

Special Educational Needs School Information Report “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT

Please also refer to our SEND and Learning policy and Equality Objectives

How do you teach children or young people with special educational needs and disabilities?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. A range of different strategies may be used and often a multisensory approach is used.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the pupil's provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCo.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you decide a child or young person has special educational needs or disabilities?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made despite strategies and interventions to support pupils
- there is a change in the pupil's behaviour or progress

Areas of Need:

We support children with needs in 4 areas of need: Speech, Language and Communication needs (SLCN) , Social Emotional and Mental Health needs (SEMH), Cognition and Learning needs (C&L) and with Physical or sensory needs (P/S)

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for

pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?

The curriculum is differentiated to meet the needs of pupils and additionally extra resources may be provided to ensure children can access the curriculum. Additional time may be provided or extra adult support. Some pupils with very significant needs may have a highly personalized curriculum in order to meet their needs.

The learning environment can be adapted to meet the needs of individual pupils through the use of resources such as screens to reduce visual 'noise' or distractions, Move n Sit cushions to provide seated movement enabling pupils to concentrate better. The academy will often seek advice from outside agencies to support pupils and also uses strategies available from these services online. Highly specialized equipment may also be used to support pupils who have significant SEND and these would be implemented under specialist advice.

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SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you make sure children and young people with special educational needs and disabilities do well?

Pupil Progress Meetings are held either half termly/ termly. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of all the pupils in their class. This shared discussion highlights further support needed and it is then planned in. Personal provision maps showing interventions are shared with pupils and parents each term and for some children an individual support plan is also drawn up with short term targets and these are also shared with pupils and parents.

Occasionally a pupil may need more expert support from an outside agency such as a speech and language therapist. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children or young people with special educational needs and disabilities?

We have a range of equipment to support learning including learnpads, iPADS, laptops and some specialist software and hardware. Some is on loan from Specialist Teaching Services and some belong to the Academy. Equipment can be brought in on a needs basis and often reflects the changing needs of our pupils.

We also have resources such as sloping desks, Move n Sit cushions, weighted cushions and blankets, sensory toys, Chewellery, hearing support systems and recording devices.

We also have a room in which we run our Nurture groups to support pupils with social and emotional needs and a Welfare Officer, Mrs Powell who works with pupils in groups and 1:1 to provide support as needed. During break and lunch times she also runs sessions to support pupils who may need additional help with social skills or who need time to reflect.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?

Staff have accessed a variety of training to meet different needs and this is an ongoing process to reflect the needs of our pupils and to also keep us abreast of new developments. Over 80% of our staff have had Mental Health First Aid training and the rest are due to undergo this, so we can identify factors which may impact on a pupil's well being and understand steps to support them. A number of staff have also completed Drawing and Talking Therapy training and we have run blocks of support this past year.

We access training through INSET days, staff meetings and sending staff on specialist training courses. We also invite specialists in to train staff on site. We work with a number of external agencies to access specialist support :

- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Specialist Teacher Service
- Cognition and Learning Team
- Inclusion Team

- Social Services
- Speech & Language Therapy
- Occupational Therapy
- Paediatricians
- PRU (Pupil Referral Unit)
- School Nurse

What the legislation says...

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and

o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children and young people with special educational needs and disabilities?

We run social skills groups in school in addition to regular PSHE lessons in classes and circle time. We have a Nurture Group to support emotional wellbeing of pupils and a Welfare Officer who works with small groups and 1:1. All Senior Leaders have had Mental First Aid Training and over 80% of the staff have too and the remaining are planned in.

We hold Anti Bullying assemblies and take part in special weeks focusing on this, including have workshops with external providers.

We access Family Resilience support to assist families as well as running parent workshops.

We meet regularly with parents and have a behaviour reward system throughout the school so keep parents notified. We will endeavor to work with parents to look at ways of supporting the children to improve behaviour.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled with support where appropriate from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Key staff have first aid training.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child or young person needs specialist equipment, services or support?

If a child needs specialist equipment or support this can often be accessed through the Specialist Teaching Services on long term loan agreements. Specialist equipment is usually utilised under advice from a specialist service.

1-1 support for pupils is on a needs basis and can be provided through a variety of funding sources including devolved funding to schools, High Needs Block Funding or Education Health Care Plans depending on the significance of needs. HNBF and EHCP would be requested in consultation with parents and would be for pupils with very significant needs.

If 1-1 workers are sick or leave cover would be provided either in house or through supply staff or new recruitment as needed.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.'

SEND Code of Practice 2014 4.35: 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing well in school?

Families, including the learner, are involved in assessments and reviews at least 3 times a year through targets and reviews in Support Plans. Progress is measured against the targets in these and new targets set accordingly. Parents are kept informed at two Parents' Evenings (in Autumn and Spring terms) and another informal meeting in the summer term but also through other more informal meetings, letters and phone calls.

Progress is tracked half termly/termly through Pupil Progress Meetings where class teachers look at progress data with Senior Leaders. Based on this barriers to learning are identified, addressed and interventions planned.

What the legislation says...

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SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Do you have 'out of school' activities that children or young people can do?

We have a good variety of after school clubs as well as after school provision, Twilight Owls, and a breakfast club available to pupils. The after school clubs are run by both teachers and outside providers and cover a variety of interests including sport, art, singing and cooking. We have school trips in every year group linked to the curriculum. We will provide additional support as needed to ensure children with additional needs can access these. We send home details of holiday time services available in Buckinghamshire to pupils with SEND.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children or young people moving on to their next school or setting?

We offer a transition programme in the summer term through the Occupational Therapists to make transitions easier for learners in Year 6. We hold meetings with feeder Nurseries and with Year 7 leads to pass information on, and have extra visits for key pupils. We also produce transition booklets for some pupils coming into Reception, and again for key pupils moving classes at the end of each academic year.

For Y6 pupils we hold meetings or telephone conversations with receiving schools to ensure they have the information needed. Mrs Tawana meets with most receiving SENDCos to ensure SEN information is passed on. For pupils with EHCPs there is a transition meeting held with parents, wherever possible, to share essential information about supporting the pupil and to address any concerns early on.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the teacher in the first instance and also the SENDCO.

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?

Please speak to your child's class teacher or Mrs Tawana the SENDCo/Inclusion Manager on the school number 01895 833369

Where can I find out more about what support there is for children and young people with SEND in the local area?

You can look on the Bucks County Council website for the Local Offer