

Haddenham St Marys CE School Special Educational Needs (Information) Regulation Annual Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record by [signing in here to the Buckinghamshire Family Information Service website](#).

This template documents has been co-produced by Bucks parents of children and young people with SEND.

1. The type of SEND provision that Haddenham St Marys CE Infant School caters for is

Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical

The school's Accessibility policy can be found here:

<https://haddenham-st-marys.bucks.sch.uk/general-info/policies/>

The School's Policy

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

The class teacher, supported by the Head teacher and subject co-ordinators, make regular assessments of progress for all pupils. Where pupils are making below expected progress given their age and starting point they are given extra support through 1:1 or small group interventions and additional support is given during independent tasks in class.

If a child continues to make below expected progress, despite precision teaching targeted at their areas of need, the class teacher and the SENDCo discuss whether the child has a Special Educational Need. Where this is the case, we will consult with the child's parent or carer and agree an action plan to support the child. During this process the SENDCo may also seek advice from relevant professionals.

- evaluating the effectiveness of its provision for pupils with SEND is:

The SENDCo and Head teacher meet regularly to look at the progress of children with SEND. We discuss the provision each child on the SEND register is receiving and what the impact of the provision is having on progress. The SENDCo also meets with class teachers and learning support assistants to discuss the needs of the children with SEND in each class and how the provision and interventions are having an impact.

- assessing & reviewing the progress of pupils with SEND is:

The SEND support plan for each child is reviewed at least once a term, and more often where needs and circumstances change, or following recommendations and advice from professionals involved with the child. The class teacher is responsible for reviewing the provision for children with SEND, and the outcomes are then discussed with the SENDCo. Parents are invited to meet with the class teacher and discuss the reviewed provision, and they will receive a copy of the support plan put in place.

The School's approach to teaching

3. The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)
 - by adapting the curriculum & learning environment is:

For the teaching of English, Maths and Phonics, pupils are grouped within year group classes and in some instances according to ability. As there is a wide range of ability in each class, our teachers provide a differentiated curriculum suitable for all pupils, to ensure access at all levels. Any pupils with particular needs are included as fully as possible into the classroom environment and, where needed, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a teaching assistant, therapist or the SENDCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. reading and phonics skills. Withdrawal programmes are time-limited and criteria for inclusion in such programmes are clearly specified. Children are then supported with integration back into the lesson after a withdrawal session.

- with additional support for learning is:

Teaching assistants work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing Support Plans and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum. Pupil support aims to encourage as much independence as possible within a safe and caring environment. We use intervention programmes to support children and develop their skills in specific areas, such as reading and phonic skills, fine and gross motor development, social skills and speech and language development. These intervention programmes may happen with children on a 1:1 or small group situation, depending on the needs of the child.

- through activities that are available to pupils with SEND in addition to those available through the curriculum is:

We have an inclusive ethos which encourages all pupils to take part in enrichment activities outside of the curriculum, such as after school and lunch time clubs and activities, community events, school visits, school partnership activities and events. Adaptations and adjustments are made as appropriate to the environment or content to ensure inclusion.

- through improving the emotional and social development of pupils with SEND is:

We use a programme called 'Lego Therapy' for Children' in Key Stage One with individuals and small groups. It develops social and emotional skills. The teaching assistants are trained to run the programme with individuals and small groups as necessary, and some of the activities are appropriate to be used alongside whole class PSHE teaching. We also run small nurture groups for vulnerable children identified by the class teachers and teaching assistants. Staff in the Early Years are trained to deliver the ELSA Programme (Emotional Literacy Support Assistants) which is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. We have a support assistant who is trained to deliver the "Drawing and Talking" wellbeing intervention in the EYFS and Key Stage 1.

The School's facilities

4. The school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

See school's accessibility policy

<https://haddenham-st-marys.bucks.sch.uk/general-info/policies/>

We have a large disabled bathroom with a newly installed height adjustable changing table.

The School's training

5. The school's arrangement for training staff in relation to pupils with SEND is:

All teaching staff are able to teach pupils with SEND. Additional training for teachers and LSAs/TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.

All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we ensure that pupils understand and respond with sensitivity.

Specialist expertise is obtained by the school by:

The school has a link Educational Psychologist, CAMHs link worker and an Occupational Therapist with whom the SENDCo is able to arrange a termly school advice clinic to discuss particular needs. Our school is also able to seek advice from the Inclusion Team, Specialist Teaching Service, Speech and Language Therapists, Autistic Teaching Company and Autism Education Trust when necessary for advice and assessments of children's needs. The SENDCo, with parental consent, is able to make referrals for children to be assessed and advice sought from a range of other health and educational professionals, including the school nurse, and the school doctor (community paediatrician) service.

The School's consultation

6. The school's arrangements to consult with and involve:
 - parents/cares of pupils with SEND about the education of their child/ young person is:

Our school has an open-door policy, and parents and carers can discuss the education and well-being of their child any time. Teaching and support staff are available before and after school. For longer chats we encourage parents and carers to make an appointment for a time that fits around staff meetings and training. For more urgent discussions, the Head teacher and admin staff are available throughout the day. We use telephone and email to communicate with parents and carers, and occasionally send letters home.

Reviews take place at least once a term for children with SEND, to discuss their progress and provision. Parents and carers are invited.

- children/ young people about their education is:

Where appropriate with the age of the child, their progress is discussed with them, usually about how they are working towards their targets, and what they think we need to work towards next.

The School's partnerships

7. The school's governing body/ proprietor involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by:

SEND Governor in post. All appropriate outside agencies are consulted according to the needs of individual children. We have a Bucks Council Education Healthcare Plan Co-ordinator assigned to our school.

8. The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

The SENDCo will contact the SENDCo of the receiving school / placement and arrange a meeting to discuss the needs of the child. Records will be passed on. It may also be appropriate to arrange additional visits by the child to the new school, accompanied by a familiar teacher or support assistant. We encourage the child to take pictures of the new school during this visit to be able to look at prior to the move. We are also able to enlist the support of the specialist teaching service to support with transition activities for children as appropriate.

The school does collaborate between the following education providers and other settings:

Pre-Schools: Little Forest Friends, Chearsley and Haddenham Under Fives (CHUF), Bambinos, Little Acorns Long Crendon, as well as any other Pre-Schools that feed into Haddenham St Marys.

Schools: Haddenham Community Infant and Junior Schools, Cuddington and Dinton, Great Kimble, Thomas Hickman School, Turnfurlong Infant School.

9. The school communicates the contact details for the support listed above to pupils with SEND and their families by:

10.

Newsletter, website, meetings, parent evenings, letters, email

The School's key contacts

11. The name and contact details of the school's SEN co-ordinator?

Name: Mrs Kelly Williams

Email: office@haddenham-st-marys.bucks.sch.uk

Tel: 01844 291455

12. The contact for compliments, concerns or complaints from parents of pupils with SEND?

Name: Mrs K Collett / Mrs K Williams

Email: office@haddenham-st-marys.bucks.sch.uk

Tel: 01844 291455

The school's Complaints policy can be found here:

<https://haddenham-st-marys.bucks.sch.uk/general-info/policies/>

The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at

<https://directory.familyinfo.buckinghamshire.gov.uk/service/1369?keywords=haddenham%20st%20marys&page=1>

The Bucks Local Offer provides information and advice on Special Education Needs & 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