

School Special Educational Needs Annual Report

· Updated September 2019

*The type of SEND provision that Radnage CE VA Primary school caters for is 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, Mental and Emotional health
- * Sensory and/or Physical difficulties

The school Accessibility policy can be found on our website.

Our School's Policy

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/ primary school
 - * Your child may be performing below age expected levels
 - * Concerns raised by you as parents
 - * Regular meetings between all staff, Headteacher and the Inclusion Lead
 - * Liaison with external agencies e.g. Speech and Language

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 Reception, using a variety of different methods including tracking using Incerts and the Early Years Profiles.

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

Our Inclusion Lead will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.



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

We will use a support plan to set targets and review progress. We can use these targets to monitor your child's progress academically against national/age expected levels and update or adjust the 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 of the SEN register, after discussion with you, when they have made progress towards their targets and a support plan is no longer deemed necessary.

Our School's Approach to Teaching

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:

- * Access to a varied and stimulating curriculum
- * Differentiated work
- * Hands on learning
- * Visual and practical learning
- * Removing all potential barriers for all children while also providing support for children during learning activities.
- * Consideration of differing culture and beliefs
- * Small guided groups
- * Opportunities to develop positive self esteem, independent learning, enabling children to exercise choice, involvement in decision making and problem solving
- * Individual reading at least three times a week
- * Visual timetables
- * LSA in every classroom

'The quality of teaching is good. Teachers use their strong subject knowledge to structure learning well and help pupils to deepen their knowledge and understanding.'

Ofsted
May 2019

- with additional support for learning is:

- * Use of different individualised teaching approaches according to needs
- * Opportunities for guided and independent work
- * Small phonics groups led by a teacher or LSA
- * Comprehension groups
- * Small group support for different areas of curriculum by a teacher or LSA

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



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- * One to one support either in classroom or by sensitive withdrawal with a teacher, the Inclusion Lead or LSA
- * Gross and fine motor skills individualised programmes using Raindrops and Teodorescu programmes
- * Individual programmes devised by Inclusion Lead/ class teacher to support the child in the classroom
- * Read, Write Inc. phonics I-I catch up programme
- * Precision monitoring for reading, spelling and numeracy
- * Support from specialist teaching service

'Pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable are supported well. Their emotional well-being is cared for particularly effectively by the school's support team.'

Ofsted
May 2019

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

- * All children, including those with SEND have personal targets, which are reviewed and updated three times a year. These targets are shared with parents
- * All children are currently involved in an on-going Growth Mindset project to promote resilience and readiness for learning.
- * A social skills programme is being used at present by a small group of children.
- * Drama and role play
- * Positive learning environment
- * Whole school celebration assembly every Friday to celebrate success and achievements

Our School's Facilities

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

Radnage CofE School is situated on one floor and can be accessed by a wheelchair. We also have a disabled toilet. Any other resources needed for access may be assessed by our link Occupational therapist and Physiotherapy support teacher in order for us to ensure ease of access and safety for all.

A risk assessment is completed for all educational trips and the needs of individual children are considered as part of this process.

Our School's Training



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

The Inclusion Lead is a qualified teacher, has completed the National Award for Special Educational Needs Co-ordination and is a level 5 Specialist Teacher. 'Nurture My Potential' - Growth Mindset training delivered to all staff to support the implementation of a new whole school programme. Other training in the past year has included:

- * Identification and overcoming 'barriers to learning'
- * Dyscalculia
- * Fine / Gross Motor skills
- * Memory Skills
- * Read, Write Inc. Phonics

As a staff we have regular training and updates of SEND conditions, medication use and resources/interventions available for our pupils in order to ensure all staff are able to support pupils accordingly.

Specialist expertise is obtained by the school through:

Working closely with

- * Speech and Language specialist
- * Specialist Teaching Services
- * Occupational Therapist
- * Educational Psychologist (when privately commissioned)
- * CAMHS
- * Paediatrician when appropriate
- * School nurse

Our School's Consultation

The school's arrangements to consult with and involve:

- **parents/carers of pupils with SEND about the education of their child/ young person is:**

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, the Inclusion Lead or Headteacher to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. If your child has a support plan, then you will be invited in to discuss your child's personal profile and to review the targets at least three times a year. However, you are welcome to come in to discuss areas that are working well and that are not working so well at any point in the year.

- **children/young people about their education is:**

All children with a provision will be helped to create a page in their Support Plan entitled 'All About Me'. During the review of the Support Plan, progress towards targets and the setting of new child friendly targets are discussed and agreed with the child. If your child has a Statement/Education Health and Care Plan, he will be invited to attend the Review meeting (for a small proportion of the time, depending upon age) and will contribute his own views as to what he enjoys and areas he would like to improve. All children are regularly encouraged to share their views on the support they receive through the intervention records.

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Our School's Partnerships

The school's governing body 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:

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom. We also work closely with external agencies for advice and support (see section 5 above). In addition to this, parents are signposted to the Bucks SEND IAS Service who will provide impartial information, advice and support. <http://www.buckscs.gov.uk/education/bucks-send-ias/>

Our SEND governor is Mr Rhys Hopkins. Rhys meets regularly with the Inclusion Lead to discuss changes, needs in school, tracking of SEND children, current concerns and budget.

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

- * Encourage visits to the feeder school
- * Meet with the Inclusion Lead to discuss vulnerable children and those with SEN
- * Arrange for a teacher from feeder school to talk to children at our school
- * Ensure records are up to date and passed on in a timely manner

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

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

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

- * One to one discussion with Headteacher or the Inclusion Lead

Our School's Key Contacts

1. The name and contact details of the school's Inclusion Lead

Name: Mrs Lisa Brant

Email: office@radnage.bucks.sch.uk

Tel: 01494 482167

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



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Name: Mr Sam Browne (Head Teacher)

Email: office@radnage.bucks.sch.uk

Tel: 01494 482167

The school's Complaints policy can be found on the website

Our School's Link to the Bucks Local Offer

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

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