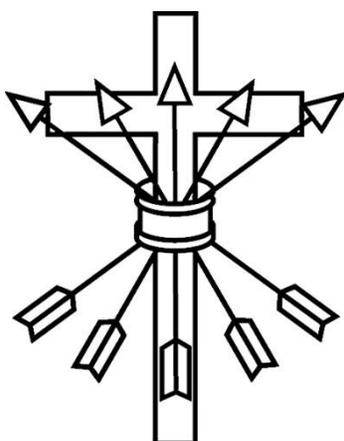


# WADDES DON CHURCH OF ENGLAND SCHOOL



## ANNUAL SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT AUTUMN 2020

<b>STATUS OF REPORT:</b>	Statutory REPORT
<b>COMMITTEE RESPONSIBLE:</b>	Curriculum & Student Wellbeing
<b>GOVERNING BODY APPROVAL:</b>	
<b>INTERIM REVIEW:</b>	
<b>REVIEW DATE:</b>	Autumn 2021

## ANNUAL SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

All mainstream 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 are required to make their Special Educational Needs Report available on their website.

### 1. Aims and objectives

#### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disabilities Code of Practice*.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

#### Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Regular monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the *SENDCo and Curriculum Deputy* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means *providing regular one to one meetings with parents and teachers* and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council).

## 2. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

## 3. Admission and Transition

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans (EHCPs) and those without.

All SEND paperwork should be passed to the SENDCO by previous school or setting/parents/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCO to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

- In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

## 4. Type of Provision

Pupils with SEND are given access to the curriculum through the specialist SEND (Special Educational Needs and Disabilities) provision provided by the school as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO (Special Educational Needs and Disabilities Co-ordinator) will consult with the child's parents for other flexible arrangements to be made.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.

- Providing training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary and possible.
- Making sure that individual or group tuition is provided where it is felt that pupils would benefit from this provision and resources are available.
- Providing additional pastoral support for all SEN students to support their social and emotional development, and ensuring that any incidents of bullying are dealt with according to the school's behaviour policy.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used which are then disseminated to teaching staff.

Special Education Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy and Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

## **5. Inclusion of pupils with SEND**

The SENDCo oversees the school's inclusive SEND policy and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Curriculum Deputy together with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including breaks and interaction at mealtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practising teaching methods that suit the needs of individual pupils.
- Encouraging students to play an active role in their learning and providing regular opportunities for their views and opinions to be heard.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

At Waddesdon we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Waddesdon adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

## **6. Waddesdon CE School's approach to teaching: "All teachers are teachers of special needs"**

### **The SENDCO**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Regularly evaluate the impact and effectiveness of provisions for SEN students, including those who have EHC plans
- Identify and implement professional guidance and training for colleagues to ensure that pupils with SEN receive appropriate support and high quality teaching
- Work in collaboration with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, including securing additional equipment and facilities as appropriate
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

### **The Headteacher**

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **7. Consultation**

Waddesdon believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parents' evenings, and reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. [The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.]

If an assessment of referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **8. Partnerships**

Waddesdon CE School involves other bodies including health, social care, BCC support services, voluntary and community groups to meet the needs of pupils with SEND.

Waddesdon invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Social Services
- Autistic Spectrum Disorder Team
- Speech and Language Team
- Cognition and Learning Support Service

- Specialist Outreach Services
- Speech, Language and Communication Service
- The Downs Syndrome Team
- Occupational Therapy Services
- The Virtual School for Looked after children

Waddesdon CE School communicates the contact details for the support listed above to pupils with SEND and their families through:

- Parents' evenings
- Parent meetings 1 to 1
- Newsletter
- The School's Website

In cases where a child is under observation or a cause for concern, a focused meeting will be arranged with the appropriate agency. *[Parents will be invited to and informed about any meetings held concerning their child.]*

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

- Parents/Carers are invited with their child to visit the school to support transition
- All files are passed to the new provision.
- Designated Safeguarding Lead (DSL) contacts new schools prior to receiving student.
- All Child Protection (CP) issues are forwarded to DSL of new provision.

### **Waddesdon CE School's key contacts**

The name and contact details of Waddesdon CE School's SEND Co-ordinator

Name: Fiona Champness  
 Email: [fchampness@waddesdonschool.com](mailto:fchampness@waddesdonschool.com)  
 Tel: 01296 651382

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

Name: Matthew Abbott, Headteacher  
 Email: [mabbott1@waddesdonschool.com](mailto:mabbott1@waddesdonschool.com)  
 Tel: 01296 651382

Waddesdon CE School's Complaints Procedure can be found here:

<http://www.waddesdonschool.com/parents>

**Waddesdon CE School's link to the Bucks Local Offer**

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

The Bucks Local Offer provides information and advice on Special Education 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](mailto:familyinfo@buckscc.gov.uk)