

SEND Information Report 2023

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| Name of School | Overton Grange School |
| Address | Stanley Road |
| Postcode | SM2 6TQ |
| Name of contact person | Mr Baldwin or Mrs Floyd-Williams |
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| Email | g.baldwin@overtongrange.sutton.sch.uk j.floyd-williams@overtongrange.sutton.sch.uk |
| Website | http://www.overtongrange.sutton.sch.uk/ |
| Facebook | Overton Grange School |
| Twitter | @overtongrangesc |
| Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child? | The Deputy SENDCo, Mrs Floyd-Williams. The SENDCo, Mr Baldwin. |
| About the school | |
| Assessing children How does the school know how well my child is doing? | <p>The progress students make towards the outcomes they need is measured three times a year (once per term) plus a written report through subject assessments which are sent home. Progress towards other outcomes, social skills or specific interventions are discussed at the SEND support meetings which take place three times a year to discuss student progress.</p> <p>Overton Grange School uses interventions which are research based and structured; if it is necessary to change provision in the light of poor progress there is a choice available.</p> <p>Overton Grange School contracts an Educational Psychologist, based at COGNUS who makes recommendations for certain types of provision and monitors progress with the students they review. In addition, we can request support from other outside agencies and specialist teachers such as Social Communication, Autism, Hearing Impairment and Behaviour specialists and advisors.</p> |

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| | <p>Every year the GCSE results are scrutinised in order to ascertain whether changes need to be made the following year when supporting pupils at Key Stage 4 (Years 10 and 11).</p> |
| <p>Informing parents and carers How will I be kept informed about how well my child is doing?</p> | <p>There are two grade gathers and a written report per year. If there is additional news or an emerging issue, then the SEND team will contact the parent or carer directly.</p> <p>The parents and carers of SEND students should have contact with the school at least three times a year, sometimes this will take the form of a Parent's Evening whilst other meetings may be 1:1 or arranged via the tutor or Head of Year.</p> |
| <p>Updates on progress How regularly will I be updated on my child's progress?</p> | <p>Via the grade gather procedure and parent's evenings.</p> |
| <p>If a child is not making progress Will I know if my child is not making progress and what will happen?</p> | <p>In terms of SEND issues or problems these will be raised with you when we have a concern. This will generally be in the form of a phone call from the SENDCo. The Year teams tend to be involved in wider school issues and would contact you about specific issues not related to SEND.</p> |
| <p>Curriculum What is the curriculum and how is it taught?</p> | <p>Overton Grange has a full and varied curriculum and has a three year KS3 which allows students to fully explore their options before selecting their GCSEs. New subjects such as Media Studies and Business Studies are part of the exam offer.</p> |
| <p>Adapting for child needs How will the curriculum be adapted to meet the needs of my child?</p> | <p>When required students are issued a learning plan that identifies needs and strategies for staff to use.</p> <p>In Years 7 to 9 there are intervention groups in English for some students who need support or who learn better in smaller groups. Some students are identified as needing additional support and parents/carers are consulted about removing these students from another subject to engage in 1:1 (possibly 1:2) intervention for Maths or English. This does mean that the student may not be able to continue with the missed subject.</p> <p>A specific Y7 nurture group also runs where students have targeted Literacy, numeracy and social support.</p> |

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| | <p>In Years 10 and 11 a distinct option of KS4 Support classes is offered. This takes up one option block and is a small class for students who need additional help with their lessons, including options.</p> <p>There are some students who require an even more bespoke curriculum and the school treats these students on a case-by-case basis.</p> |
| <p>Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?</p> | <p>First and foremost, the subject teacher is responsible for teaching all students in a way which meets their needs. This is a strong and firm belief at Overton Grange School and as such is reflected in the appraisal of teachers and the on-going training of teachers and Teaching Assistants. There is an expectation that 'Quality First Teaching' is the first response to meeting the needs of all pupils and that all are entitled to a broad and balanced differentiated curriculum.</p> |
| <p>Additional support Is there any additional support available to help my child reach his/her expected outcomes?</p> | <p>Yes, this will vary based on the support that your child needs. This is assessed for each individual, not by the diagnosis. Support includes, but is not limited to:</p> <p>Teaching Assistant support in class. Teaching Assistant support out of class. Targeted, research based interventions for literacy. Speech and Language therapist sessions, either individually or in small groups. Occupational Therapy exercises. Sensory support. Organisational support. Social skills groups. Small group support for vulnerable students, especially at social times. Small group teaching, sometimes with a SEND teacher and sometimes with a specific subject teacher. SEN targeted report cards</p> |
| <p>Learning strategies Are there any special features or strategies to help children learn?</p> | <p>There is a strong set of interventions and programs which the school runs which can help those students with barriers to learning. This builds upon best practice teaching within the classroom which allows the vast majority of students to make progress without any additional help. We encourage students to take responsibility for their learning but ensure that students know where to go if they</p> |

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| | <p>need additional help and this approach, combined with a robust review system, allows us to target help at those who really need it. We focus on the core skills of literacy and numeracy throughout Key Stage 3 because these are the foundation to all the other learning and teaching that takes place.</p> |
| <p>Meeting child needs How do I know my child's particular need will be met?</p> | <p>Decisions about how to meet your child's particular needs will be discussed with you. Permission is always sought and obtained before any intervention is put into place.</p> |
| <p>Access to exams What arrangements are available for pupils to access tests and assessments?</p> | <p>Access arrangements are in line and compliant with the latest JCQ regulations. The school uses access arrangements throughout the formal exams and assessments so as to build up a picture of a student's normal way of working.</p> |
| <p>Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?</p> | <p>Parents and carers will be informed in writing. The school must have permission to conduct assessments so this will not be a surprise.</p> <p>It is important to note that the provision of Access Arrangements in primary school does not automatically ensure the provision of Access Arrangements in a secondary school setting.</p> |
| <p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p> | <p>The school has a strong pastoral team, including tutors, Heads of Year and Assistant Heads of Year. There are also dedicated pastoral staff, including our Education Welfare Officer, Pastoral Support Officer and Student and Family Support Officer.</p> <p>A Y7 nurture group runs every lunch time to help students interact with their peers.</p> <p>A Social club also runs for KS3 students on a Wednesday and Friday for students who have been identified as needing additional support around social interaction.</p> <p>Time out cards are also issued to help students to regulate their emotions.</p> |
| <p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p> | <p>At Overton Grange School we work towards positive Emotional Health and Wellbeing in the whole of our school community. We believe that happy students and staff learn well and are more confident and more motivated.</p> <p>We want to promote a culture of being able to share concerns – so that all members of the</p> |

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| | <p>school community feel valued and supported. We do this through:</p> <ul style="list-style-type: none"> • All interactions between staff and students • All interactions between school and home • High quality teaching and support • The Pastoral system – including tutors, Heads of Year, Pastoral Support Officer, Attendance Officer, Student and Family Support Officer and the Senior Leadership Team • Assemblies – including regular achievement assemblies • Tutor time activities • Citizenship lessons • School website • School newsletters • Safeguarding Ambassadors • Liaison with outside agencies • HR processes at school |
| <p>Early Help Support in the Community (Tier 2) Examples : please include any ELSA (Emotional Literacy Support Assistant), counselling, Talk and Draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.</p> | <p>The school employs, as required, an Educational Psychologist to assist us in assessing how best to help students make progress.</p> <p>The school employs a full-time Family and Student Support Officer.</p> <p>The school buys in external professionals to run courses such as Social Skills.</p> <p>The school buys in, as required, specialist support for other issues such as Anger Management.</p> <p>The school is part of the Mental Health in Schools Trailblazer Pilot, giving us access to support from Educational Mental Health Practitioners Workers who provide 1:1 support around low mood and anxiety, as</p> |

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| | <p>well as providing support and advice for parents and carers.</p> |
| <p>Bullying What is the school's policy on bullying?</p> | <p>The school has a robust anti-bullying policy in place, which states that:</p> <p>'All students at Overton Grange School have an equal right to participate and enjoy their education in order to fulfil their potential. Any action which hinders the educational and/or social development of any student will not be tolerated.'</p> <p>'It is also important to recognise that bullying can take place in all relationships: between students, between students and staff, or between staff'.</p> <p>'Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.'</p> <p>'It is important to make the distinction between bullying and friends falling out with each other. Falling out is an inevitable part of a student's life that they need to learn to cope with and resolve. Bullying is neither inevitable nor acceptable.'</p> |
| <p>Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p> | <p>Overton Grange School has an accessibility plan which takes into account our duties under the Equality Act 2010. Overton Grange School has two lifts and several ramps to allow access to classrooms and communal areas. There are toilets for students with disabilities on the ground and first floors. There are adaptations such as specialist equipment to help the school make reasonable adjustments for students with physical needs. We currently have students in school who use wheelchairs, walking frames, crutches and motorised wheelchairs.</p> <p>The school is acoustically treated, with the exception of the sports hall and gym, and meets the requirements specified in to comply with Building Regulations BB93 'The Acoustics of Schools'. There are staff on site during the day who routinely check that the buildings and grounds are safe for all students. We routinely complete accessibility audits and adapt facilities to the needs of current students on roll.</p> |

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| <p>Accessing lessons How do I know my child will be able to access all lessons?</p> | <p>The entire site is accessible, except for one classroom, for students in wheelchairs and walking frames. In addition to this there are in-lesson adjustments including radio-aids, coloured overlays, adjustable tables, tablets (iPad) and dictaphones.</p> |
| <p>Who we work with Who does the school work with?</p> | <p>The school works with a large number of external agencies including services bought in to help (such as Speech and Language Therapists), other agencies such as CAMHS, Children's Services, Integrated Youth Services and voluntary organizations (such as Sutton Street Pastors).</p> |
| <p>Working with other agencies How does the school work with other agencies?</p> | <p>The school has a close working relationship with other agencies to ensure that students' needs are met appropriately.</p> |
| <p>Informing parents and carers How will I be informed?</p> | <p>Parents and carers are invited in for Parent's Evening and whenever the school believes there is a requirement for a face-to-face meeting.</p> <p>The school also communicates using a variety of methods such as letters, emails, telephone calls and text messaging.</p> |
| <p>Helping your child settle with confidence How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p> | <p>In preparing for transfer between primary school (Key Stage2) to Overton Grange School (Key Stage 3) there is a formal meeting with the primary school which is facilitated by Sutton Local Authority. This is in addition to contacts between Overton Grange School and primary schools which are initiated by either party.</p> <p>The Head of Year 7 and the Assistant Head of Year 7 visit each nearby primary feeder school to answer questions and discuss the transition to Overton Grange School. This is another opportunity to identify those students who need additional support for their transition. If it is felt that the child may find transition difficult then Overton Grange School and the primary school arrange a series of measures to make this transition easier. These measures normally include:</p> <ul style="list-style-type: none"> • Sending the school an Autism-friendly introduction book to Overton Grange School. This is a PowerPoint with maps, photographs and explanations which allows the primary school to |

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| | <p>prepare the student for the likely changes to their routine.</p> <ul style="list-style-type: none"> • All students attend a transition day at school where they spend the day in their future tutor group and have a programme of activities to orientate them to the school's layout, routine and expectations. Every Tutor Group is supported by a Teaching Assistant who is there to assist those students who find the transition more challenging. • Inviting the student to come to Overton Grange School as part of a small group to familiarise themselves with the layout, routine and day-to-day life of the school. This visit can be repeated if the student is still exhibiting anxiety or concerns. • The SENDCo tries to attend any Annual Review for students with an EHCP at their Year 6 Annual Review, this allows Overton Grange School to prepare for any specific requirements which fall outside that which the school provides already. • Parents are welcome to visit the school and this is a common occurrence for students, both in Year 5 and Year 6. This can be arranged by contacting the SENDCo using: g.baldwin@overtongrange.sutton.sch.uk or j.floyd-williams@overtongrange.sutton.sch.uk • The school runs a Transition-Induction Week for students over the summer holidays. <p>In moving between phases of education, including from one academic year to the next, there are sometimes trigger points for stress or anxiety; these can be planned for and supported through the meeting cycle and with specific, programmed, events such as the Year 9 Options Evening or the Year 11 Sixth Form Interviews.</p> |
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| | <p>Due to a focus on the future from earlier years in the school the transition and planning for what happens after Year 11 is part of a continual process and will involve careers interviews, organisation of visits to colleges or other providers and regular monitoring through discussions with the students. In addition to this offer for all students, SEND students are prioritised by the Careers Advisor for meetings and support in completing college or other provider applications as given by the SEND Department.</p> <p>If your child has an Education, Health and Care Plan then you will also have a SEND Lead Worker assigned by Sutton Local Authority who will be working with you and your child to make sure that the transition is as smooth as possible and, where necessary, the SEND Key Worker will continue to work with you whilst your child is at their next destination. Information about what actions Overton Grange School has taken to help students progress will be shared with the post-16 facility, this will often be as part of a visit by the Overton Grange School SENDCo to the college equivalent.</p> |
| <p>Extended School Day What additional facilities do you offer? e.g. Breakfast club; After school clubs; walking train to after school care</p> | <p>The school has after-school clubs in a variety of interests and activities. We also run an after-school homework club specifically to assist students who need access to a computer or require additional support with their homework.</p> |
| <p>Policies Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan</p> | <p>www.overtongrange.sutton.sch.uk/school-info/policies</p> |
| <p>Keywords</p> | <p>SEND, SEN, SENDCo, SENCo, intervention,</p> |