

How does this school usually support the different types of SEN need?

Overleigh St Mary's CE Primary School is an inclusive school which offers a range of provision to support children with difficulties in the 4 areas of SEN need:

- **Communication and interaction difficulties:** Staff at Overleigh St Mary's work closely with NHS Speech and Language Therapists. We have two ELKLAN Teaching Assistants who are trained to deliver the programmes set by the Speech and Language Therapists.
We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. Our SENCO (Mrs Carol Hargreaves) is also our trained ASC (Autism Spectrum Condition) Lead Professional and we work closely with the CWAC Autism Support Team, who offer guidance on the use of effective strategies to enable children with social communication difficulties to succeed in the school environment.
- **Cognition and learning difficulties:** At Overleigh St Mary's, we are experienced at supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with mathematics) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. For example, we support pupils by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of high quality interventions including Fischer Family Trust Wave 3 Literacy, Beat Dyslexia, Wave 3 Numeracy and Basic Skills sessions. *(Please see the complete list of interventions provided in the 'Interventions' section).*
- **Social, mental and emotional health problems:** For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through Social Skills groups, the Key Skills Intervention programme, 'Max Solutions' Support and Counselling Sessions, pupil mentoring and general PHSCE lessons. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary.
- **Sensory or physical needs:** We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. We have adapted our school building to be accessible for children with physical difficulties, through the use of ramps and by providing several easily accessible disabled toilets. We also have several disabled parking bays. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and

learning opportunities accessible to all our children. We also hold regular meetings with outside professional agencies (such as Physiotherapists, Occupational Therapists, Specialist Teachers of the Deaf and Specialist Vision Support Teachers) and the parents, to review the equipment and approaches which are in place.

We always endeavour to tailor our support to individual needs so we can maximise progress and enable children to reach their full potential and prepare for adulthood. We follow the '**Assess, Plan, Do, Review**' model and before any additional provision is made to help a child the teacher, SENCO and often the teaching assistant agree what outcome they expect following the intervention. A baseline will be recorded which can be used to compare the impact of the extra provision. The SENCO collates the impact data of interventions to ensure that we are only using interventions which work. The progress of children with Element 3 Funding or a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education

Progress data of all learners is collated by the whole school and monitored by teachers, leaders and governors. Our school data is also monitored by the local authority and Ofsted.