Overley Hall School

SEND Information Report

Approved by:	SAS Board	**Date:** 07.09.2026
Next review due by:	06.09.2027	

Overley Hall SEND Information Report

Dear parents and carers,

The aim of this report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

This report will be updated annually to reflect the school's current provision. If you would like to know more about our SEND provision please see our SEND Policy which can be found on the School website.

Please note: if there are any terms we've used in this information report that you're unsure of, please contact school where someone will be more than happy to explain them to you.

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-four learners between the ages of 8 – 19 years. We ensure there is provision in our school for the young people who reside at Wellingtonia Children's Home, but also offer a limited number of day placements for those who live within local counties. Wellingtonia Children's Home is closely situated to our school and falls under the umbrella company of Overley Hall Ltd. Within the grounds of Overley Hall there is a five bedroom residential post 19 provision for adults with complex needs.

Overley Hall School provides for learners with complex needs with many having a number of diagnosis including Autism, and 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 holistically. Our approach is therapeutic and flexible responding to emotional fluctuations and presenting needs in a proactive and reactive manner.

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

What are the school's policies for the identification and assessment of learners attending the school?

All learners attending Overley Hall School arrive with an Education Health and Care Plan (EHCP) or Statement of Need. 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 learners can be fully met. Great care is taken to accurately assess each referral prior to agreement of placement. Overley Hall will only accept a learner if we feel sure that we can meet need and that other learners will not be negatively impacted on.

We are committed to measuring and celebrating the progress of young people and use continuous qualitative and planned quantitative assessment to ensure needs are being met and can continue to be met. All policies take into account the needs of our young people's needs. Policies for assessing need include:

- SEND Policy
- LAC Policy
- Curriculum Policy
- Positive Support Plan
- Behaviour Support Policy
- Safeguarding
- Attendance Policy
- Quality Assurance Policy
- Accessibility Plan

What is the provision for learners at Overley Hall School?

Overley Hall is a small, family owned school, which is well resourced in terms of its staffing to learner ratio (typically 1:1), therapy support (including Occupational therapy, Speech and Language Therapy, Clinical Psychologist, Therapy assistants and

SENCO), and is set in beautiful premises within 12 acres of woodland and horticultural land.

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

Learners benefit from a broad and balanced curriculum, enhanced by Forest School and driven by a number of interventions and therapeutic strategies such as Attention Autism and Intensive Interaction, Therapy play and we also use the principles and practices of Theraplay and Sensory Integration.

Staffing levels are enhanced so that learners are taught in classes of between 1 and 6 learners. Each class has a class base and a set team of teaching assistants. 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 opportunities 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.

Relevant school contact details can be found on the School website (www.overleyhall.com). Great emphasis is placed on securing good relationships with family and involved professionals. Staff make regular contact with parents either by email or by telephone and keep them informed of changes and progress.

The school receives advice from a range of professionals in order to meet the needs of our learners. These include a Speech and Language Therapist, Occupational Therapist and Clinical Psychologist.

Primary – Key Stage 2

Overley Hall School provides an individualised curriculum, delivered therapeutically, and tailored to individual needs. Emphasis is placed on developing strong foundations in preparation for the next stages of learning. 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 is emphasised across the waking day curriculum. We provide individualised curricular which builds on individual interests, strengths and needs of our young people where emphasis is placed on holistic progression through the delivery of a broad and balanced curriculum.

Secondary – Key Stage 3

Overley Hall School provides learners 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 provide individualised curricular which builds on individual interests, strengths and needs where emphasis is placed on holistic progression through the delivery of a broad and balanced curriculum. We aspire to supporting development of emotional well-being and effective communication, social skills, tolerance and self-control.

Secondary – Key Stage 4

Overley Hall School provides opportunities for a seamless passage through to adolescence using 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, which aspires to achieve the highest level of

accreditation possible, but also paying attention to anxiety levels, getting the balance right through a flexible approach to ensure an overall positive outcome.

Sixth Form – Key Stage 5

Overley Hall School endeavours to equip learners with the skills necessary for a bright and active adult life which enables as much independence as possible. A vocational based, inclusive curriculum promotes deeper levels of 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. Learners study towards relevant qualifications to develop life, living and vocational skills. Learners are gradually supported to function confidently in less predictable situations, with less familiar people through their involvement in work experience in preparation for future life. Learners will have the opportunity to access external courses and college courses if applicable. Learners are encouraged and supported to reach their full potential. Supported work experience is completed within the grounds and main buildings. This can include helping in the domestic or maintenance departments, within the school reception, through gardening and/or within our Farm Shop. Where appropriate learners access supported external work experience at a wide variety of venues targeting different work skills.

The School has six class groups and each group has its own approach and curriculum focus. Learners are placed according to their cognitive functioning and their sensory needs. It is anticipated that as learners progress and develop they will move on where less nurturing approaches are required so greater independence can be achieved without raising their anxiety.

What are Overley Hall's key values?

Core Values - HAPPY		
H	**H**igh reaching	High expectations, aspirations, standards and goals *"The School's work to support positive behaviour goes way beyond surface level"* (OFSTED 2019)
A	**A**pproachable	Listening with respect, valuing individuality with unconditional acceptance and positive regard
P	**P**rofessionalism	Standards of practice at an outstanding level, when considering all aspects of care and education
P	**P**ositive outcomes	Achievable and uniquely tailored goals preparing children and young people for their next stages of life
Y	**Y**oung people come first	Decisions, activities and opportunities for growth are focused through 'child centred approaches' – The young person is at the heart of all decisions across the provision; 'voice of the child' and best interest

What is Overley Hall Schools' belief and ethos?

At Overley Hall School, our ethos and belief is to encourage:

- The creation of a 'finding out' culture.
- Personalised learning with 'engagement' as a fundamental requirement.
- Individualised learning which is tailored to outcomes helping prepare learners for their next stages of life.

- Learning that is driven by Individual Education Planning and identified personalised strategies.
- Curriculum planning that is driven and shaped by long and short term outcomes addressed through Individual Education Plans (IEPs).
- Educators to be innovators, enabling flexibility to adjust and enhance learning.
- Responsive pedagogy to enable a personalised approach to transform life chances, whilst navigating the routes to learning (Hargreaves, 2006).
- Integrated approaches, where people work together in a 'partnership of care' (Carpenter et al, 2015).
- The development of a 'can do' culture; where focus is about what learners **can do** as opposed to what they 'can't do'.
- The use of neuroscience to inform learning pathways and strategies so achievements can be embraced.
- Total unconditional acceptance and positive regard.
- Trustful partnerships of care working with best interest at the heart of decisions.
- Ambitiously working towards creating happy and fulfilled individuals through an increased focus on life outcomes to provide 'the springboard to life' (DFE, 2015 and Carpenter et al, 2015).
- Implementation, driven through understanding and acceptance of our Intent with the inclusion of Curriculum Drivers as a vehicle that enables greater Impact.

What are the aims of Overley Hall School?

Through the curriculum offered at Overley Hall we aim for all our young people to develop into respectful, skilful, ambitious citizens with a love or thirst for learning and a love for life and all it has to offer.

Our curriculum aims include:

- Achieving outstanding end points.
- Reducing anxiety.

- Developing key life skills across different curricular areas.
- Equipping young people for their next destination to be able to use a more ‘functional level of communication’ across different contexts and settings.
- Providing each young person with their own tool box of communication strategies that enables them to make choices, express themselves, and have greater level of understanding about what is right and wrong (according to British values and society).
- Offering achievable strategies to regulate emotion, think more independently and solve problems with reduced reliance on others.
- Providing extensive opportunities to build resilience and tolerance, and in turn to become more accepting of differences and to achieve greater harmony.
- Enabling experiences of what it feels like to thrive, becoming more confident, self-aware, content and proud of who they are.
- Creating a positive attitude towards learning.
- Allowing a wealth of opportunities for positive interaction and many experiences of being kind, safe and friendly with others.
- Delivering a curriculum that ensures equal access to all by meeting each learner at their unique starting point enabling appropriate levels of challenge and support. We aim to build knowledge and skills so they can reach their full potential.
- Teaching how to manage (to the best of their ability) unexpected change and make transitions both small and large with minimal support.
- Encouraging work experience-based activities, centred on interests and strengths.
- Providing knowledge, resilience, and cultural capital towards living a more meaningful and productive life, positively contributing to society, making fulfilling contributions within our local community and endeavouring to reach maximum potential.
- Encouraging more willingness to function as part of a team.
- Creating an environment where the emotional, physical, sensory, academic, social, moral, spiritual and cultural development of each person is respected and developed.

- Respecting how academic opportunities can lead to greater technical and vocational development towards future learning and employment.
- Using a broad and balanced curriculum with sequential pathways of knowledge and skills relating to subject disciplines and personal development to guide progress towards individual end points.

Which staff will support my child and what training have they had?

Overley Hall School takes 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 are teachers/supporters of special needs learners and 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 complete within a set period of time. Staff also have weekly training/support/guidance sessions to equip them with the skills and knowledge to successfully carry out their jobs. Additional training is added due to the focus of the School Improvement Plan.

Education staff complete 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, Trauma and Psychology
- PACE approach
- Talking Mats
- Learner Safeguarding Debriefs

- Curriculum development and creativity
- Intermediate and Advanced Team Teach
- Safeguarding including:
    - Child exploitation
    - Child sexual exploitation (CSE)
    - Criminal exploitation
    - Online harms.

The SENCO undertakes and maintains the qualifications and professional development required under current national expectation.

As highlighted within our Curriculum Policy, despite recognising that the some of the young people at Overley Hall may struggle to commit knowledge and skills to long term memory due to their complex learning disabilities, high standards of practice are considered vital as we hold the belief that each individual can succeed. In order to meet ambitious end point targets, it is important to maximise each learning opportunity or moment.

- Our self-evaluation includes reflecting on pedagogical (teaching) approaches, the importance of quality instruction, generating a positive classroom climate and effective classroom management.
- To ensure these standards are met, our Continuous Professional Development (CPD) places emphasis on subject knowledge, teaching strategies, psychological development of children with and without complex needs, pedagogy and curriculum design. To achieve these high standards of teaching and learning, focus is placed around 'engagement' or how questioning (whether verbal or non-verbal) can be used to assess or to scaffold learning. We also recognise the importance of developing independent learning, responsive and adaptive practices, consistency and sequential understanding relating to individual subjects.
- 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 learners. 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, 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 learners 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.
- 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. Sensory careers lesson are delivered to our learners by the Independent Careers Advisor.
- 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 learners.

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. 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:

- 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 their Consultant Paediatric Psychiatrist. Overley Hall School to assist with decisions made about our children.

Our Clinical Psychologist, Occupational Therapist and Speech and Language Therapist work directly with our learners, 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.

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
- Wrockwardine Church and Reverend Dr Chantry
- The National Trust
- Various guest speakers

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 the School 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.

How will school measure my child's progress?

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 IEP's which are incorporated into the Termly review of progress towards the EHCP outcomes. This also involves parents, education staff and care staff.

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

- IEP's
- Banded Curriculum for English, Maths, Science, Computing, RSE and PSHE
- SCERTS
- Continuum of Prompting and Generalisation skills (CPG)
- Achievement Continuum
- Attention Autism Profile
- AQA Unit Awards
- Cambridge OCR
- 5 Point Scale
- Boxall
- Behaviour Analyses/Self-regulation.

Curriculum Bands

White	Yellow	Purple	Blue	Green	Bronze	Magenta	Cyan

Engagement for Learning	Early Subject Specific Development	Subject Specific Knowledge and Skill Development
Creatively connecting child and environment to enable learning and achievement	Creatively connecting to subject disciplines, engagement, interests and foundations for the development of greater autonomy and life outcomes	Building on the foundations to enable a higher level of knowledge and understanding whilst making connections between subjects, interest, themes to promote a deeper level of autonomy and life outcomes

Balancing breadth through the Broad Areas of Need

Communication and Interaction	Cognition and Learning	KS2/4
Social, Emotional & Mental Health	Sensory and Physical and Sensory	
Independent Living	Health	KS5
Employment	Community Inclusion	

Awareness
Curiosity
Investigation
Discovery
Anticipation
Initiation
Persistence

Symbiotic

English Reading, Writing, Speaking and Listening.
Maths Number, Measurement and Geometry.

Science, Computing, PSHE and Citizenship, Design & Technology, Music, Art & Design, Geography, History, Physical Education.

Careers, Vocational, Work Experience, Play, Person Centred Development and Enrichment (Cultural, Environment, Community & Therapy)

We recognise that every child is unique and deserves a curriculum which enables them to achieve greater life outcomes. As such each subject is broken down into bands (stages of development) which offer our learners real, relevant, accessible learning opportunities with challenge. Bands embrace the vast array of possible cognitive abilities that can present at Overley Hall. Each subject being progressively sequenced to enable planning that builds on what students know, their next steps and reaching their full potential.

Many of our students have great difficulties with their attention and emotional wellbeing, preventing them from accessing deeper levels of learning. As a result, through our implementation, particular focus is placed on the development of attention, regulation and engagement to enable young people to better access subject specific content. We are also aware that our learners can struggle with motivation and therefore our implementation utilises and harnesses the interests of each young person to achieve greater application. We recognise that the symbiotic requirement between engagement and early/subject specific development is required for our complex learners, independent of what band they may be focused on.

How will I be involved in decisions made about my child's education?

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
- School staff visit to the home environment
- Introductory meetings, tour of school
- 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 Schools website
- Training sessions with therapists, Psychologists, Makaton and staff
- 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 used to influence the School Development Plan
- Reports are prepared for all scheduled meetings and reviews.
- 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

How will my child be involved in decisions made about their education?

Overley Hall School believes very much in involving our learners 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. 'Learner 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 learners 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 learners 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 learners and respond on behalf of the young person as they know the child/young person well
- AAC – both low tech (Communication books) and High Tech (apps on iPad's or dedicated communication device)
- 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.

We have found the most successful method at gaining the likes, dislikes and views of our learners is using 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. Talking Mats are also used to complete debriefs with young people following an incident with or without a restraint, this is delivered at a level that is appropriate to the young person, they are also used as part of the safeguarding process to discuss events. Safeguarding Talking Mats are only conducted by specific staff that have received training for this purpose. 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 learner has a personalised timetable which is often presented visually on a day by day basis or for our higher ability learners fortnightly. These support our learners to access and experience success through-out their school life.

For some of our learners 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 learners to make informed decisions and helps them to realise when they have been successful.

Learners 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.

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

Each learner has a tutor, team of two, three of 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 learners 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. From Year 9 our independent careers advisor starts work with the young people to explore their interests moving towards adulthood, they explore sensory careers and where appropriate will access work experience opportunities and taster sessions at further education facilities.

How will the school adapt its teaching for my child?

We make the following adaptations to ensure all learners needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Involving our onsite multi-disciplinary team of specialists (e.g. Speech and Language, Occupational Therapy) to support, give advice and work alongside teaching staff.

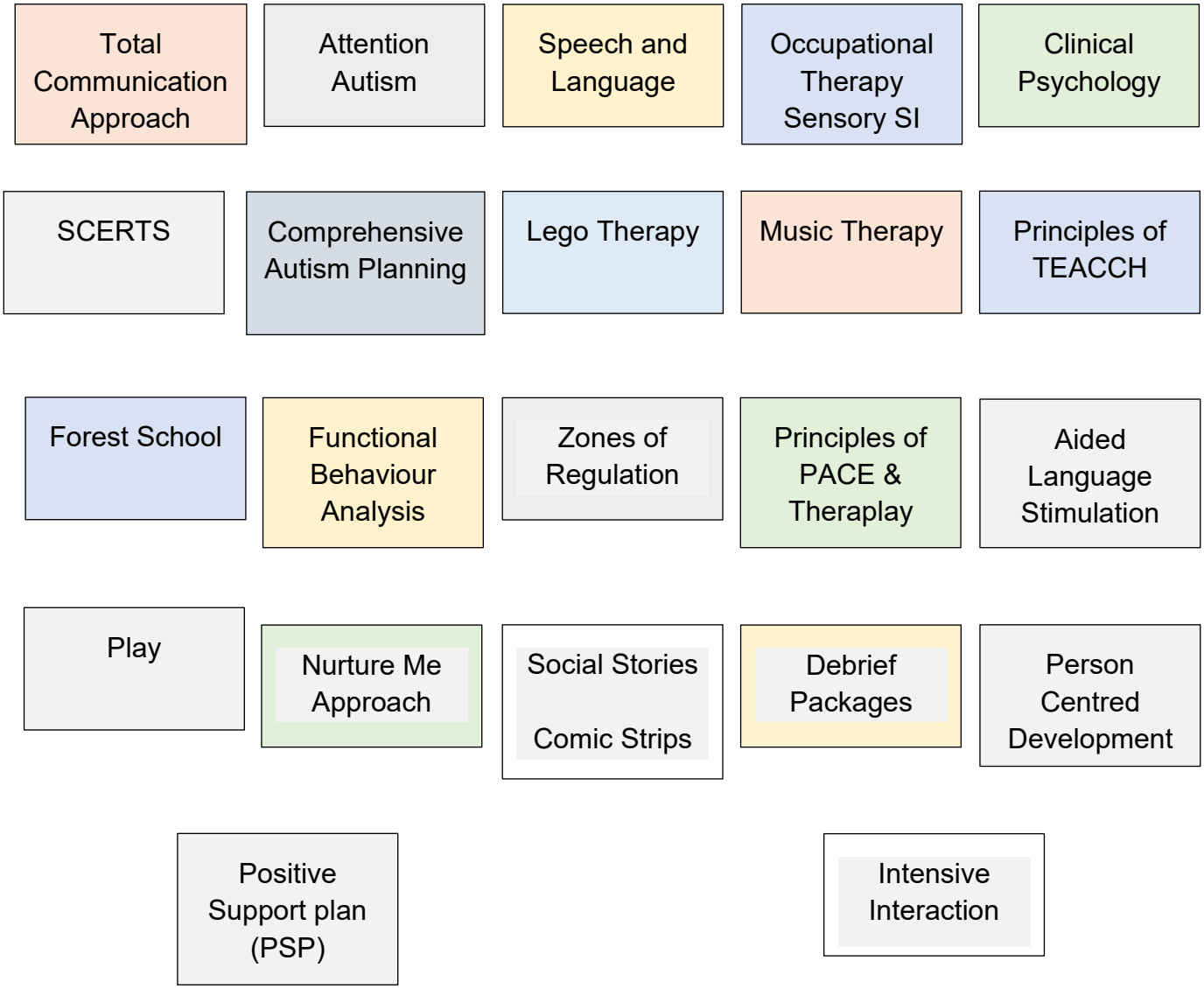
Class formation and focus

Key Stage	Curriculum Name	Main focus of Curriculum	Curriculum Strategies	Assessment Type	Qualifications
2 , 3, 4 & 5	Nurture Me	EHCP 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;	Highly structured day; strategies related to TEACCH; Intensive Interaction; Attention Autism; Therapy Play; Therapy play activities; Sensory Integration; Empathy, pursuing curiosity, activity; PACE approach Zones of Regulation.	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – CPG across the curriculum; English, Maths Science, Computing and PSHE Engagement Profile. Attention Autism Scaling SCERTS – Joint Attention SCERTS – Emotional Regulation; Boxall	Internal Certification; AQA Unit Award Diploma in Life and Living Skills for 6th Form students.
2 , 3, 4	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; strategies related to TEACCH; Attention Autism; Intensive Interaction, Therapy play, Lego therapy Tutor based with some specialist teaching; Respecting sensory needs; PACE approach Zones of Regulation.	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – **CPG across the curriculum**; English, Maths Science, Computing and PSHE Engagement Profile. Attention Autism Scaling; SCERTS; Boxall	In house certificates AQA Unit Awards OCR Life and Living Skills Award Certificate Diploma;

Key Stage	Curriculum Name	Main focus of Curriculum	Curriculum Driven Through	Assessment Type	Qualifications
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; Therapy play 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; PACE approach; Therapy play; Attention Autism.	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – **CPG across the curriculum**; English, Maths Science, Computing and PSHE 5 Point Scale; SCERTS; Boxall Attention Autism; OCR and AQA units – by outcome & CPG set against learning objectives;	AQA Unit Awards; Internal Certificates; OCR ~~Awards,~~ Life and Living Skills: Award, Certificate~~s~~, Diploma;
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,	Community based work; Group and Individualised enrichment; Multisensory approach and delivery; High degree of structure, routine, predictability; Total communication approach; PACE approach	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – **CPG across the curriculum**; PSHE Functional Literacy and Numeracy; Attention Autism SCERTS;	AQA Unit Awards; OCR Life and Living skills: Award, Certificate, Diploma; Any external accredited courses.

	6th Form	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; Therapy play.	Therapy play; Attention Autism.	Boxall; OCR and all other subjects – CPG;	
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;	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – **CPG across the curriculum**; English, Maths Science, Computing and PSHE Attention Autism SCERTS; Boxall OCR and all other subjects – CPG;	OCR Life and Living Skills; Award, certificate, Diploma AQA Unit Award;

Breadth of therapies, support and interventions include:



How will the school evaluate whether the support in place is helping my child?

Effectiveness is evaluated from various perspectives and systems including day to day classroom assessment and senior leader scrutiny. Senior leaders and school are held to account by our active Support and Scrutiny Board. The Support and Scrutiny Board has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school and its curriculum. The Office for Standards in

Education (Ofsted) assumes that members know the strengths and weaknesses of the school, and will test that assumption during a school inspection.

Evaluation includes scrutinising assessment data, learner outcomes, classroom performance and the Impact of therapeutic intervention. Please see Support and Scrutiny Board Policy which establishes the systems in place to evaluate the effectiveness of the provision.

How will school resources be secured for my child?

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 best 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 the School website and are reviewed annually.

Facilities include:

- 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.

How will school support my child's mental health and emotional and social development?

We provide support for learners to improve their emotional and social development in the following ways:

- Learners are part of the school council (all our learners have SEN).
- Learners have support from the Clinical Psychologist to support emotional wellbeing and can have 'Brad time' to talk confidentially
- Learners are assessed using the Boxall Profile and this helps identify areas of emotional difficulty
- Staff complete attachment and trauma training to enable them to support learners emotional development
- Learners access social skills groups, Lego therapy (where appropriate) and Person Centered Development lessons to develop social skills, communication, interaction and relationships
- Using the principles and practices of Therapy play we develop key skills to enable positive attachments to be made between learner and staff, peer and peer and when appropriate learner and sibling
- Zones of Regulation are taught and modelled continually to support learners to recognise emotions and be able to develop the skills to express emotion and develop the tools to self-regulate.

What support will be available for my child as they transition between classes or settings, 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 learners 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 learner 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 learners 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.

Learners 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 learners 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 learners 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 learners, 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.

What support is in place for looked-after and previously looked-after-children with SEN?

- LAC learners are supported through the PEP process with Virtual School
- Learner Premium is awarded by some authorities through the PEP system to enhance the resources available to support learning and regulation
- PEP meetings are held every term to ensure LAC learners are achieving and not falling behind in progress compared to their peers
- LAC learners are allocated a Designated Teacher (DT) to support them and the class teacher. They will ensure the Pupil Premium if used effectively and monitor the outcome of the expenditure.

What should I do if I have a complaint about my child's SEN support?

If you have any queries or concerns regarding our SEND provision or this report, in the first instance please contact Head Teacher Bev Doran at bevdoran@overleyhall.com or telephone 01952 740262 Ext 214.

Alternatively contact our SENCO Mrs Lorna Deakin at lornadeakin@overleyhall.com or telephone 01952 740262 Ext 232.

The Complaints Policy and procedure is available on the School 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 School website.

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

What support is available for me and my family?

If you have any questions about SEND, our offer, or are struggling to cope, please get in touch. We are here to support you, your child and your family.

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 School website for more information about the curriculum, quality assurance and assessment:

- The Curriculum Policy
- SEND Policy
- Quality Assurance Policy
- Accessibility Plan

The Quality Assurance Policy and Plan highlights how Overley Hall evaluates its provision.

Local Authority Offer's

To see what support is available locally have a look at your local authorities local offer:

- Birmingham

https://www.localofferbirmingham.co.uk/

- Buckinghamshire

https://familyinfo.buckinghamshire.gov.uk/send/about-local-offer/

- Central Bedfordshire

Special Educational Needs and Disability - Local Offer

- Leicestershire

https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer

- Shropshire

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

Northamptonshire

Local Offer | West Northamptonshire Council

- Telford & Wrekin

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

- Westminster

https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0

- Solihull

Solihull Local Offer | Solihull Metropolitan Borough Council

- Peterborough

SEND Information Hub (Local Offer) | Peterborough City Council

- Essex

Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer

Appendix 1a: **Overley Hall School caters for complex children who often have co-morbid profiles and fall into the following categories.**

1. Social	2. Diagnosis	3. Other	4. Diagnosis and Provision
We can educate and support learners with varying levels of complex needs, ranging from mild to severe and will usually include a number of the following:-			
a) Learners with communication and language needs, who may present with any of the following: • Difficulties in communication with peers, leading to social isolation and apparent behaviour difficulties • Elevated levels of frustration or anxiety caused by the inability to participate in learning and/or social contexts • Communication difficulties that impact on classroom participation and interactions with peers • Language disorders/Speech Disorders and difficulties with listening skills b) Learners with Autism and associated conditions such as: ADHD and PDD	a) Learners with mild to moderate levels of the following: • Anxiety-based problems including Attachment Disorder, Separation Anxiety, Generalised Anxiety Disorder, Obsessive-Compulsive Disorder, Panic Disorder, Tourette's Syndrome • Depressive Disorder's including depression and self-harm • Disruptive Behaviour Problems including ADD/ADHD, Conduct Disorder, Oppositional Defiant Disorder, Pathological Demand Avoidance • Foetal Alcohol Syndrome	a) Learners requiring input to develop the following: • Sensory motor skills • Communication • Challenging behaviour • Varying range of cognitive functioning ranging from severe to high functioning • Abuse and neglect • Functional skills • Anxiety • Sensory modulation • Motor skills • Sensory skills • Perceptual skills	Learners with moderate to severe levels of the following: • Autism • Angelman Syndrome • Fragile X • Down Syndrome • Smith McGinnis • Dyspraxia Other conditions where learners would benefit from an eclectic mix from the following list: • Person Centred Approach • Individual tailored educational/therapeutic programmes of study • Therapeutic approach to complex co-morbidity • Intensive Interaction • Sensory Integration • Attention Autism • SCERTS • Speech and Language Therapy • AAC • Occupational Therapy

			• Clinical Psychology • TEACCH • Theraplay • Makaton • Forest School • Highly Structure Approach • A 24 hour/Continuous Curriculum/Waking day Curriculum

Appendix 1b:

The school will undertake an individual assessment of need to determine whether it can safely and effectively meet a child's needs without negatively impacting the education and wellbeing of others.

Overley Hall School recognises that it is not a school which caters for the following.

1. Social	2. Diagnosis	3. Other
We are unable to educate and support learners with the following needs:		
• Learners with a primary speech and language need without a co-morbidity • Learners with a primary need of Pathological Demand Avoidance diagnosis • Learners with a primary diagnosis of ADHD.	• Severe levels of any of the disorders/needs as stated in the Diagnosis column 2 – Page 1 • Children with no co-morbidities • Schizophrenia • Psychosis/Psychotic episodes • Severe Personality Disorder • Significant suicidal risk • Complex physical needs • Primary need diagnosing Social, Emotional and Mental Health needs (SEMH) • Primary need stems from sexual abuse.	• Learners with significant criminal involvement • Learners with significant levels of substance misuse • Learners with significant and planned/calculated or persistent levels of aggression • Learners with a history of arson • Learners whose behaviour is likely to significantly impact negatively on other young people at Overley Hall School, for example by increasing anxiety in other learners or that puts them at risk.