

St Mary's CE Combined School Aylesbury Educational Needs (Information) Regulation Annual Report 2018

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.](#)

1. The type of SEND provision that St Mary's School caters for is:

At St Mary's we aim to:

- *To provide a broad, balanced and relevant curriculum through which each child may fulfil their potential in every way*
- *To meet the requirements of the National Curriculum*
- *To work in partnership with the child, parents, carers, and other agencies to support pupils*
- *To ensure individual needs do not constrain any educational entitlement*
- *To ensure equal opportunities*

The school's/nursery school's Accessibility Plan can be found on our website under "policies".

The School's Policy

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

The progress of pupils is regularly monitored by class teachers and the Leadership Team so that when a child is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with the parent/carer and the child concerned.

When a child joins our school we also receive and consider information from the previous school or setting.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns who will then liaise with our Special Needs Coordinator (SENCO) as appropriate.

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

We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. We adjust interventions urgently if they are not having the expected impact.

- assessing & reviewing the progress of pupils with SEND is

The progress of SEND pupils is regularly monitored by the SENCO and the SLT to ensure they are making progress towards the targets we have set them within expected timescales.

Governors are responsible for monitoring the effectiveness of the provision for pupils identified with SEND and they will receive a report from the Leadership team on the progress of pupils with SEND.

The School's approach to teaching

3. The school's/nursery 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:

All teachers are provided with information on the needs of individual pupils so that they can plan learning within our curriculum to ensure that pupils are able to make progress. Differentiation is planned for groups and individuals according to need. For example, for a child who has Speech, Language and Communications Needs, teachers will use simplified language and/or pictures to support them understand the new vocabulary

If a pupil has needs related to specific areas of their education (eg spelling, handwriting, numeracy and Literacy skills) they may be taught or supported by a teacher or teaching assistant in small groups both in and out of the classroom and in formal group interventions (Wave 2 interventions e.g. RWI, Ready, Steady, Write, Talk Boost)) or where necessary individually (Wave 3 interventions e.g. RWI 1:1),

Adjustments are made to the teaching and the learning environment to ensure all pupils can access the curriculum with their peers. This may take many forms i.e. visual timetable displays, word banks, writing frames, use of Clicker 7, pre-teaching of vocabulary and content.

Appropriate specialist equipment may be provided e.g. writing slopes, concentration cushions, pencil grips.

Pupils may need support more explicit support from an outside agency. A referral will be made with parental consent to the most appropriate agency. After a series of assessments a programme of support is usually provided to the school and parents/carers

All pupils with a SEN are tracked using a Provision map so progress is measured and evaluated termly. If pupils are not making progress the provision is changed. Pupils have an individual provision map which is shared with parents and children. Pupils have targets that they are working towards termly; This is evaluated at the end of term by the class teacher and the child.

- with additional support for learning is:

Our school provision map shows the interventions in place in our school which we use when we identify a need for additional support.

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

We ensure SEND pupils have access to all activities outside the curriculum including after school clubs.

Risk assessments for activities are carried out and procedures put in place to enable all children to take part e.g. one to one support for an outside visit; support with play at lunchtime

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

The well being of all our pupils is our primary concern at St Mary's. They are supported with their social and emotional development throughout the school day through the curriculum and extracurricular activities and explicitly through our Distinctive Ethos as a Church School.

Members of Staff and the SENCO are readily available for pupils and parents who wish to discuss issues and concern.

The School offers pastoral support for pupils encountering emotional difficulties. This may include nurture groups, social communication groups, one to one support, special arrangements for playtimes, time out cards, feelings charts or referral to external agencies.

Additional support from specialist staff is arranged as needed for individual pupils both in and out of the classroom: a tailored personal plan may be put in place for pupils with the highest need.

Our Behaviour Policy , which includes guidance on expectations, rewards and sanctions is fully understood and implemented by all staff

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence

Relevant staff are trained to support medical needs and in some cases all staff receive training.

If a pupil has a medical need than a detailed Care Plan is compiled with support from the School Nurse in consultation with parents/carers. These are discussed with all staff 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 the child and staff member.

Pupil's views are sought through our Junior Leadership Team and other forums.

The School's facilities

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

As a school we are happy to discuss individual requirements.

We have an accessibility plan in place and where feasible make adjustments to improve the accessibility of our environment to meet individual needs.

Facilities we have at the moment include: double doors in some parts of the building and two toilets adapted for disabled users.

The SEN budget is allocated each financial year, The money is provided for additional support equipment or resources dependent on individual needs for example, purchasing Maths equipment and resources for Read Write Inc. The money is also used to seek professional advice from the Cognition and Learning team and the Educational Psychologist service so that we can support the pupil further. Teaching Assistants are used throughout the school and are used to run interventions where appropriate and receive the necessary training to deliver these interventions effectively.

This additional support, equipment or resources may be allocated after discussion with the class teacher at pupil progress meetings or if a concern is raised about a child at another time during the year.

The School's training

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

We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individual support and interventions).

Our SENCO is experienced in the role and receives regular training in specific areas that are needed.

All our teachers hold qualified teacher status and all staff members, including TA and HLTAs receive regular training to best support pupils with SEND: for example TAs have received Maths training , Precision Monitoring, Read Write Inc, and how to support children in the classroom.

- Specialist expertise is obtained by the school/nursery school by:

Educational outside agencies that we draw on include: Cognition and Learning, Occupational Therapy, Educational Psychologists, Specialist Teaching Service and Speech and Language Therapy.

Specialist health services we draw on include: Community Paediatrician, CAMHS, Community Nurses and Diabetic Nurse.

All external partners we work with are vetted in terms of safeguarding and when buying additional services we monitor the impact against cost to ensure value for money 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:

We work in partnership with parents to support each child's well being, learning needs, progress and aspirations.

Parents are encouraged to contact their child's class teacher to discuss any aspect of their child's experience in school

Twice yearly reports and once termly Parents Evenings give all parents and carers regular feedback on their child's up to date attainment and progress, their future targets and any behavioural, emotional or social difficulties.

Individual Provision maps are reviewed termly. Both the child and the teacher reflect on the progress the pupil has made. This is shared with parents so that everybody can continue to support the child's needs. Individual Provision Maps are discussed with parents at Parents Evening.

Pupils that currently have an EHC Plan have an Annual Review meeting where everybody that works with the child, including parents have the opportunity to discuss the child's needs and what their future targets are. This is provides the opportunity to discuss changes that need to be made to the provision the child needs.

Where appropriate parents/carers may be contacted during the term to discuss the support the the school is providing and how they can help their children at home: this may be a phone call or a meeting.

We host parent information evenings over the school outlining and modeling our approach to teaching and learning in various areas and subjects to give parents confidence to support their children at home

Parents are invited to become involved in school life through a number of means e.g. our weekly newsletter, our parental blogs which outline the children's learning each week, the PTA, volunteering in school or on outside visits and ongoing invitations to school events throughout the year.

Our Governing Body includes Parent Governors.

- children/ young people about their education is:

Children with an Individual Provision Map (IPM) have small targets that they are working towards. The targets are discussed with the child (where relevant) when a new IPM is written so they know what they are working towards. At the end of the provision cycle the children also have the opportunity to reflect on their progress. This is recorded on the IPM. A child that currently has an EHC Plan is also given the opportunity to share their views at the Annual Review either in person or by answering a questionnaire.

The School's partnerships

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

The SEND governor attends conferences and courses provided by Bucks CC and reports back to Governors.

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

We have good relationships with our feeder settings (nurseries and pre-schools) whose children join us in EYFS. Teachers visit the children in their setting and gather information from the settings and parents before the children join us. Children visit the EYFS setting to familiarise themselves before joining in Sept. Some SEND pupils make extra visits to the setting and parents are welcome to meet with our SENCO in preparation for September. Before children join our nursery Key Workers make home visits.

We have good relationships with the settings that most pupils move onto: teachers from these settings visit our school to meet teachers and pupils and to gather information about pupils' attainment, strengths and additional needs.

We pass on records to these schools and liaise with SENCOs. Pupils visit their new settings in the Summer term.

When children join our school in other Year Groups we gather information from their previous schools and ensure that support is put in place as soon as they arrive in school. We pass on relevant information to receiving schools when pupils leave.

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

Feeder nurseries and preschools- primarily: Bright Start Nursery, Fairfords Leys, Stone, Cuddington and Dinton.

*Bucks secondary Schools and occasionally schools outside County
The Primary Referral Unit, Aylesbury*

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

*One to one discussions with parents
Relevant links on our website*

The School's key contacts

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

Name: Kayleigh Allwright

Email: office@st-marysaylesbury.bucks.sch.uk

Tel: 01296 482094

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

Name: Steve Green Chair of Governors

Email: office @st-marysaylesbury.bucks.sch.uk

Tel: 01296 482094

The school's **Complaints Policy** can be found on the School website under "policies".

The 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