



Steeple Claydon Primary School

Special Educational Needs and Disabilities

Information Report 2021/2022

What types of Special Educational Needs and Disabilities (SEND) do Steeple Claydon cater for?

A child has special educational needs if they are deemed to require educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, differentiated teaching.

It may take the form of additional support from within the school or require involvement of specialist staff or support services.

The four areas of SEND catered for are:

- Communication and interaction
- Cognition and learning
- Social and emotional health
- Sensory and/or physical difficulties

What are our policies for identifying children with SEN and assessing their needs?

The school's policy (including pupils who do and do not have an EHC Plan) for identifying and assessing pupils with SEND is:

- Liaison with previous nursery school/playgroup/feeder school
- Half termly review of a child's attainment, progress and well being
- Concerns raised by parents/carers and/or the class teacher/support staff
- Liaison with external agencies

The class teacher continually assesses your child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception, using a variety of different methods based on the age expectations laid out in the National Curriculum and Early Years Framework. This will change in line with new Government initiatives.

What are our arrangements for consulting parents of children with SEN and involving them in their child's education?

The school's policy for liaising with the parents of SEND pupils involves:

- An open door policy which encourages communication between parents and carers and school staff.
- Children's progress is discussed at Parent Evenings and through school reports.
- Support plans are shared with parents on a termly basis.
- Reports from professionals are shared.
- Parents are invited to contribute to their child's support plan by sharing their views.
- Annual reviews are organised as appropriate

How do we involve children with SEND in their own education?

- Progress is discussed with all children, including those with SEND, in age appropriate ways
- The child's point of view is discussed with them before an annual review
- The children help to create their support plan by working with an adult to share their views

How do we assess and review progress towards outcomes?

Assessment of learning happens in a variety of ways throughout the school day. Primary mechanisms for reviewing progress towards targets are:

- Support plans are reviewed and updated termly
- On-going assessments are in place to monitor progress
- The SENDCo is involved in pupil progress meetings, along with the Headteacher. These are used to discuss the progress made by all children and to determine possible barriers to learning. Interventions and appropriate strategies can then be put in place to support these children.
- The governor for SEND will meet regularly with the SENDCo to discuss the general progress of SEN children and possible strategies and support required
- Parents are informed of current progress in school and are invited to give their views moving forward
- Children and young people are invited to give their views, in an age appropriate way

How do we support children to move between different phases of education?

- We talk with previous schools or settings, or with those which they are transferring to
- Children and parents are consulted on the best ways that they can be supported
- Transition days or meetings can be arranged where appropriate
- Meetings with SENDCO can be arranged

How do we approach teaching children with SEND?

The school's approach to teaching pupils with SEND (including pupils who do and do not have an EHC Plan) is tailored to the needs of each individual child but will often include the following strategies as appropriate:

- Access to a varied and stimulating curriculum, adapted as necessary
- Differentiated work
- Hands on learning
- Visual and practical learning
- Removing all potential barriers for children while also providing support for children during learning activities
- Consideration of differing cultures and beliefs
- Small guided groups
- 1:1 support where necessary
- Opportunities to develop positive self-esteem, independent learning, enabling children to exercise choice, involvement in decision making and problem solving
- Visual timetables Individual programmes recommended following specialist advice to support the child in the classroom
- Precision monitoring for specific areas of the core curriculum
- Support from the Specialist Teaching Service and other outside agencies
- Small social groups

How do we adapt our curriculum and learning environment for those with SEND?

- Class teachers ensure the curriculum is differentiated to meet the needs of individual learners
- Resources are created, as required, to support learners to be as independent as possible
- Class teachers plan activities to enable children to make good progress
- LSAs are used to support focus groups or individuals within the class
- Resources and the environment are adapted as required
- Feedback from parents and from the children themselves helps to inform teacher decision making in this area

What is the expertise and training of staff?

The SENDCo is a qualified and experienced teacher and has completed the National Award for Special Needs Co-ordination. The Head teacher also holds the National Award for Special Needs Co-ordination.

Regular staff meetings focus on supporting pupils with speech and language or communication needs, social and emotional needs and how to develop inclusion in the classroom.

As a staff body we have regular training and updates regarding SEN needs, medical conditions, medication use and resources/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly. Each member of staff comes to school with varied experiences and expertise. We openly encourage sharing and problem solving as a group.

Specialist expertise is obtained by the school by working closely with the following external agencies:

- Speech and Language Therapist (SALT)
- Occupational Therapist
- Cognition and Learning Team
- Educational Psychologists
- Paediatricians
- School Nursing Team
- Pupil Referral Unit (PRU)

If the SENDCo or class teacher feels that a referral to a specialist agency is required they will contact you for your permission and to explain the process.

How do we know if our provision made for SEND children is effective?

The school SENDCo closely monitors all provision and progress of any child requiring additional support across the school. The class teacher oversees plans and works with each child with SEND in their class to ensure that progress in every area is made. There may be a teaching assistant working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

We use the SEN Support Plan to set targets and review progress towards them. We can use these targets to monitor your child's progress academically against national and age expected levels to update the SEN Support Plan. This may involve creating smaller steps towards a target or using a different approach to ensure progress is made. Your child may move off the SEN register, after discussion with you, when they have made sufficient progress towards catching up with their peers and a Support Plan is no longer deemed necessary.

How are SEND children enabled to engage in activities available to those in the school who do not have SEND?

The special educational needs and disability code of practice: 0 to 25 years: Statutory guidance identifies statutory duties placed on the school. Whenever we take decisions, we give consideration to what the code says. We have a duty to ensure that our pupils are not discriminated against and we make reasonable adjustments, including the use of auxillary aids and services to ensure that all children with SEND are not at a disadvantage compared with that of their peers. These could include the provision of services and the provision of education. We make reasonable adjustments to meet all needs which could include specific interventions, the use of aids and personnel to support learning, using a different approach to meet needs of individuals.

For children with disabilities, our duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We promote equality of opportunity for disabled children. Any targets are specific and measurable, we commission services to support the needs of individuals and arrangements in place to support all pupils with SEN to ensure that they get the support they need. All children with SEN engage in activities of school alongside children who do not have SEN.

We regularly review and evaluate the breadth and impact of the support we offer or can access to ensure that we take an active role involve with all agencies and follow advice. We make the best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet children and young people's SEND. We promote training for individual staff members or whole staff to ensure that we can follow updated recommendations for pupils in our care.

How do we support the emotional and social development of children with SEND?

We work hard with families to meet the needs of all pupils in terms of their social, emotional and behavioural development. We do this through whole class assemblies, class work in PSHE and across the curriculum and through our school values. Our school behaviour policy is rooted in rewards for, and celebration of, positive behaviour.

Where a child has a specific difficulty in their emotional or social development, this will be addressed through their SEN support plan. Social skills interventions are offered, as well as specific programmes to encourage resilience.

In accordance with our school vision of 'Giving Every Child a Chance to Shine', expectations for individuals are adapted to their needs and support is offered accordingly.

How do we handle complaints from parents of pupils with SEND?

Steeple Claydon School aims to be fair, open and honest when dealing with any complaint and to resolve it through open dialogue and mutual understanding. If you have any complaints or concerns, please address them to your child's class teacher or the SENDCo in the first instance.

Careful consideration will be given to all concerns and complaints and we will deal with them as swiftly as possible. We will provide sufficient opportunity for any complaint to be fully discussed.

Our Complaints and Resolutions policy can be found on the policies page of our website.

What are the arrangements for the admission of children with SEND?

The school's admissions arrangements are determined by the Governing Body. Any changes to the Admission Policy is subject to a statutory consultation process. No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The school prioritises children with and EHCP in our admission criteria.

Our full admission policy and procedures can be viewed on the school website, as can the accessibility plan.

Who is the SENDCo and how do I contact them?

Our school SENDCo can be contacted through the school office.

Name: Mrs Laura Passenger

Telephone: 01296 738132

Email: office@steepleclaydon.bucks.sch.uk

Note: SENCo is on maternity leave from January 2021 to December 2021. Please contact Christine Richards (headteacher and qualified SENCo) at: office@steepleclaydon.bucks.sch.uk

Where is more information available?

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer.

The Bucks Local Offer provides information and advice on Special Educational needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk.