



OVERBURY C E FIRST SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed: February 2026

SENCo: Becky Evans

1. Introduction

'Local Offer' is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Worcestershire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The Worcestershire SEND Local Offer can be accessed through our school website.

Overbury C E First School has also produced a 'Local Offer' through the 'School Information Report' which can also be accessed on our website, together with our "Graduated approach" document which details the waves of intervention you can expect to receive at Overbury.

2. Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.'

The Children and Families Act (CAFA)(2014) part 3 is statute law and provides the most recent legislation for children with Special Educational Needs and/or Disabilities (SEND) aged 0-25 years in England. The Act is set out and clarified in the statutory Special Educational Needs and



Disability Code of Practice (2015). It sets out the legal framework governing SEND and provides advice and guidance to Local Authority's and schools.

3. Vision

Discover, nurture and share God's gifts

At Overbury First School, we believe God has given each of us special gifts to enable us to learn and flourish as unique children of God. We seek to act justly, love mercy and to walk humbly, fostering an environment where everyone is treated equitably and pupils develop into compassionate responsible individuals who take care of each other, our community and the world in which we live.

Our expectations of our school community's behaviour and attitudes are underpinned by:

- Our school vision
- Our school ethos - We look out for others
- Our Christian Values - service, love, compassion, wisdom, friendship, respect/ dignity, joy, responsibility, forgiveness, generosity, thankfulness and courage: and
- Our Learning Behaviours

We also have due regard for these, whenever applicable and possible, within our learning. Our values are rooted in the teaching of Jesus Christ. Central to our policy is our school ethos 'We look out for others.'

"And so encourage one another and help one another.....at all times make it your aim to do good to one another and to all people.' 1 Thessalonians 5:11-15.

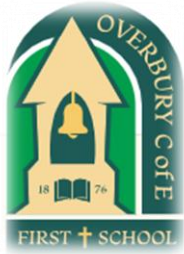
We actively encourage each pupil's academic, spiritual, social and cultural development in a warm and friendly environment, **where each child really does matter.**

- At Overbury First School we are proud to provide a loving, safe, stimulating and inclusive learning environment where every member of our community is valued and respected.
- Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.
- We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

4. Aims

We aim to provide every child with access to a broad and balanced education; this includes the National Curriculum in line with the Special Educational Needs Code of Practice.



4.1 Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that the pupils are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work proactively with, and in support of, outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychologists, the Learning Support Team, the Complex Communications needs team, Speech and Language Therapy, Children's Mental Health Service (CAMHS) and Children's medical services.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged in school through wider opportunities such as school council, residential visits, school plays, sports teams and social responsibilities in the playground.
- **To ensure that every child experiences success in their learning** and achieves to the highest possible standard.
- **To make clear the expectations of all partners in the process, identifying roles and responsibilities.**

5. Staff Responsibilities

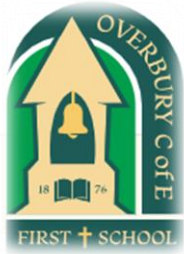
5.1 SEND Team

The SEN Coordinator (Mrs E Ross) is responsible for overseeing the provision for children with SEND within Overbury CE First School. The team co-ordinating the day to day provision of education for pupils with SEND are the Class Teachers, Mrs Rouse, Mrs Walters, Mrs Kentish, Ms Williams, Mrs Shaw, Ms Wise and Miss Plenderleith.

Our small school environment enables teachers, teaching and support assistants and lunchtime supervisors to share the concerns and achievements of pupils on a regular basis. These careful and confidential observations and discussions enable the strengths and weaknesses of individuals to be quickly noted and acted upon. Where behaviour of a child is of a particular concern, all staff are involved in consistently following the school behaviour policy. On rare occasions further strategies need to be put into place to create a Pastoral Support Plan with the support of the child's family, and/or the Learning Support Team for further help.

5.2 Roles and Responsibilities

The Head Teacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENCo who co-ordinates SEND within the school. The SENCo in turn keeps the



Governing Body fully aware of SEND issues, including the impact of interventions, through a termly meeting with the SEND Governor.

The SENCo, together with the SEND Support team:

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs and disabilities;
- manages the school-based assessment and completes the documentation required by outside agencies;
- acts as the link with external agencies and other support agencies;
- support parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs and disabilities;
- keeps up to date with relevant changes to Government legislation, policies and practice.

Working within available resources, the Governing Body does its best to secure the necessary provision for any child identified as having special educational needs or disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with special educational needs and disabilities will be admitted to the school in line with the County agreed admissions policy.

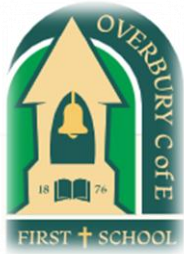
6. Arrangements for coordinating SEND provision

The SEND records for pupils are held in the SENCo's office. The day-to-day monitoring of children that the SEN team works with are kept in the SENCo's office in a locked cupboard.

Through the SENCo, all staff can access:

- The Overbury School SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification of SEND in the Code of Practice;
- Information on individual pupils' special educational needs, including Individual Learning Journeys; Pupil progress targets and copies of provision maps;
- Copies of pupil's assessment reports from outside providers;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Our local school offer;
- Our graduated response, which details the support we provide at Overbury;
- Information available through the Worcestershire's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Individual assessment information is referred to in Pupil Progress Meetings to highlight any pupils who are making less than strong progress.



This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

7. Admission arrangements

Please refer to the admissions policy on our website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

8. Provision for SEND pupils

8.1 Specialist SEND provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary and within our budget. We are able to offer ELSA sessions to support pupils' well-being, where required.

8.2 Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

8.3 Allocation of Resources to and amongst Pupils with SEND

We have a range of resources within school for all pupils including literacy and maths based games, maths equipment, ICT resources, SEND software, ICT based learning packages (Nessy, Hairy Phonics, Dynamo Maths and Bug Club), anger management resources, social, emotional resilience, mental health and self-esteem games and books. These may be utilized by any member of staff to provide a multi-sensory approach to learning.

We also have further resources available including sensory cushions, pencil grips, writing wedges, coloured overlays, weighted lap pads and privacy screens.

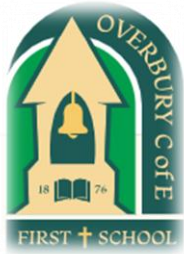
Further details can be found in our Graduated Approach document on our website.

9. Identification of pupils needs

Pupils who may be considered to have special education needs will not automatically be registered on the school SEND register. A graduated approach is used to determine each child's level of support, whereby universal support through quality first teaching and targeted support (where required) may be sufficient.

9.1 Quality First Teaching (wave 1 and wave 2)

- a) Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored.
- b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.



e) Through (b) and (d) it can be determined which level of provision the child will need going forward. This could include a time limited short intervention such as Nessler, Hairy Phonics or Dynamo Maths which is expected to raise the pupils' achievement.

f) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

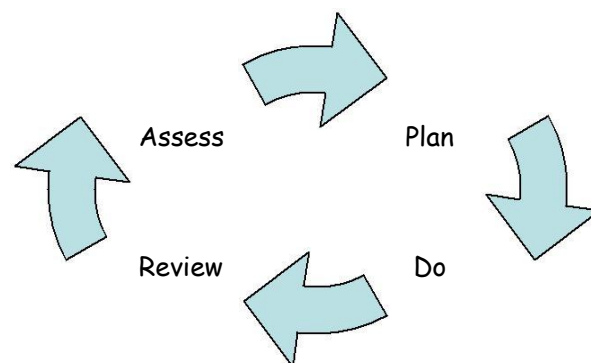
i) Pupil Progress Meetings are used to monitor and assess the progress being made by children.

9.2 SEND Support

If wave 1 and wave 2 provision is not deemed sufficient then a child may move onto wave 3 provision.

The process:

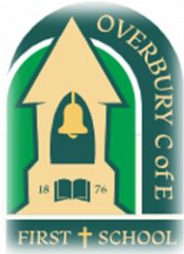
- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. At Overbury First School an 'APAR' (Assess, Plan, Achieve, Review) is put in place for the child that



details down individualised 'SMART' targets for the child which are reviewed on a termly basis. 'SMART' targets ensure that the targets are specific, measurable, achievable, realistic and timely.

9.2.1 Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support service, and any assessments completed within school ie reading age will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; that barriers to learning are clearly identified and being overcome; and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate and within the school budget, following discussion and agreement from parents.

9.2.2 Plan

Planning will involve consultation between the teacher, SENCo and support staff to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of the pupil's individual needs; the support that is being provided; any particular teaching strategies/approaches that are being employed; and the outcomes that are being sought.

9.2.3 Do

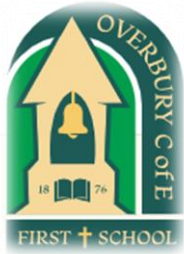
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants, planning and assessing the support and interventions linked with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, specific interventions outside of class teaching and advising of the implementation of effective support will be provided by the SENCo and her team.

9.2.4 Review

Reviews of each pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development - making any necessary amendments going forward, in consultation with parents and the pupil.

9.3 Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-



agency approach to assessing and planning provision and identifying resources for that need, is required. This is increasingly rare. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Pupil
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the group from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

9.4 Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Worcestershire County Council or another County, depending on the post code of the child's address, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. Access to the curriculum, information and associated services

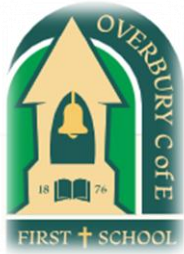
Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across our cluster of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, celebrating achievements at all levels.

11. Inclusion of pupils with SEND

We respect the fact that children:

- have different educational, physical, emotional and mental health needs and aspirations;



- require different strategies for learning;
- acquire, assimilate and communicate information at different rates needing a range of different teaching approaches and experiences.

The Head teacher/SENCo will oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services such as Educational Psychologists, the Learning Support Team, CCN team, Speech and language Therapy, Occupational therapy, Thrive or CAMHS.

12. Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaire, discussions, and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on provision maps, which are updated when the intervention is changed. These are updated by the SENCo and her support team. These reflect information passed on by the class teacher at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

13. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will discuss the matter and, if necessary, will be able to advise on formal procedures for complaint.

14. In-service training (CPD)

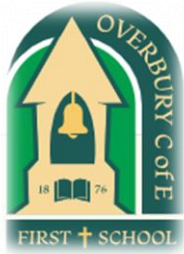
We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo and support staff attend relevant SEND courses and/or undertake on-line training. The SENCo facilitates/signposts relevant SEND focused external training opportunities for all staff, which are within the school budget. We recognise the need to train all our staff on SEND issues and do all that is possible to have funding available for this. The SENCo ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will inform the parents when the decision has been taken to add their child's name to the SEND register.

16. Safeguarding

In line with KCSIE26, we recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding



challenges both online and offline. The Governing body ensures Overbury CE First School's child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO).

Overbury CE First School considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the departments:

- SEND Code of Practice 0 to 25 years, and
- Supporting Pupils at School with Medical Conditions.

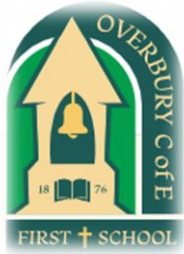
And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people.

17. Working in partnerships with parents

Overbury CE First School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND - leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively
- d) parents feel able to make their views known about how their child is educated



In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. We provide an open, friendly welcome to parents on a daily basis.

If an assessment or referral indicates that a child has additional learning needs, the parents and the child will always be consulted with regards to future provision. Parents are usually invited to attend meetings with external agencies regarding their child (when these are available) and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND governor (Mrs Deb Manns) may be contacted at any time in relation to SEND matters.

18. Links with other schools

The school works in partnership with the other schools (Bredon Moles) in the local area. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

19. Links with other agencies and voluntary organisations

Overbury CE First School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Educational Psychologists
- Learning Support Team
- CCN team
- Behaviour Support
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Occupational therapy team
- Hearing Impairment team
- Visual Impairment team

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency, if applicable.

20. Monitoring and review

All teaching staff in our school are responsible for ensuring this policy is maintained from day to day. The policy will be reviewed on a yearly cycle.

SENCo:	Mrs Becky Evans
SEND Team:	Mrs Fiona Rouse
	Ms Jane Williams
	Miss Victoria Plenderleith
	Mrs Cheryl Walters
	Mrs Rachel Shaw
	Mrs Rachel Kentish
	Ms Charlie Wise

SEND Governor: Deb Manns