



Special Educational Needs Annual Report

About our school

Whaddon CofE First School aims to provide the best possible education for every child. We do this by providing quality teaching matched to the needs of each child. Sometimes children have a difficulty or disability that means they need extra help with learning; this is called a special educational need (SEN). This information report tells you about our provision for children with SEN and disability (SEND).

Whaddon School provides for children with a wide range of special educational needs including those with:

- Communication and interaction needs;
this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs;
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our **special educational needs and disability co-ordinator (SENDCo)** is:

Gill Bevington:

- Email: office@whaddon.bucks.sch.uk
- Tel: 01869 345049

Our **governor** with responsibility for SEN is:

Paul Williamson

- Email: office@whaddon.bucks.sch.uk
- Tel: 01869 345049

Our **SEND policy Equality Scheme** and **Accessibility Plan** can be found here:

<https://whaddon.eschools.co.uk/website/policies/151581>

How we identify when a child has a special educational need

Small targets are set, monitored and reviewed for all children every half term and so we pick up when progress is slower than expected at an early stage. Additionally, children are identified as needing extra support through:

- ❖ Concerns raised by parents or the child
- ❖ Assessments on entry to the school
- ❖ Teacher Observations
- ❖ Reading and spelling tests and other assessments, often in response to an initial concern
- ❖ Analysing end of Foundation Stage development levels and the expected/predicted end of KS1 levels/SATS results to identify children who may need additional support to reach a good level of achievement
- ❖ Analysis of the termly assessment data by the Teaching team and Head Teacher to identify children who are making slow progress or who are not working at ARE

If targets are not being met, staff discuss any concerns with the SENDCo and parents/carers. When needed suitable interventions are delivered and progress monitored. If other specific learning difficulties are suspected or it is thought helpful, specialists from outside of the school may be asked to offer advice and guidance. We always consult with parents before involving specialist SEN agencies.

How we support children with special educational needs and disability

The SEND provision at Whaddon CofE First Primary School is on an individual needs basis and includes but is not limited to:

- ❖ Literacy 'Fisher Family Trust' sessions, carried out by trained Teaching Assistants (TAs) for children who are identified as having weak phonics, reading and writing skills in KS1
- ❖ Same day plug the gap Singapore maths sessions to ensure no child falls behind
- ❖ Additional 1:1 support in specific subjects in exceptional cases
- ❖ Phonic group sessions, provided for those children working below the expected level in reading, writing or phonics, using the 'Letters and Sounds' guidance
- ❖ Social skills sessions, provided for children who need more targeted support, following advice provided by the specialist teaching service
- ❖ Speech and Language exercises delivered by trained TAs who follow the advice given by the Speech and Language Therapist team
- ❖ Occupational Therapy exercises which may be delivered to individuals who have been identified in conjunction with other professionals/Specialist Teaching Service
- ❖ TAs are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the child's needs.
- ❖ Where a child needs more specialised support, external agencies and other professionals may become involved (**see school's partnerships**).

Children with medical needs

If a child has an additional medical need a detailed care plan will be compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child, and appropriate support is put in place.

The school's **Supporting pupils with medical needs Policy** can be found here:

<https://whaddon.eschools.co.uk/website/policies/151581>

How we know if SEN provision is effective:

We monitor the effectiveness of provision for individual children and as a whole in a number of ways.

- ❖ In consultation with the child and parent/carer, provision maps are written by the class teachers and are overseen by the SENDCo; these are reviewed regularly. Provision maps are also used to show how support is targeted and the effectiveness of the intervention.
- ❖ Termly data and information from class teachers, parents and most importantly, the child is used to assess the effectiveness of the provision and the progress made.
- ❖ Ongoing monitoring and regular meetings with the SENDCo ensure the needs of the children are being met
- ❖ When we run specialist intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

The school's approach to teaching

We support the wellbeing and inclusion of all children both during their learning time and during extra-curricular clubs and trips. Some of the ways we do this include:

- ❖ Carrying out risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and children when planning trips so everyone is clear about expectations and arrangements.
- ❖ Teaching staff are given training on strategies to use in the classroom with children who have specific needs.
- ❖ Emotional and social development is supported by all staff within the school. Some children require more targeted support which is offered through social skills groups. We are able to seek advice from CAMHS (Child and Adolescent Mental Health Services) if more support is needed.
- ❖ Children with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their class teachers and SENDCo. These are then used to develop strategies to improve teaching and learning to ensure children are able to fully access the curriculum.

We take all concerns about bullying seriously. Our **Anti bullying** policy can be found at

<https://whaddon.eschools.co.uk/website/policies/151581>

The school's facilities

Whaddon CofE First school has 3 buildings. The Hall is at the front of the grounds and dates back to 1811. The main building houses the offices and two classrooms. The largest classroom is separate from the main building and is set on the school field.

- ❖ The largest classroom has a toilet accessible for wheelchair users.
- ❖ Each building is able to be made accessible for wheelchair users through the use of ramps allowing access from outdoors, should this be needed.
- ❖ Personal Emergency Evacuation Plans (PEEPS) are put in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

Training for staff to help them support children with SEND

- ❖ Specialist training has been accessed through the specialist teaching service and Speech and Language.
- ❖ Individual teaching and support staff have had specialist level training on how to support children with individual needs.
- ❖ Our range of teachers and support staff have experience of working with children with Autism, hearing and sight impairments as well as subject specific difficulties such as Dyslexia.

How we consult and work with parents

We aim to work closely with parents to agree the best way to support their child.

- ❖ Concerns may be shared with the class teacher initially, or if this is not possible then with the headteacher.
- ❖ We work with parents to agree outcomes for their child, how we will all work towards these and how we will review progress.
- ❖ Sometimes we use a home school diary when it is helpful to communicate frequently.
- ❖ If a child has an identified need specific concerns can be discussed with the SENDCO.
- ❖ Parent evenings are held twice a year when parents/carers can meet with the class teachers. The SENDCo can be present at these meetings too.
- ❖ Children with EHC plans would meet regularly with the SENDCO
- ❖ We share information for all parents via the school website, additionally for parents of children with SEND we have 1-1 meetings and annual reviews to discuss child specific arrangements.

The School's partnerships

The school works with outside support services, including health and social care to meet the needs of children with SEND and their families. These include:

- ❖ Specialist Teaching Service to support children with Autism, Visual Impairment, Hearing Impairment, Physical needs, Speech and Language needs.
- ❖ Cognition and Learning
- ❖ Child Protection Services
- ❖ Educational Psychology
- ❖ CAMHs (Child and Adolescent Mental Health Service)
- ❖ School Nurse
- ❖ Social Care
- ❖ Occupational Therapy
- ❖ Physiotherapy
- ❖ Speech and Language Therapy
- ❖ Education Welfare Officers
- ❖ Counsellors
- ❖ County SEN Team

We will always contact parents before involving specialist SEN services.

Joining the school and moving on

We encourage all children to visit the school before starting. For children with SEN we meet with parents and staff from the setting or school that they are currently attending to put in place an individual induction.

Prior to children leaving our setting we gather together information about the support we have provided, the progress that has been made, what the child will need in their new setting and any possible concerns or issues that may arise. We arrange meetings with the staff of the new school where we share information. The child and parent/ carer are given the opportunity to visit the school on more than one occasion prior to the county induction day. In some instances, support may need to be arranged through the transition service.

Additionally, the new school will be invited to attend the child's Annual Review/ EHC plan meeting to gain additional information about the child.

Key contacts:

Gill Bevington: SENDCO

- Email: office@whaddon.bucks.sch.uk
- Tel: 01908 501719

The contact for compliments, concerns or complaints from parents of children with SEND is:

Mrs Selina Davies : Headteacher

- Email: office@whaddon.bucks.sch.uk
- Tel: 01908 501719

You can read the school's **complaints procedure** here:

<https://whaddon.eschools.co.uk/website/policies/151581>

The Buckinghamshire Local Offer

The Bucks Local Offer website aims to bring together information and advice for parents of children with SEN and disability in one place. It is available at: www.bucksfamilyinfo.org/localoffer

Bucks SEND IAS service (formerly Parent Partnership) provides impartial information advice and support to parents and carers of children with special educational needs. They can be contacted on **01296 383754** or by email parentp@buckscc.gov.uk