



Special Educational Needs Information for Parents and Carers

School Name and Address	Over Hall Community School Ludlow Close Winsford CW7 1LX
Telephone Number	01606 663650
Website Address	http://www.overhall.cheshire.sch.uk/
Age range within your school	4 – 11 years

Name and contact details of the person/role responsible for maintaining details of the Local Offer at Over Hall

Name of person & Job Title	Mrs Laura Ackerley SENDCo
Contact telephone number	01606 663650
E-mail	admin@overhall.cheshire.sch.uk

At Over Hall we believe that all children must be given the opportunity to succeed. We quickly identify individual needs and use our best endeavours to implement appropriate additional support delivered by highly skilled staff. Our inclusive approach enables all children to access the curriculum with enjoyment and purpose. Classrooms are calm and purposeful with clearly organised resources. Work is differentiated to meet the needs of the pupils and progress is carefully tracked. Communication is pivotal to ensuring tailored provision for children with additional needs. Families and children are instrumental in the development of targeted short term objectives. Occasionally, with the consent of parents/carers, we need to seek further advice from outside professionals such as the education psychologist, physiotherapist, occupational therapist, speech therapist, specialist teachers etc. Teachers and parents are then able to work together to follow the advice with clear expected outcomes.

	Areas of need identified in SEN Code of Practice			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<p>How does Over Hall Community School know if my child needs extra help?</p> <p>How does Over Hall Community School know how effective its arrangements and its provision for children and young people with special educational needs are?</p>	<ul style="list-style-type: none"> • If Quality First Teaching strategies are in place and adjustments made to meet the needs of ALL children but progress continues to below expected levels. • Not making expected progress in Early Years Foundation Stage Assessments. • Wellcomm screening suggests speech and language difficulties • Speech and Language therapist involved. • Regular assessments by the Therapist will monitor the progress of children and determine a new care plan or discharge from the service if targets have been reached 	<ul style="list-style-type: none"> • If Quality First Teaching strategies are in place and adjustments made to meet the needs of ALL children but progress continues to below expected levels. • Not making expected progress in EYFS Assessments. • Not making expected attainment in Phonics Test (end of Yr. 1) • On-going teacher assessments/data tracking identify when a child is not making expected progress in any year group. • Regular analysis of attainment and progress will be used to assess whether the provision being offered is making a difference and if it isn't, alternative support will be put in place 	<ul style="list-style-type: none"> • If Quality First Teaching strategies are in place and adjustments made to meet the needs of ALL children but progress continues to below expected levels. • Finds it difficult to adhere to Behaviour Policy that is in place. • For children in Early Years an Action for Inclusion meeting may be held between Parents, LA/School SENCo and Pre-School Leaders. • Observations by teachers on social/emotional skills • Key Workers in place if necessary • Where external agencies such as the Educational Psychologist have been involved there will be review meetings to discuss progress 	<ul style="list-style-type: none"> • If Quality First Teaching strategies are in place and adjustments made to meet the needs of ALL children but progress continues to below expected levels. • Outside agency involvement • Close liaison with EYFS/Nursery to ensure needs of child are met • For children in Early Years an Action for Inclusion meeting may be held between Parents, LA/School SENCo and Pre-School Leaders. • Regular discussions between staff and any outside agencies ensure that appropriate provision is in place

<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none"> • Discuss concerns with Class Teacher • Discuss concerns with SENCo • Contact the Information, Advice and Support Service http://www.overhall.cheshire.sch.uk/page/useful-information/1656 • Look at Local Offer https://livewell.cheshirewestandchester.gov.uk/Categories/3948 • Ensure that your views and perspectives are taken into account • Ensure all referrals are in place e.g. Community Paediatrician, Speech and Language, Early Years Specialist Team etc. 			
<p>How will I know how Over Hall Community School supports my child?</p>	<ul style="list-style-type: none"> • At Parents consultation information will be shared as to how my child is supported. • I will be contacted by the Class Teacher if there are any concerns about my child. • An Action Plan/Provision plan will be put in place by the school • Assessments will be carried out • External agency support may be sought e.g.; Autism Team, Speech and Language. 	<ul style="list-style-type: none"> • At Parents consultation information will be shared as to how my child is supported. • I will be contacted by the Class Teacher and be informed that my child is receiving additional support to ensure expected progress is made. • I will be kept up to date with the impact of these interventions • I will be informed three times a year about my child's progress 	<ul style="list-style-type: none"> • At Parents consultation information will be shared as to how my child is supported. • I will be contacted by the class teacher if concerns regarding social, emotional, behavioural difficulties are raised. • Personalised targets in the child's pupil profile will be put in place if necessary • Further specialist help may be sought e.g.; ELSA, CAMHS, Mental Health Support Teams 	<ul style="list-style-type: none"> • At Parents consultation information will be shared as to how my child is supported. • I will be contacted by the Class Teacher if concerns regarding your child's physical or sensory difficulties are identified. • The school will be clear about what they are putting in place to support my child's needs. • Further support may be sought from Autism Team or Paediatric therapists.
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines • Differentiated curriculum delivery e.g. simplified language, minimal use 	<ul style="list-style-type: none"> • Differentiated curriculum planning and work • Differentiated homework • Differentiated delivery e.g. simplified language, slower lesson 	<ul style="list-style-type: none"> • Whole school/class behaviour policy with graduated approach • Whole school/class reward systems • Whole school/class rules/expectations • Enrichment activities 	<ul style="list-style-type: none"> • Flexible teaching arrangements e.g. Seating, pupil able to physically access lesson and move freely. • Teacher aware of implications of sensory and physical impairment

	<p>of language, visual prompts</p> <ul style="list-style-type: none"> • Differentiated outcomes e.g. cartoon strip instead of written prose • Increased visual aids/modelling • Visual timetables/Now and Next • Use of symbols • Pre teaching of vocabulary • Use of word maps • Implement advice from outside agencies 	<p>pace.</p> <ul style="list-style-type: none"> • Differentiated outcomes e.g. cartoon strip, use of ICT • Increased visual aids • Visual timetables • Illustrated dictionaries • Use of writing frames • ICT as alternate means of accessing curriculum • Recording/voice assistive technology 	<ul style="list-style-type: none"> • Alternative arrangements and support offered during lunchtime • Bespoke timetable to support needs • Implementation of advice from outside agencies 	<p>e.g., not covering mouth up to hearing impaired child, light implications for visually impaired and lip readers</p> <ul style="list-style-type: none"> • Availability of resources e.g. writing slopes, matt laminates, pencil grips • Specialist equipment acquired if needed
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • For any child at Over Hall, whether or not they are receiving SEN Support, there will be a Parents Consultation once a term. Parents/Carers are always welcome to make an appointment with the class teacher or SENCO should they wish to discuss any concerns or questions at other times. • Parents/Carers will be given the opportunity once a term to discuss the targets set for each child receiving SEN Support and the 'additional' interventions that are being put in place. This will usually be at the Parents Consultation Evening but can be at additional times if needed. • Parents will know if their child is 'on track' to make expected progress • The school uses the Insight Assessment Scale to monitor and assess progress. This information will be shared with parents and is used to inform further targets. 			
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Annual/Interim Reviews will be held for those children with an Education Health Care Plan (EHCP), or in receipt of Top Up to support SEN. • At termly Parents Consultations teachers will share targets and suggest ways in which we can collaborate to meet the needs of your child. • Where appropriate, families can be referred to our Pastoral Lead or outside agencies for support in the home. • We will signpost you to appropriate support that is available. 			

<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • The school's values form the acronym SUPPORTED. We are a nurturing school with a team ethos. • The school has a trained ELSA (Emotional Literacy Support Assistants) who accept referrals from class teachers and can work with children in small groups or on 1:1 basis to develop their emotional skills and wellbeing. • The school dog, Noah is available for the children to read with, walk and provide well-being time. • Sensory room is available to provide children and small groups with a calm, safe space to use to develop social skills or experience sensory stimulus as necessary. • The school is part of WEP (Winsford Education Partnership) well-being forum and we have two Well-Being Workers in school who alongside staff help to develop skills and understanding in emotional wellbeing. Alongside the PSHE curriculum which supports all pupils wellbeing. • The school offers support at lunchtimes which offers children the opportunity to engage in calm activities and games with a member of staff. It works on building social, emotional skills and behavioural support. Children can be advised to attend. • In some cases personalised reward systems/ incentives will be put in place to ensure that 'individualised' rewards are in place. • Our Pastoral Lead will support children and their families when needed 			
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • The specialist advice of a Speech and Language Therapist who works with children who have been referred to the service • The expert knowledge and advice of the Autism Team and a Lead Professional available in school • Specialist teaching assistant to deliver specific speech and language programmes • The school uses 	<ul style="list-style-type: none"> • The school have access to an Educational Psychologist who can provide consultation for a child. • The school SENCo is an experienced, qualified teacher who has completed the National SENCO award. • One TA and one teacher are FFT trained • Teachers and TAs attend staff meetings on various aspects of Special Educational Needs. 	<ul style="list-style-type: none"> • All staff use de-escalation strategies • The headteacher, teachers and teaching assistants have been trained in TEAM TEACH. • Trained ELSA (Emotional Literacy Support Assistant) is available in school. • Pastoral lead is available to provide support and guidance on aspects of social, emotional and mental health 	<ul style="list-style-type: none"> • The Visual Impairment team visit school to support and advise on provision • The Hearing Impairment Team visit school to support children with hearing difficulties • Occupational Therapists and Physiotherapists come in to school to work with children and advise staff as needed • Referrals are made to the Community Paediatrician as needed • Outreach Support from

	<p>Wellcomm to assess and support Speech and Language difficulties</p> <ul style="list-style-type: none"> • Outreach Support from CWAC Specialist provisions. 	<ul style="list-style-type: none"> • Outreach Support from CWAC Specialist provisions. 	<ul style="list-style-type: none"> • Advice can be sought from CAMHS, the outreach service from the teaching schools. • One teacher is trained as Lead Behaviour Professional • A trained Theraplay leader. • Pastoral lead trained to deliver Next Steps cards • Pastoral lead trained to deliver Magic 1,2,3 to families. • Mental Health First Aider within school. • Zones of Regulation are used. • Outreach Support from CWAC Specialist provisions. 	<p>CWAC Specialist provisions.</p>
<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • Regular involvement and training from Autism Team • Training from Speech and Language Therapist • The English as Additional Language support team have 	<ul style="list-style-type: none"> • Dyslexia Training • Staff members trained to deliver FFT Wave 3 • Inference Training • Training from the maths team • Whole school phonics support training • Precision teach training 	<ul style="list-style-type: none"> • TEAM TEACH Training • Trained ELSA (Emotional Literacy Support Assistant). • Theraplay • Nurture group training • 'Managing the Angry Learner' training • Lead Behaviour 	<ul style="list-style-type: none"> • Visual Impairment team advised staff about practical support in school • Safe handling training to enable staff to lift a child correctly • Member of staff trained to administer medicines

	visited school to advise		Professional training <ul style="list-style-type: none"> Attachment training Introduction to Zones of Regulation 	
How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> The school effectively deploys teaching and support staff to enable children to access educational visits and residential. We believe these are a valuable and essential part of the curriculum and we aim for all children to be fully included. In exceptional circumstances, to ensure a child is able to safely access the residential or visit, a parent may be asked to attend Variety of after school activities open to all in the included age groups 			
How accessible is the school environment?	<ul style="list-style-type: none"> Visual timetables Screen available to reduce distractions 'chill out' areas available Sensory room 	<ul style="list-style-type: none"> Coloured background screens on white boards Visual reminders Visual timetables Coloured overlays available Clearly defined areas 	<ul style="list-style-type: none"> Behaviour Policy clearly displayed School values/ expectations are displayed 'chill out' areas available Sensory room Zen Den 	<ul style="list-style-type: none"> Doorways wide enough for wheelchairs to all parts of the school, slopes at external doors, no stairs in school Disabled toilets Specialist equipment provided e.g. writing slopes, pencil grips
How will the school prepare and support my child when joining Over Hall Primary School or transferring to a new school or post-16 provision?	<ul style="list-style-type: none"> All children starting at Over Hall in Foundation Stage 2 will be visited at home and in their setting before they start in the September. Sessions also take place in the summer term where they are invited to visit the school for sessions with their new teacher and to get to know the school. Regular Free – Flow sessions take place between Foundation Stage 2 and S4YC Nursery (Over) If your child is in Early Years, an 'Action for Inclusion' meeting may be held to ensure a smooth transition takes place. The SENDCo liaises closely with the establishment the child is transferring to or from. Notes/information are shared between institutions/services/outside agencies to ensure the highest standard of provision is in place. SENDCo works very closely with external professionals e.g. Occupational Therapists, to ensure environment is fully prepared for child's transition. SENDCo ensures information is passed on to ensure children are fully supported and continuity of provision Health professionals tasked in Year 5 transition reviews to complete audit of environment and begin transition 			

	<p>arrangements with plenty of time.</p> <ul style="list-style-type: none"> • Additional and enhanced transition time/ visits are accommodated. • Parents of children with EHCPs will be supported during Year 5 transfer review period to assist with choice of secondary setting. 			
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • In-class support to aid delivery of targets • Speech and Language support/interventions – group/1:1 • Social skills groups • Additional planning for transition • Access arrangements for any assessments. • Use of ICT – Writing with symbols etc.. • Visual timetable • Social stories • Language enrichment groups • Nurture groups • Specialist Speech and Language TA delivery • Sensory Circuits • Use of School Dog • Sensory room 	<ul style="list-style-type: none"> • In class TA English and Maths support • Catch up Programmes • Intervention groups – to ensure expected progress is made • Differentiated resources – word banks, spelling lists etc.. • 1:1 Literacy programmes; FFT, Modified FFT, 5 Minute Box, Phonics Interventions. • Specialist dyslexia sessions, Beat Dyslexia • IDL Intervention • 1:1 Numeracy Interventions – Plus One, Power of Two, 5 Minute Box, Adacus • Access arrangements for any assessments. • Additional planning for transition • Coloured visual aids, 	<ul style="list-style-type: none"> • 1:1 Social stories • Monitoring at break/lunch times – • TA support at lunchtimes • Lunchtime support • Access arrangements in place for assessments • Targets in pupil profile. • Peer mentoring, Circle of Friends • Additional planning for transition • Behaviour Support Team if necessary • Team TEACH if required • Family Support Worker support • Sensory room. • ELSA provision • Theraplay • Use of School Dog 	<ul style="list-style-type: none"> • Handwriting/Fine motor programmes (Speed up) • Visual/Auditory Perception/ Memory group activities • 1:1 support in class to facilitate access to curriculum • Exam Access arrangements • TA to monitor safety and give discreet support to enable child to be as independent as possible. • Specialist seating/chairs, ICT etc.. • Space and mats available for physiotherapy sessions • Additional planning for transition.

		whiteboard background suited to cohort		
How is the decision made about how much/what support my child will receive?	<ul style="list-style-type: none"> • Once a child's difficulties have been identified, an Assess, Plan, Do, Review cycle is begun and levels of support are decided through that progress. The support needs to be specific, time bond and measurable to assess it's effectiveness. • If a child is not making the expected progress and the school has implemented an appropriate level of SEN support then parents and teachers can work together to make an application to the local authority for further funding. If the child's needs are significant then the local authority may recommend a Statutory Assessment be carried out in order for an Education Health Care Plan to be put in place. A parent or teacher can also request a Statutory Assessment and they will receive a response from local authority within 20 weeks of their request. • If a child is finding it difficult to behave appropriately then additional support is considered by all involved – parents/pupils/staff. • The support being provided for any child will be detailed in the class management file which is made available to any supply teachers to ensure continuation. If a child has a regular 1:1 support adult, he/she will be given the opportunity to be supported by other adults so that they do not become reliant on just one person. 			
How will I be involved in discussions about and planning for my child's education?	<ul style="list-style-type: none"> • If your child is not making expected progress then the class teacher will discuss concerns with parents. • Then the Assess/Plan/Do/Review process will be followed. • Any interventions, support strategies, modifications will be reviewed and assessed and outcomes fed back to parents. • If school and home feel that it may be beneficial, a home/school book may be set up • We may undertake additional assessment tests to identify any specific difficulties – parental permission will be required. • We may seek the advice and expertise of outside agency help. This will be discussed with parents. • We may implement advice/strategies from external professionals. These actions will be reviewed and discussed with parents. • If there is still significant concern regarding the progress/attainment/behaviour of your child then additional support may be requested from CWAC. • School SENDCo is available during Parents Consultation Evenings to discuss support and planning for your child. 			
What support will there be for my child's/young person's overall well being?	<ul style="list-style-type: none"> • School has policies for Anti-bullying , Inclusion, Intimate Care, Health and Wellbeing, Administration of Medicines and Positive Handling and Physical Intervention (available on request from admin@overhall.cheshire.sch.uk) • Whenever possible the child's views will be taken into consideration when decisions are being made. Their views and wishes will be discussed with him/her by a familiar adult that the child trusts. 			

	<ul style="list-style-type: none"> • One page profiles are established.
Who can I contact for further information?	<ul style="list-style-type: none"> • CLASS TEACHER INITIALY • SENDCo – Mrs Laura Ackerley 01606 663650 • HEAD TEACHER – Mrs Claire Edgeley 01606 663650 • SEN Governor – Mrs J Boughey • INFORMATION, ADVICE AND SUPPORT SERVICE • https://www.livewell.cheshirewestandchester.gov.uk/Services/1279 • https://cyp.iassnetwork.org.uk/ • CWAC SEN TEAM : senteam@cheshirewestandchester.gov.uk
What is the complaints process?	<p>If you are unhappy about anything after contacting the people listed above, please see the Complaints Procedure Policy which can be found here</p> <p>http://www.overhall.cheshire.sch.uk</p>

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