

Newton Longville C of E Primary School Special Educational Needs (Information) Regulation Annual Report

The type of Special Educational Needs that Newton Longville C of E Primary School caters for are those needs that can be met within the mainstream classroom as part of a differentiated curriculum. Additionally some children will work outside the classroom as part of planned 1:1 or small group interventions. Newton Longville C of E Primary School caters for both those children with Statements (EHCPs) and those identified as 'SEN support'.

The majority of the children registered as having SEN are categorised with **cognition and learning needs**, a smaller group of children are categorised with **speech and language communication needs** and a much smaller number of children with **emotional and behavioural needs**. The School has previous experience of supporting children with sensory and /or physical medical conditions, however this is limited due to the physical nature of the building.

The School's Accessibility policy can be found on:

www.newton-longville-school.co.uk/website/accessibility_plan/69568

The School's Policy

The School's policy (including pupils who do and do not have an EHC Plan) for:

a. identifying and assessing pupils with SEND is:

When pupils have identified SEND before they start at school, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting. We also conduct visits to pre-school settings and if appropriate will conduct a home visit.

If parents tell us they think their child has SEN we will discuss this with them and investigate. We will share any conclusions and agree next steps as to how we can best support the child.

In line with all children in the School, formal assessments of SEN children's progress towards English, Maths and Science national curriculum levels take place at three points within the year; October, February and May. Where children are not yet meeting national curriculum levels, P-scales are used to track progress. These levels are recorded on cohort tracking sheets which are closely monitored by the SENCO and senior leadership team. Observations or attainment and formative assessments are ongoing as are observations of other aspects of pupils' development such as social skills. Where procedures demonstrate a lack of progress or well below age related expectations in any area, a record of concern is filled in and handed to the SENCO who advises on action to take.

We are child and family centred so parents, and children, will normally be involved in all decision-making about their child's support.

When we assess SEN we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with parents so that we are all helping the child in the same way.

The School has access to a range of specialist advice and support throughout the assessment process if required, including speech and language therapists, occupational therapists, educational psychologist, nursing service and the local authority pupil referral unit. The School will write individual provision maps or individual behaviour plans with pupils and

parents/carers.

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

Class teachers are responsible for overseeing the day to day running of interventions both in planning their implementation and feeding back to the SENCO regarding the quality that is being provided, with the support of an attached teaching assistant if appropriate.

Each term the SENCO reports to governors about the amount of progress made by children participating in SEN interventions and how this compares to the cohort.

Where an intervention does not demonstrate progress in line or above that of the general cohort an alternative may be sourced.

c. assessing & reviewing the progress of pupils with SEND is:

Three times a year the senior leadership team meets with all teachers to discuss every child's progress and identify further strategies to support and enhance provision for pupils. Within these meetings we look at the 'whole child' including pastoral, attendance and academic needs.

Additionally to the monitoring processes described above, individual SEN targets are reviewed on individual SEN target sheets at three points in the year. These reviews are shared with parents who are asked to sign against the reviewed targets.

Teaching Assistants running intervention programs may carry out assessments of the children as prescribed by the programmes and hand this data to class teachers who will formally review the individual targets and decide upon the next steps. These reviewed targets along with next steps are then handed to the SENCO who will monitor progress towards targets and advise on SEN status.

The 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:

The School's ongoing performance management system of teachers and teaching assistants ensures quality first teaching is delivered through differentiated planning.

The School endeavours to create a learning environment which caters for a range of learning styles including visual, audio and kinaesthetic; this is evident in each teacher's planning and is evaluated as part of the annual teaching appraisal process. Pupils are provided with visual timetables and displays are highly valued within school to reinforce learning and are regularly referred to within lessons; these displays are regularly updated in all areas of the school

- with additional support for learning is:

Where possible children remain in the classroom to receive this quality first teaching but each class also has an allocated area where small group and 1:1 interventions can take place away from the distractions of the classroom.

Additional support strategies may involve: 1:1 tuition, withdrawal by teaching assistant for 1:1 and small group work, individual daily reading, small group support in class for guided reading/writing/maths

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

No discrimination is made when going on extra curricular visits (relevant first aider / teaching assistants will be present). No discrimination is made when allocating places in before / after school clubs. Every possible action is taken to ensure that all children have the opportunity to fully participate in and benefit from such activities.

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

The staff that are on the playground are those staff members who work with the children throughout the course of the day and therefore they are more able to support the emotional and social wellbeing and development of the children.

Where a real need arises additional staff are given a monitoring role on the playground. Social stories and talk groups are regularly used to address difficulties with specific social/emotional skills. Where a need is identified, specific children are invited to participate in social skills groups run by teaching assistants.

The School has excellent long established relationships with the educational psychology service, the school nursing service and a range of counselling services enabling us to seek support and advice.

The School's facilities

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

Where there is a need the School carries out a risk assessment on particular aspects of the building and adjustments are made in collaboration with Bucks County Council.

The school building has a flight of stairs to access the second floor (Years 3 and 4) and steps into all entrances, apart from one back door which enables access to the school office, the school hall and two classrooms (Years 5 and 6). We do not have access to disabled toilet facilities. The School has a temporary ramp to enable access for disabled users.

The School's training

The School's arrangements for training staff in relation to pupils with SEND is:

Staff are allocated to specific courses depending on the particular needs that they are working with. Where a teacher expresses particular concern about a pupil an observation is carried out by the SENCO and a meeting is held with all staff concerned to share information. Advice will then be given by the SENCO on how to best support the child, adapt the environment and prompt any training needs.

Specialist expertise is obtained by the school by:

The SENCO meets termly with the School's link Educational Psychologist, Speech and Language therapist and Occupational Therapist to discuss the needs of the children.

Staff also benefit from training from the link Speech and Language Therapist, Occupational Therapist and our traded Education Psychologist which is arranged through the SENCO to meet the needs of the School and children.

Where more general advice does not suffice to meet the needs of individual pupils, referrals can be made to the above services or the cognition and learning service for individual assessments.

For a small minority of pupils specialist advice is made available through the provision set out in a Statement of Special Educational Needs (EHCP).

The School's consultation

The School's arrangements to consult with and involve:

- parents/carers of pupils with SEND about the education of their child is:
 - Face to face meetings when IEP's are formally reviewed.
 - Home / School diaries (if appropriate)
 - Comment sections in reading records / homework books – relating to strengths and areas of difficulties in the work set
 - Telephone calls/face to face meetings are made by SENCO /class teachers where it is felt this is needed.
 - Meetings with SENCO
 - Annual reviews for statemented children
 - Where an external agency is involved the school always endeavours to include the views of parents either through providing written information or inviting them in.

- children about their education is:

Children are encouraged to discuss their targets on their IEP's/ SEN plans and encouraged to sign them.

Children with Statements are invited to attend part of their annual review.

The School's partnerships

The School involves other bodies (incl health, social care, BCC support services, voluntary

& community groups) to meet the needs of pupils with SEND and their families.
The School engages with the following services:

Cognition and Learning Service
Educational Psychology Service, including buying into an additional traded service
Occupational Therapy Service
Speech and Language Therapy Service
CAMH's
Pathways Primary Referral Unit
Family Resilience Service
Social Care
'VoiceAbility' advocacy service
School Nursing Service

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

Transition programmes are planned for all children with SEND by the SENCO in liaison with the receiving school's SENCO. Children who benefit from a Statement have an attached teaching assistant who supports the transition plan.
Vulnerable children are identified at the beginning of Year 6 and a referral made for the County transition programme.

The School collaborates with other education providers to support the needs of children within transition both in and out of county. Due to the location of the School children transfer at the end of Year 6 to a large number of secondary providers.

The School communicates the contact details for the support listed above to pupils with SEND and their families through personal contact.

The School's key contacts

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

Name: Mrs S White

Email: office@newtonlongville.bucks.sch.uk

Tel: 01908 373428

The contact for compliments, concerns or complaints from parents of pupils with SEND is the SENCO.

The School's complaints policy can be found here:

www.newton-longville-school.co.uk/website/complaints-policy-procedure/28006

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