SEN Support* level and parents informed.



Overthorpe C of E Academy: SEND policy **SEND Support**

The class teacher and SENDCO will liaise and ensure that appropriate strategies or interventions are used to promote learning and result in progress.

These may include:

- use of different learning materials
- use of specific internal intervention programmes
- use of special equipment
- individual or group support
- staff development or training in alternative strategies • adult time to plan interventions and/or monitor progress
- occasional advice from outside agencies.

If reasonable adjustments and learning needs to be broken down then a Learner Profile and/ or Supporting Me to Learn plan will be written.

If the child continues to make little or no progress in their area of need a decision will be made by the class teacher, SENDCO and parents to seek help from outside agencies. This remains *SEND Support* but may need more individualised actions to result in personalised outcomes recorded in a '*My Support Plan*' for a more complex level of support.

Advice on how to meet the desired outcomes listed in '*My Support Plan*' will be sought from relevant agencies and the progress towards these outcomes will be reviewed termly.

The class teacher and SENDCO will be responsible for organising the interventions set down in the *My Support Plan*. The interventions will, for the most part, be carried out by the school, but could involve direct input from outside agencies.

The parents and the child should contribute to the writing of the *My Support Plan*.

If progress towards the outcomes is not made a request for a Statutory Assessment made be made to the Local Authority which may result in the production of an *Education Health and Care Plan*

Statutory Assessment

School will present its documentary evidence to show what strategies and interventions have been carried out. Evidence from assessments made by other professionals will be submitted to the LEA and any additional assessments arranged.

Included in the evidence could be information about:

- Learner Profiles



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- Supporting Me to Learn plans
- *My Support Plans*
- records of reviews and their outcomes
- input from interventions
- the pupil's health and medical history where relevant
- attainment levels and records of progress
- educational and other assessments e.g. from educational psychologist
- views of parent and child
- any involvement by social services etc
- samples of work.

The LEA will consider whether the evidence clearly indicates a special educational need, which needs an *Education Health and Care Plan*

During this assessment period, the child will continue to be supported using the processes described in *SEND Support*

In exceptional circumstances a child may be referred for Statutory Assessment as soon as a diagnostic or medical assessment has been carried out. This will be done if school considers that the child's needs cannot be met or that the child needs immediate specialist intervention. The SENDCO will discuss such children with the Headteacher as soon as the concerns are raised.

Education Health and Care Plan

If a statutory assessment results in a child being given an *Education Health and Care Plan (EHCP)*, the governors of the school are legally responsible for ensuring that the funding provided through the plan is used to support the named child as stated in the EHCP document.

Once an *EHCP* accepted the SENDCO will make sure that:

- the child's records are maintained
- teachers monitor and review the child's progress on a regular basis
- the school's usual pastoral and curriculum monitoring processes are used
- The progress towards outcomes in the *EHCP* is reviewed at least termly
- the requirements of the *EHCP* are met

1. A formal annual review meeting with parents/SENDCO and outside agencies will monitor the relevance of the *EHCP* and the school's adherence to the *EHCP*'s requirements. Any change in the child's needs will trigger a review meeting at the earliest opportunity.