

Special Educational Needs Annual Report

The Three Schools (Swanbourne CE, Drayton Parslow Village and Mursley CE Schools)

About our schools

At the Three Schools we strive to support all children to enable them to achieve their potential at school. Quality teaching is vital: however for some children there are occasions during their school life when additional support may be needed to help them to achieve their targets. 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).

The Three Schools provide 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 (SENCO)** is:

Rebecca Chapman-Hill: SENCO

- Email: office@swanbourne.bucks.sch.uk
- Tel: 01296 720295

Our **governor** with responsibility for SEN (Swanbourne) is:

Emma Richards

- Email: office@swanbourne.bucks.sch.uk

Our **governor** with responsibility for SEN (Mursley and Drayton Parslow) is: Emma Richards

- Email: office@mursley.bucks.sch.uk
- Email: office@draytonparslow.bucks.sch.uk

Our **SEND policy** can be found here:

<http://www.threeschools.org/school-information/policies/>

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

<http://www.threeschools.org/school-information/policies/>

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
- Reading and spelling tests and other assessments, often in response to an initial concern
- Analysing KS1 Year 2 SATs results and the expected/predicted KS2 Yr6 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 SENCO and Head Teacher to identify children who are not meeting their targets

If targets are not being met, staff discuss any concerns with the SENCO 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 The Three Schools is on an individual needs basis and includes but is not limited to:

- Literacy 'Catch up' sessions, carried out by trained Teaching Assistants (TAs) for children who are identified as having weak phonics, reading and writing skills and who are not working at their expected level in both KS1 and KS2.
- Individual reading/comprehension intervention for children who are not reading accurately and fluently and have a lack of understanding of the text. Additional 1:1 or group reading and comprehension sessions are provided by the class teacher or teaching assistant.
- Phonics intervention for any child in Year 2 who did not meet the expected level in their Year 1 phonics screening test.
- Phonics intervention for children in lower KS2 who have gaps in their phonological knowledge from KS1.
- Numeracy 'Catch up' sessions carried out by trained TAs for children who are not working at their expected level in both KS1 and KS2.

- TAs are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the children's needs and the requirements of the subject teacher.
- Access arrangements are made for exams/tests where a specialist's report identifies a need. Types of provision may include the use of a laptop or additional time. Where there is an identified medical need further arrangements may have to be made.
- Where a child needs more specialised support, external agencies and other professionals may become involved.
- 'Reading for meaning' sessions, delivered to those children who find processing their read material difficult and need comprehension and reading skill practise.
- 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.
- 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.
- Access arrangements are made for exams where a specialist's report identifies a need. Types of provision may include the use of a laptop or additional time. Where there is an identified medical need further arrangements may have to be made.
- Where a child needs more specialised support, external agencies and other professionals may become involved (see schools' 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 **Administering of medicines policy and forms** can be found here:

<http://www.threeschools.org/school-information/policies/>

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 SENCO; 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 SENCO 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 inside the classroom 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 SENCO. These are then used to develop strategies to improve teaching and learning to ensure children are able to fully access the curriculum.
- All children have the opportunity to share their views through their school council representatives.

We take all concerns about bullying seriously. Our Behaviour and Anti bullying policy can be found at:

<http://www.threeschools.org/school-information/policies/>

The school's facilities

The Three Schools are based over three separate sites. KS1 is based at the village sites of Drayton Parslow and Mursley, while KS2 is based at the village site of Swanbourne. These villages are approximately 3 miles apart.

- Each site is accessible for wheelchair users and there are ramps allowing access from outdoors.
- The KS2 site in Swanbourne is on one level and has disabled access into the building using ramps at points of entry and access to classrooms and toilets.
- The KS1 sites have disabled access into the building using ramps at points of entry and access to classrooms and toilets.
- Each site has a toilet accessible for wheelchair users.
- 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 support has been accessed through specialists including the speech and language and occupational health services.
- Individual staff have had further, or more specific training on how to support students with individual needs from specialists or through external training courses.
- 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 Downs Syndrome, Autism, Physical disabilities, hearing impairments as well as specific Literacy/ Dyslexic difficulties.

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 SENCO.
- Parent evenings are held twice a year when parents/carers can meet with the class teachers. The SENCO can be present at these meetings too.
- Children with EHC plans meet regularly with the SENCO

- We share information for all parents via the school website; additionally for parents of children with SEN we have 1-1 meetings and annual reviews to discuss child specific arrangements.

The Schools' partnerships

The schools work 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 Disabilities, Downs Syndrome, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education Welfare Officers
- Counsellors
- SURESTART teams
- 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 is also arranged through the transition service.

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

Key contacts:

Rebecca Chapman-Hill: SENCO (Mursley CE School, Drayton Parslow, Swanbourne VA School): SENCO

- Email: office@swanbourne.bucks.sch.uk
- Tel: 01296 720295

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

Mr David May: Acting Headteacher

- Email: office@swanbourne.bucks.sch.uk
- Tel: 01296 720295

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

<http://www.threeschools.org/school-information/policies/>

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/localoffer1296

The school has contributed to the Bucks Local offer by attendance at a training workshop.

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

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