

Overley Hall School  
SEND Information Report  
School Offer



Updated May 2019  
To be reviewed September 2020

**Overley Hall SEND Information Report**

This report states the current provision for Overley Hall School and will be updated annually to reflect the school's provision.

### **What are the kinds of special educational needs for which provision is made at Overley Hall School?**

Overley Hall is an Independent Special School for children and young people with complex needs. It is a small provision for up to twenty two pupils between the ages of 8 - 19 years and has provision for two Day students. Attached to the school is a children's home for children and young people from 8 - 19 years. Within the grounds Overley Hall has a post 19 residential home for adults with complex needs.

Overley Hall School provides for pupils with significant complex needs that often have more than one diagnosis. Most pupils are on the Autistic Spectrum and many have associated communication, cognition and learning difficulties. Overley Hall offers individual, person centred plans of study which are tailored to the needs of the individual, and through this we can support a diverse range of abilities and needs to make progress academically, socially and indeed holistically.

Overley Hall has produced a profile of needs that we feel we are able to meet (Appendix 1a) and also a profile of need we feel we would not be able to meet (Appendix 1b).

### **Partnership**

Overley Hall Staff are proud and committed to working together with pupils, parents and professionals to achieve the best possible outcomes for our young people. Through a committed and person centred approach, we can help reduce the barriers to learning, raise self-esteem, nurture aspiration and support active engagement in a curriculum for life.

### **What are the school's policies for the identification and assessment of pupils/students attending the school?**

All pupils attending Overley Hall School will have an Education Health and Care Plan (EHCP) or a Statement of Special Education Needs awaiting conversation to an EHCP. Overley Hall School is committed to working with Local Authorities and parents to support the development of effective EHCP's to ensure the needs of the pupils can be fully met by Overley Hall, great care is taken to accurately assess each referral and the process is outlined in Appendix 2.

### **What is the provision for pupils at Overley Hall School and how is it evaluated?**

Overley Hall is a small, family owned school, which is well resourced in terms of its staffing to pupil ratio, therapy support, and is set in beautiful premises within 12 acres of forest.

Overley Hall School has a dedicated team of staff who are truly committed to helping pupils and young people to achieve their best possible outcomes. Staff work with passion to promote the school aims and values which help students to make good progress in so many areas. The structure, routine and therapeutic delivery helps to reduce the anxiety of our pupils who have complex needs, which in turn enables them to better access a curriculum driven by individual targets. This coupled with 'outcome focussed' planning ensures our children and young people make exceptional progress with their learning, behaviour, communication, emotional-wellbeing and independence skills.

Pupils benefit from a diverse curriculum, enhanced by Forest School and driven by a number of interventions and therapeutic strategies such as Attention Autism, Intensive Interaction, and sensory integration.

Staffing levels are enhanced so that pupils are taught in classes of between 1 and 6 pupils. Each class has a base and a set team of teaching assistants. Specialist subject teachers then deliver a broad and balanced curriculum. This ensures high quality of teaching and learning with reduced need for transitions. For some classes, learning is tutor based to minimise transitions which can be one of the main causes of anxiety. Tutor based learning allows opportunity to maximise consistency in staffing and approach strategy.

High expectations are made achievable by celebrating each tiny step taken towards individual goals. Children are nurtured within a positive and homely environment.

School staff details are available upon request. The school contact details are also on the website where you will be able to access senior management contacts. Staff make contact with parents either by email or by telephone and keep them informed of changes and progress regularly, most on a weekly basis. Parents are sent weekly snapshots of their children's week. Pip the penguin (school mascot) can also be seen spending the week with a class and through photographs show the breadth of the curriculum and the opportunities the children have experienced across the week which also can be shared with parents and friends of Overley Hall.

The school receives advice from a range of professionals in order to meet the needs of the pupils and students as assessed by the appropriate professionals. Overley Hall School has a Speech and Language Therapist, Occupational Therapist and Clinical Psychologist to help create a nurturing, total communication environment, curriculum and delivery which meets the needs of our complex pupils. Overley Hall School also has a Therapy Assistant and an Assistant Psychologist to help ensure therapeutic strategy is embedded.

### **What is the provision?**

#### Primary – Key Stage 2

Overley Hall School will provide an individualised curriculum, delivered therapeutically and tailored to individual needs. Emphasis will be placed on developing strong foundations for the development of a positive outlook on developing knowledge and skills in a safe and nurturing environment where individuality is respected and celebrated. A cross curricular approach to developing the skills of attention, engagement, communication, comprehension, interaction, motor skills and self-regulation to support and prepare for the future development will be emphasised across the waking day curriculum.

#### Secondary – Key Stage 3

Overley Hall School will provide students with a highly structured day, a curriculum delivered through an eclectic combination of tailored approaches and strategies within a calm,

nurturing and attentive setting. We will provide individualised curricular which builds on individual interests, strengths and needs where emphasis is placed on holistic progression through the delivery of the full National Curriculum. We aspire to supporting development of emotional well-being and effective communication, social skills, tolerance, self-control including an inquisitive mind.

#### Secondary – Key Stage 4

Overley Hall School will provide opportunities for a seamless passage through to adolescence through an inclusive curriculum which promotes autonomy, a problem solving mind-set in a familiar, caring environment delivered by familiar staff. We aim to provide a rich and varied curriculum, one which aspires to the highest level of accreditation as is possible, but also paying attention to anxiety levels, getting the balance right through a flexible approach to ensure an overall positive outcome.

#### Post 16 – Key Stage 5

Overley Hall School will endeavour to equip students with the skills necessary for a bright and active adult life which allows them as much independence as is possible. A vocational based, inclusive curriculum which promotes British values, independent living, social skills and effective communication in the familiar safe environment of school coupled with focus in the less familiar community setting. Students will study towards accreditation with OCR to achieve anything from award up to a diploma in Life and Living Skills. Students will be gradually supported to function confidently in less predictable situations, with less familiar people through their involvement in work experience in preparation for future life. Students will have the opportunity to access external courses if able. Students will be encouraged and supported to reach their full potential.

School has six groups and each group has its own approach, focus & curriculum focus. Pupils placed according their cognitive functioning and their sensory needs. It is hoped that as pupils progress and develop they will move onto a more challenging curriculum type and benefit from it without raising their anxiety.

Class	Key Stage	Curriculum Name	Main focus of Curriculum	Curriculum Strategies	Assessment Type	Qualifications
Oak	2 & 3	Nurture Me	CAPS Driven Heavily person centred – flexible multisensory curriculum; Thematic cross curricular; Nurture group; Developing curiosity through play; Forest School; Literacy, Numeracy, Science; Choice making; Sensory regulation; Problem Solving;	Intensive Interaction; Attention Autism; TEACCH; Therapy Play; Theraplay activities; Sensory Integration; Empathy, pursuing curiosity, activity;	Outcome based - CPG B Squared – Literacy, Numeracy, Science; CAPS – Goal Assessment Scoring; B Squared – Autism Profile; SCERTS – Joint Attention SCERTS – Emotional Regulation; Boxall	Internal Certification; AQA Unit Award
Willow	2 & 3	The Learning to Learn Curriculum- Foundations	Thematic approach Mostly cross curricular National Curriculum with emphasis placed on – EHCP outcome driven; Developing communication, attention, interactive skills and Maths, English, ICT, Science, Humanities, food technology, Physical Education; Drama; Enrichment opportunities;	Highly structured day; TEACCH; Attention Autism; Tutor based with some specialist teaching; Respecting sensory needs;	Continuum, prompting and generalisation assessment – <b>CPG across the curriculum; Attention Autism Scaling; B Squared</b> –English, Maths, & Science; <b>SCERTS;</b>	In house certificates AQA Unit Awards
Cherry	3 & 4	Towards Independence	OCR Life and Living Skills Options Needs based/target driven Person; Some theme based work; Centred/individualised Cross Curricular National Curriculum with specialist discrete teaching Work Experience/related – tuck Shop, farm shop, coffee mornings; Enrichment opportunities - Drama & Dance Careers, Photography; Developing independent thinking, building self-esteem and confidence;	Fluid and relaxed, flexible day; TEACCH; Individual and group based work; Social Skills Club; Combination of Tutor based and specialist teaching; Aspirational College Courses attended at Wyldewoods; Sensory regulatory strategies;	B Squared – Maths and English Family Fischer Trust; CPG – Life and Living; Targets – CPG; B Squared – Self Help, PSHE and Citizenship, Expressive and Receptive Skills; Nat Curriculum CPG; 5 Point Scale; Comprehensive Autism Planning (CAPS)	OCR Life and Living Skills Award Certificate Diploma; AQA Unit Awards; John Muir Award

<b>Class</b>	<b>Key Stage</b>	<b>Curriculum Name</b>	<b>Main focus of Curriculum</b>	<b>Curriculum Driven Through</b>	<b>Assessment Type</b>	<b>Qualifications</b>
Birch	4	The Holistic Approach	EHCP Target Driven; Full National Curriculum with greater emphasis places on core subjects; Social Skills, developing self-regulation; Communication Skills OCR Life and Living Skills; Cross Curricular Approach; Forest School; Theraplay activities; Personal safety; Resilience; Developing emotional wellbeing;	EHCP Outcomes; Themes; Zones of Regulation; High Structure; Group work; Desk top activities; Enrichment opportunities throughout the week;	% & CPG – outcomes; 5 Point Scale; SCERTS; Attention Autism; B Squared - English, Maths, Science, ICT, self-help, citizenship, PSHE,; Other NC subjects – CPG; OCR and AQA units – by outcome & CPG set against learning objectives;	AQA Unit Awards; Internal Certificates; OCR Awards, Certificates, Diploma;
Holly	5	Increasing independence.  A person centred development approach developing vocational and life skills  Increasing involvement	EHCP outcome driven; Option based work - with Vocational emphasis; Forest School, Gardening/workshop, physical education, food technology, art and design, OCR - Life and Living Skills Work experience; Focus on developing communication, interaction, attentiveness, self-regulation; Careers; Independent living skill development focus; Life and living 2018 onwards; Sensory delivery; Physical; Enrichment; Some theme based work; Personal Safety;	Community based work; Group and Individualised enrichment; Multisensory approach and delivery; High degree of structure, routine, predictability; Total communication approach;	B Squared – Adult Literacy and Numeracy; Attention Autism Scaling; B Squared – Communication, PSHE, Citizenship, self-help; SCERTS; OCR and all other subjects – CPG;	AQA Unit Awards; OCR Life and Living Award, Certificate, Diploma;
Ash	5	Developing Independence	Option based; Vocational emphasis; Life and Living Skills; Creative Arts Art & Design; Communication Personal Safety;	Individualised approach; structure but quite fluid and flexible adjusting to needs based learning opportunity;	B Squared – Adult Literacy and Numeracy; Attention Autism Scaling; B Squared – Communication, PSHE, Citizenship, self-help; SCERTS; OCR and all other subjects – CPG;	OCR Life and Living Skills; AQA Unit Award;

A brief summary can be seen above in Fig 1:

## **Aims of Overley Hall School**

Our aim is that every young person in our care achieves their full potential and is prepared for life as an adult with the skills to achieve a good, happy and meaningful quality of life. We aim, over time, to support our young people to develop the skills to be able to:

- Communicate their wishes and express their preferences
- Progress from their individual starting points, attaining accreditation across core and vocational subjects
- Exert self-control by using strategies independently to regulate their behaviours
- Think independently, solve problems and reduce their reliance on others
- Be confident but reflective, self-aware but content and proud of who they are
- Attend to work, give joint attention and work as part of a team or individually
- Interact positively with others
- Cope with unexpected change in a positive manner
- Make transitions both small and large with minimal support
- Have the confidence to live a meaningful and full life where they can positively contribute to society to the best of the ability
- Be kind and accepting of the differences of others
- Feel a sense of belonging
- Achieve to their full potential.

Our aim is to provide:

- Opportunities for pupils to explore their own religions, cultures, beliefs and values as well as those of others
- Opportunities for pupils to interact and work alongside peers to develop respect for others and friendships
- Opportunities to explore ICT in a safe environment being mindful of E-Safety
- An environment where students can have a voice and talk about their concerns.

## **Overley Hall School Values**



**Our new school values are REACH HIGH (See mission statement)**

Respect	Happy
Empathy	Independent
Adaptable	Goals
Curious	Honesty
Helpful	

**Kindness**

We support our young people to be kind and friendly to those around them; Offer encouragement and comfort to those in need of reassurance. Be accepting of differences and recognise and celebrate qualities in all.

**Respect**

We encourage all those in the school community to respect themselves, each other and the environment. We promote acceptance of differences in beliefs, views, abilities and uniqueness.

**Honesty**

We expect our young people to be honest and be accepting of their mistakes.

**Independence**

We support our pupils to become independent thinkers and problem solve to the best of their ability in preparation for future life. We encourage young people to navigate through their day as independently as possible, learning to transition with reduced levels of support. We support our young people to be attentive, work hard, become good listeners and make contributions to sessions. We actively try to promote independent skills to support future life as an adult with as much independence as possible.

**Communicators**

We promote communication skills, both expressive and receptive to enable our young people to interact, learn and develop effective relationships.

## **What training do staff have in relation to the needs of pupils at Overley Hall School?**

Overley Hall School take training very seriously and there is a mandatory core programme in place to ensure staff can carry out their duties fully informed of expectations and with the skills to enable them to perform to the high standards expected of them. All staff have clear job descriptions which detail the required qualifications for each post in school. Overley hall has a set induction training package which all staff will complete within a set period of time. Staffs also have weekly training/support/guidance sessions to equip them with the skills and knowledge to successfully carry out their jobs with our service users. Additional training will be influenced by the education Development Plan and the Therapy Development Plan.

Education staff also do a minimum of five INSET training days per year. These consist of two full days and two twilight sessions per half term.

Emphasis is placed on the development of the following areas:

- Autism awareness and strategy (Examples include: TEACCH, Makaton, Attention Autism, Intensive Interaction, Child development, Sensory Integration, Social Story/Comic Strip conversations, AAC; Key people also have training in SCERTS, Theraplay)
- Communication (example ELKLAN)
- Complex Needs (example ELKLAN)
- Quality of teaching and learning
- Child development, Attachment and Psychology
- Curriculum development and creativity
- All have Advanced Team Teach
- E-Safety, Prevent and CSE.

Training profiles are available upon request.

## **How will equipment and facilities be provided to support pupils/students at Overley Hall School?**

Overley Hall School is a very well-resourced establishment. Following a referral, Overley Hall will carry out a thorough assessment of need and decide if it is able to meet the needs of a young person. The outcome of the assessment will be fed back directly to parents and authorities to say how it will meet the needs and what additional resources will enable it to meet the special educational needs of a young person. Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy and our Accessibility Plan can both be found on our website and are reviewed annually.

Facilities include:

- Hydro pool
- Sensory Lodge
- Sunken Trampoline
- Two Forest School woodland areas
- Walled Garden
- Allotments, green houses, outdoor classroom & earth oven, pond;
- Soft Play
- Cinema Room
- Coach House for PE, Therapy play, Social Games.

**What are the arrangements for consulting parents of pupils at Overley Hall School and involving them in the education of their child?**

At Overley Hall School parents are fully included in the process of working with their children/young adults.

This includes:

- Initial visit to school during referral
- Visit to the home environment
- Introductory meetings, tour of school
- Parent handbook which is updated annually
- Open door policy

- Monthly opportunities to meet with the Head of School and Head of Care, first Monday of each month
- Schedule of termly events, clearly outlining opportunities for parental involvement distributed and displayed on the website
- Training sessions with therapists, Psychologists, Makaton and staff
- Comprehensive Autism Planning System meetings and progress meetings for identified students
- LAC meetings/PEP meetings/ Termly review of progress towards EHCP Outcomes and Annual Reviews of the EHCP
- Parents evenings (twice annually) with all staff and therapists available for discussion
- Views of parents are recorded and this helps influence the School Development Plan
- Reports are prepared for all scheduled meetings and Christmas and Summer
- Weekly telephone/email or contact as specified by the parents given by all tutors
- Some parents send us weekly reports on the progress/difficulties made during home visits
- Occasional parent workshops
- Coffee mornings usually twice per term
- Parent representation on some of our interview panels and also for carrying out external audits.

**What are the arrangements for consulting young people at Overley Hall School about, and involving them in, their education?**

Overley Hall School believes very much in involving our pupils as much as possible in their education and decisions made which impact on their daily life at school and in preparation for reaching their aspirations for life beyond Overley Hall. 'Pupil voice' is very much a focus in our School Improvement Plan. It is not always easy to truly get the views of many of our young people, but we endeavour to use a variety of methods, including a range of differentiated resources to enable as many pupils as possible to access them. These may include:

- Various different types of questionnaires most of which use Communicate in Print (language with symbols) to support comprehension

- Talking Mats conducted by our SLT and trained staff and usually video recorded
- School meetings where all students are given a choice often presented visually, symbolically, objects of reference or aurally
- School council
- Awards meetings
- Circle Time
- Options choices (where appropriate)
- Social Stories may be used to help young people to better understand opportunities presented
- Gathering the thoughts of parents and staff who work closely with our students and respond on behalf of the young person as they know the child/young person well
- PECs Files
- AAC
- Online views can be gathered for electronic PEP's this can be in question form for those able to read and type on the computer, it could be symbolic and they can use a mouse to click on their choice or they can use a touch screen.

The most successful method at gaining the likes, dislikes and views of our students is through the use of Talking Mats. This method has also been used to gather understanding of young people's knowledge and ability to make decisions linked to specific questions during Mental Capacity Assessments. This is seen by our local authorities as being the most effective way of gathering the views of many of our young people who have learning difficulties and autism.

All children and young people in our school are treated with dignity and respect. Each pupil/student has a personalised timetable which is often presented visually on a day by day basis or for our higher ability students fortnightly. These support our pupils/students to access and experience success through-out their school life.

For some of our pupils a positive behaviour management system is used linked to our four school rules, linked very much to the schools values/aims and rewards success and effort made across each session and across each day. This enables pupils to make informed decisions and helps them to realise when they have been successful.

Students are also supported to understand their targets wherever possible and their success is often rewarded in our Friday Awards Presentation with a certificate and small prize.

In order to recruit good candidates for education positions, applicants are expected to teach two fifteen minute sessions. These sessions are observed by at least two of the panel and they observe the interaction between pupils and candidates. Following the lessons, pupils are asked which lesson was most fun and which candidate was the best. Our more able pupils are asked to rate the candidates 1 – 5. This assists the panel in recruiting the best person.

The assessment and annual review process of EHCP's and Statements of SEN includes the choices and views of pupils/student/parent.

Each pupil/student has a tutor, team of two, three or four, support staff, a learning mentor, a Pastoral Deputy Head and open door access to the Head of School all looking out for them to ensure they are as involved as is possible in decisions that affect them and their aspirations. Older students also have a Work Experience Coordinator to ensure they are provided with appropriate experiences to help them develop vocational skills and experience to gain meaningful employment as an adult.

### **What are the arrangements for assessing and reviewing pupils/students progress towards outcomes?**

Outcomes are agreed through regular meetings and long term outcomes are updated in the EHCP at Annual Reviews of the EHCP. Short term targets are assessed continually through teaching and formally reviewed termly in the Termly review of progress towards the EHCP outcomes which involves parents/education staff and care staff.

Pupil's progress is assessed depending on the individual child or young person through a variety of assessment tools including:

- BSquared
- Comprehensive Autism Planning System
- SCERTS
- Continuum of Prompting and Generalisation skills (CPG)
- Achievement Continuum

- Attention Autism Profile
- AQA Unit Awards
- OCR
- 5 Point Scale
- Behaviour Analyses/Self-regulation.

**What are the arrangements made by the proprietor for dealing with complaints from parents/carers of pupils/students in relation to the provision at Overley Hall School?**

The Complaints Policy and procedure is available on the website and available upon request. The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website.

Overley Hall takes complaints very seriously and will carry out a full and detailed investigation, following the policy fully.

**How does Overley Hall School involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at School and in supporting their families?**

Overley Hall School tries very hard to involve a wide range of people both from within the school environment as well as out in the community to assist us in meeting the range of needs of our pupils and students. We recognise that bringing in specialists can help address various needs such as emotional wellbeing, social, communication, language, health, mental health, behaviour and educational accessibility. Involving others can also help provide a broad and diverse curriculum which is exciting and motivating for our young people. It also provides inclusive opportunities.

Overley Hall works hard to build good relationships with external professionals and with members/groups within our local community. All young people in upper school have opportunity to take part in work experience which may begin in school but as skills and confidence develops they progress to working in a range of placements within our local communities of Telford and Wrekin and Shropshire. We also support many of our young people to attend mainstream college part time when appropriate, to acquire new skills, knowledge and friendships. Overley Hall School has a good relationship with both Telford and

Wrekin College, Wyldewoods and Shrewsbury College. This may also support transition to adulthood for life beyond Overley Hall.

We encourage visitors from schools, college, social care and Health to come and share ideas, spend time with staff and pupils where appropriate. We also encourage those interested in doing work experience and we would like to feel that we have helped shape the careers for many health care workers as well as those involved in a career in special educational needs.

We also work hard to support our local community members to raise awareness of what Overley Hall is and the needs of our young people, which can be demonstrated by the Head teacher recently inviting local 'A level' students from Thomas Telford School to Overley to talk about special educational needs and autism in particular. They then observed our young people performing Willy Wonker and the Chocolate Factory. The Head of school also went to Shrewsbury College to provide a talk to a year group of Health and Social care students to raise awareness. Recently a teacher from Queens Croft High in Lichfield, Staffordshire wanted to gain ideas on how to develop a curriculum and approach for her school; we welcome visitors and sharing ideas.

In the autumn term 2015, Overley Hall has actively sought to form a cluster of similar schools to share ideas and ultimately raise standards in teaching and learning. Staff attend a local 'moderation cluster' termly and selected members of staff attend the Teaching and Learning cluster termly organised by NASS.

We also have a service level agreement set up with Telford and Wrekin Future Focus to work alongside us to develop careers in school and provide parents and external associated professional's independent advice for our young people's potential placements beyond Overley Hall School. Parents often find this can be of great help during a time which can be quite stressful.

Guest speakers to perform/present at our Friday Awards – An example is where Sam who performed folk songs (Guitar and song). Sam has Asperger Syndrome; a local Bowling team members spoke about their sport to our pupils, our local Vicar visits monthly and is part of our Friday assembly and helps award certificates during weekly awards.



We have a wide range of staff working together within the school to support the children, young people and their families. This helps us to provide a diverse and interesting, often theme based curriculum. Some are employed directly by the School; others have different lines of management as can be seen below.

Education staff are employed directly by the school. This includes teachers, teaching assistants, therapists, Psychologists and their relevant assistants. Admin staff including apprentices and catering staff are also school employees. The school also employs domestic staff, maintenance and gardening staff. Others involved may be purchased to enrich the curriculum, some examples have included:

- Catherine from Future Focus
- Claire – Dance workshops
- Art Enrichment – Chloe
- Cultural enrichment – Primary Work Shops, Rhythmicity, (Indian Dance, African Dance, South American Dance, African Dance, African Drumming)
- Story Tellers
- West Midlands Children's Theatre

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

We have a service level agreement with CAHMs and Shropshire Community Health Trust who provide two surgeries here at school per half term led by Consultant Paediatric Psychiatrist Dr Khan Overley Hall School to assist with decisions made about our children.

Our Clinical Psychologist, Occupational Therapist and Speech and Language Therapist are all self-employed. They work directly with young people, team teach and deliver training to staff and parents.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services and adult services/16+ Teams. Additional to normal expected attendance at reviews and a host of various meetings, Social Workers are also sent out The Dates for Diaries listing all the events, emailed invitations to all of our Coffee mornings, Afternoon Teas, Performances and Awards Ceremonies. We

also encourage Social Workers to attend Comprehensive Autism Planning Schedule meetings and Progress meetings.

Voluntary organisations are often called upon to help enrich our curriculum, examples include:

- Stable Management - Perry Riding for the Disabled Group
- The Barge - The Heulwen Trust
- Festive Volunteering - Lloyds Banking Group
- Volunteers from The Barclay Bank
- Wrockwardine Church and Reverend Dr Chantry
- The National Trust
- Various guest speakers
- Recently one parent gave a talk to staff about 'A Parents Perspective of having a child with special educational needs'

Our local services such as The Fire brigade and Community Police Officers also come out to the school regularly.

To enable our young people's views to be recognised and acted on we support our young people to gain advocacy. Overley welcomes advocates employed by external agencies and ensure they have whatever support, advice, they need to help relate and present the views of young people linked with transitions.

Our 'Calendar of Events' which can be seen in the documents part of our website sets out our programme for community involvement, parental involvement & support. This is updated termly.

Termly dates are set for 'Friends of Overley' meetings which are held in the Coach House. Siblings are invited to attend and often make good use of our cinema room. These sessions allow parents who have similar difficulties to talk and share. They also give us opportunity to share key information, ask for feedback, offer support/training, creating good working relationships.

## **What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?**

From the moment a child starts at Overley Hall we are constantly developing their curriculum to ensure they reach their full potential. The curriculum is designed to meet the holistic needs of the child which will evolve as the child grows up. Our aim is to develop skills which will enable the young person to live as independently as is possible in adulthood, having the skills to live a meaningful, active and happy life.

Great emphasis is placed on transitions here at Overley Hall School. All transitions are carefully planned for throughout school as pupils move from class to class and from phase to phase. Examples to help prepare a young person to become part of a new tutor group include:

- Most familiar teaching assistant to follow the young person to work either permanently in the new tutor group or for a period of time with a gradual withdrawal
- Gradually build up the amount of time spent with the new tutor group, from one hour up to fulltime over a period of time
- Tutor to work with the young person in their original tutor room to start the development of a relationship
- Meetings between tutor teams to share information and most effective strategies; Ensuring one page profiles are shared and targets are shared and agreed
- Creating a timetable which eases the young person gradually into the group, ensuring the curriculum continues to develop interests and strengths. Finding time for the young person to do familiar activities in the new tutor group
- Ensuring pupil continues to spend some part of his timetable doing familiar activities with familiar people
- Photo of young person to be displayed on the new tutor room door
- Structure to be put into their day immediately to help minimise anxiety
- Using functional analysis through the anxiety charts and when behaviours displayed are high, endeavouring to work out the possible triggers by considering the setting where the behaviours occurred, the possible triggers leading to the behaviours/anxiety, the actions and responses given when the behaviours occurred.

This allows us to become, over a period of time, more proactive in our working practice and helps less familiar staff to learn effective strategies quickly

- Extra training for the staff may be necessary
- For some students a transitional item can help them make transitions successfully

Parents/carers are consulted and informed of changes. They are given the opportunity to meet unfamiliar/new staff such as a new tutor and the team of teaching assistants who will support. They are also kept informed as to how the transitions are progressing by telephone, or email.

The views of young people are gathered through various methods including 'Talking Mats'. Overley Hall also encourages the use of independent advocates to express the views/aspirations of the child, to ensure they are listened to and acted on.

Students are increasingly supported in planning for their transition from school to adult life with great emphasis on the detail. Several multiagency meetings will take place, with several 'in-house' meetings to discuss the finer points.

For many students a '5 point Scale' is used to help show how the young person presents holistically and can be used to visually show progress. They can also be good indicators of where we hope the young person will get to, providing they continue to progress at a similar rate.

We think very carefully about the outcomes for young people to ensure they support development which will enable them in their future adult life and support a more productive and meaningful life.

The curriculum aims to develop vocational skills and the attainment of accredited qualifications to help develop skills and knowledge to prepare for the next stage beyond Overley Hall School. Work experience offered is gradually increased both in duration and level of challenge, again helping to prepare for the next stage in life.

Young people are supported as much as is possible to make decisions about their future. Where appropriate students are supported to be involved in choosing the suite of programmes they will follow in key stage 4 and 5. This may involve taster days/sessions and

completing an options form. This may not have meaning to some of our students, but those where it has are supported to make decisions. Parents are involved in this process during Annual Reviews and Parent Drop in sessions held monthly. An open door policy also exists, for parents to discuss changes, their preferences and /or concerns.

Overley employs an independent careers advisor to support young adults to explore careers through sensory experiences and also supporting them to find work experience and external courses they may be of interest. The independent careers advisor works with all our families to explore all the options post 19 for the young adults to be able to access learning or vocational learning.

### **The School Offer:**

The school offer will be updated regularly to ensure information is correct.

Please see the following policies available upon request and on the website for more information about the curriculum, quality assurance and assessment:

The Curriculum Policy

SEND Policy

Quality Assurance Policy

Accessibility Plan

How Overley Hall evaluates its provision can be found in the Quality Assurance Policy and Plan and associated calendar.

### **Where is the information on the Telford and Wrekin's local offer published?**

There is further detail on our website on our own school offer for SEND and this links to the Local Offer for:

Telford & Wrekin

<http://www.telfordsend.org.uk/>

Shropshire

<https://shropshire.gov.uk/the-send-local-offer/>

Central Bedfordshire

Updated May 2019

<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>

Lincolnshire

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Staffordshire

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

Northamptonshire

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/what-is-local-offer.aspx>

Norfolk

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Wolverhampton

<http://www.wolverhampton.gov.uk/send>

If you have any queries or require any additional information relating to this report please contact the Bev Doran - Principal at [bevdoran@overleyhall.com](mailto:bevdoran@overleyhall.com) or Telephone 01952 740262.