



STOKENCHURCH PRIMARY SCHOOL & NURSERY



Special Educational Needs and Disabilities Annual Regulation Report 2023-2024

Welcome to our special educational needs and disabilities report for 2023-2024. In this document you will find information about how we identify and support pupils with SEND in our mainstream setting, and the processes we have in place. We welcome feedback from parents, carers and pupils about our SEND provision and aim to collaborate and communicate clearly with everyone involved in the care of our pupils.

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KEY CONTACTS

At Stokenchurch Primary School, the SENCO role is shared across the week. Francesca Avery typically works on Mondays, Tuesdays and Wednesdays, and Cat Howland on Wednesdays and Thursdays and Fridays.

The dedicated SENCO email is: senco@stokenchurchprimary.bucks.sch.uk, and school's phone numbers is 01494 482112. We aim to reply to emails as soon as we can, but this may not be the same day the email is received as we may need to read reports or meet with class teachers to be able to respond fully.

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

SENCOs: Cat Howland/Francesca Avery

Email: senco@stokenchurchprimary.bucks.sch.uk Tel: 01494 482112

The school's Complaints Policy can be found within the 'Statutory Information' of the school's website.

The link to our Local Offer

Information for the Local Offer for Buckinghamshire, and for our school, is available at www.bucksfamilyinfo.org/localoffer

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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 Council about the Local Offer, please call 0845 688 4944 or email familyinfo@buckinghamshire.gov.uk

Our SEND policy can be found at <http://www.stokenchurchprimary.co.uk>

WHAT SEND PROVISION IS AVAILABLE AT STOKENCHURCH PRIMARY SCHOOL?

At Stokenchurch Primary School, most pupils' needs can be met within the mainstream classroom as part of quality first teaching and a suitably differentiated curriculum. Additionally, some children may occasionally work outside the classroom as part of planned 1:1 or small group interventions. Some of our pupils with identified special educational needs are supported at SEN support level, and pupils with Education, Health and Care Plans (EHCP) and those eligible for higher needs block funding are also supported in a mainstream setting in the school. We follow the SEND Code of Practice and guidance from Buckinghamshire Council's SEND team.

The school's/nursery school's Accessibility policy can be found here:

<http://www.stokenchurchprimary.co.uk>

HOW ARE STUDENTS WITH MEDICAL NEEDS SUPPORTED?

If a student has a medical need, a detailed care plan will be compiled in consultation with parents/carers. We work with health professionals, including the school nursing team to ensure the appropriate support is in place, and ensure staff are aware of the needs and the management of these in school.

The school's managing medicines policy can be found here:

<http://www.stokenchurchprimary.co.uk>

HOW DOES THE SCHOOL IDENTIFY AND ASSESS PUPILS WITH SEND?

Formal assessments of the children's progress in literacy, numeracy and science take place at three points in the year: December, March and June during assessment weeks. This data is recorded centrally by class teachers. The school uses and analyses the results to monitor and assess children's progress throughout their time at the school. Pupil's scores and their progress is shared with parents at the end of each term in the form of a 'Progress Chart'.

Cohort progress meetings occur three times a year, where the progress of pupils is discussed by the class teacher, Year Leader, SENCO and Senior Leadership Team. Additionally, the SENCOs meet with class teachers every term. In these meetings, any concerns about progress are raised and potential interventions and referrals are discussed.

The children's progress in foundation subjects, including PSHE is also monitored at each point of the assessment cycle using an 'exceeding', 'meeting', or 'below' year group expectations level. In all subjects, effort grades are also awarded and monitored. Observations of attainment and formative assessments are ongoing as are observations of other aspects of pupils' development such as social skills.

All pupils in reception are screened using Speech and Language Link, and this program is also used throughout the school to screen children where staff suspect a speech or language difficulty. We also have access to a range of assessment tools such as a dyslexia screener and other cognitive assessments.

Where assessments and observations indicate a lack of progress, working well below age related expectations or other difficulties, staff refer to the Buckinghamshire SEND Ordinarily Available Provision document, implement the advised strategies and advice, and a 'Record of Concern' document is completed by class teachers. This document summarises the observed needs, a review of the strategies implemented and information about progress over time. This is submitted to the SENCO, and further actions and strategies are suggested. This may involve guiding staff to the, providing equipment or signposting to other resources. An observation by the SENCO, and a conversation with the relevant staff members, leads to a discussion about the child's strengths and areas of difficulty. Suggestions on how to support these difficulties, or adjustments that could be made to the environment, are then discussed. Additionally, it may be advised that the class teacher accesses an online advice session from a professional (such as a speech and language therapist or educational psychologist) for further expert advice. A referral to another professional may also be suggested.

Most children and young people will have their needs met through universal mainstream provision for example, in school via SEN Support. EHC Plans provide support over and above that which is ordinarily available within mainstream education settings, and aim to support access to learning and development of independence.

EHC Plans are for children and young people from birth up to age 25. EHC Plans provide statutory protection in respect of educational provision. They are intended to be holistic and centred on the child or young person's needs and because they are person-centred and contain an 'All About Me' section.

An EHC Plan is only provided after an assessment with input from the family and relevant professionals, and once finalised the EHC Plan will be reviewed annually.

Buckinghamshire Council has information on the process here:

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/help-education-children-and-young-people-special-educational-needs-or-disabilities-send/education-health-and-care-ehc-plans/>

HOW DOES THE SCHOOL EVALUATE THE SUCCESS OF THE PROVISION FOR PUPILS WITH SEND?

Teachers are responsible for the provision of education for pupils with SEND in their class. Each year group has a HLTA who is responsible for overseeing the day to day running of interventions, both in planning their implementation and providing feedback to year leaders regarding impact and progress. Other strategies are also evaluated for their impact. For pupils with an EHCP who are receiving direct support from NHS therapies, or a specialist teacher, the supporting professional will review the provision in consultation with school staff.

The school's new Provision Map tool requires staff to input an assessment on entry and at the end of the intervention to assess its efficacy.

Each term the SENCO provides a report for the school governors, comparing the progress for pupils with SEND in comparison to those with no identified SEND. Progress tracking documents are kept within year groups for each child participating in an intervention. Where an intervention does not demonstrate progress, an alternative is sourced.

HOW DOES THE SCHOOL ASSESS AND REVIEW THE PROGRESS OF PUPILS WITH SEND?

In addition to the monitoring processes described above, individual SEN targets are reviewed on a SEN Support Plan at three points in the year- October, February and June -as part of an 'Assess, Plan, Do Review cycle.' For pupils with EHCPs, their short-term outcomes are reviewed at three points in a year, one of these being their statutory annual review, where all professionals involved in supporting the child contribute.

Learning support assistants running interventions carry out assessments of the children, as prescribed by the interventions' instructions, and class teachers use the data to formally review the individual targets and decide upon the next steps. These reviewed targets, along with the next steps, are discussed with the SENCO to ensure the provision and targets are suitable and supportive. The SENCO monitors progress towards the targets, and in discussion with staff and parents decide to either maintaining the child's SEN status, remove the child from the schools SEN register or involve the support of external agencies to access further support.

New targets, strategies and interventions are detailed on the SEN plan, along with advice of how parents and carers can support at home. Reviewed and new plans are shared with parents during a meeting, and the plan is signed by the class teacher, the SENCO and parents/carers.

WHAT IS THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SEND AND ADAPTING THE CURRICULUM AND LEARNING ENVIRONMENT?

At Stokenchurch Primary School, we want to ensure our staff have a strong understanding of how to teach pupils with SEND. As part of a commitment to continually develop the professional development of our staff, carefully selected training courses, INSET sessions and regular audits of staff members' strengths and areas of development are key to giving our pupils with SEND the best learning opportunities. Quality First Teaching principles and evidence-based strategies are used in all lessons, and staff are trained to adapt their teaching to support the needs of the learners in their class.

The school endeavours to create a learning environment which is inclusive for all pupils, using equipment, scaffolds and adjustments if necessary. Staff planning and pupils' SEN support plans evidence these. Examples of these are visual timetables and working walls which reinforce learning and are regularly referred to within lessons.

Ordinarily Available Provision

All schools in Buckinghamshire are required to deliver support under Ordinarily Available Provision. <https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-availableprovision/> This easy to understand information will set out what is normally available in schools to help children with lower-level SEN. The majority of pupils who require additional support will require this at the level of Ordinarily Available Provision. Only children with the most severe needs will require support at the level of needing an EHCP.

Children with additional support for learning:

For as much as possible, pupils receive Quality First Teaching in the classroom with their peers. Each year group also has an allocated 'centre' where small group and 1:1 interventions can take place.

Activities that are available to pupils with SEND in addition to those available through the curriculum:

- No discrimination is made when going on extra-curricular trips (relevant first aider/ LSA will be present.)
- No discrimination is made when allocating places in before/ after school clubs

Supporting the emotional and social development of pupils with SEND:

Although a pupil's primary need may not be social and emotional, we are aware that we need to continually monitor and support our pupils' social and emotional needs, as these may be impacted by other needs. Teaching promotes all pupils' spiritual, moral, social and cultural development alongside the acquisition of knowledge.

Staff members on the playground and in the lunch hall are staff members who work with the children throughout the course of the day. Therefore, they are able to support children's emotional and social development appropriately at these times.

Where a need is identified, additional staff are given a monitoring or supporting role on the playground. Social Stories and Conversation Cartoons are regularly used to address difficulties with specific social/ emotional skills as well as the use of individualised routines.

Where a specific need is identified, children are invited to participate in social skills group run by LSAs in the form of 'Talkabout', 'Lego Therapy' or ELSA (Emotional Literacy Support Assistant) sessions with Mrs Avery (SENCO), or one of our other ELSA trained members of staff.

The school also liaises with the educational psychology service and the local pupil referral unit where more serious or ongoing difficulties occur.

WHAT ARE THE SCHOOL'S FACILITIES?

Our school has adopted an accessibility policy. The main buildings are accessible for wheelchair users and there are lifts available in three areas of the school to access classrooms which have steps leading to them. Ramps are in place to allow access to areas where there would have been a raised curb or steps. Additionally, there are adapted toilets within the school, which have space for manoeuvring and changing facilities. There are also stair lifts in two places in the school. A disabled parking bay is marked out in the school car park nearest to the front entrance to provide easier access for pupils and parents/carers.

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 Buckinghamshire Council. The school works with the specialist teaching service to ensure personal and specific environmental adaptations are made for those with visual or hearing impairments. The school will work with the accessibility teams to ensure a site assessment for individual pupils is undertaken and specific adaptations made.

Occasionally, an occupational therapist or other professional may advise the school to obtain specialist equipment. Where the schools' SEN budget cannot meet these needs, higher needs block funding would be applied for.

Around the school we have quiet areas and a range of resources to support sensory needs and emotional regulation. Our Rainbow Room is one of these spaces, and a smaller ELSA room also provides a space for therapy or for children to gain emotional support.

WHAT ARE THE ARRANGEMENTS FOR THE ADMISSION OF DISABLED PUPILS?

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a persons ability to carry out normal day-to-day activities.*

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs.

WHAT IS THE EXPERTISE OF THE STAFF IN THE SCHOOL REGARDING SEND, AND WHAT TRAINING IS PROVIDED TO STAFF?

As required by the SEND code of practice, Cat Howland has completed the Masters level post graduate NASENCO qualification. Francesca Avery has completed the Emotional Literacy Support Assistant (ELSA) Training, the Foundation Course in Signalong Phase 1, and Speech and Language Link training and is currently undergoing her NASENCO qualification. Other members of staff have completed ELSA training, Speech and Language Link training and Step ON/UP physical intervention training.

Regular SEND- based whole school training is provided to teachers as part of their weekly INSET training schedule, and weekly INSET training meetings are delivered to LSAs as part of a rolling training programme.

Each year, part of the budget allotted to the SEN provision is allocated to training. Members of staff participate in courses run by Buckinghamshire Council traded iSEND services, as well as those offered by the NHS Speech and Language and Occupational Therapy Service. Staff are allocated to particular courses depending on the particular needs of the pupils they are working with. Feedback from courses is then cascaded to other staff to support their professional development.

When a teacher raises a particular concern about a pupil, an observation is made by the SENCO and a meeting is held with all staff working with the child to share expertise about how to best support the child and/or adapt the environment.

SPECIALIST EXPERTISE

Bookable advice sessions are available for teachers and support staff to discuss and understand the needs of pupils and to gain strategies to support them. These are delivered by the Speech and Language Therapy Service, Occupational Therapy Service, the Specialist Teaching Service and Educational Psychologists at Buckinghamshire Council, usually through an online platform such as MS teams.

Where this advice is not sufficient to meet the needs of individual pupils, referrals can be made to the above services or to 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 an EHC plan.

Additionally, for a small minority, advice on social, emotional and behavioural needs is sought from Woodlands Pupil Referral Unit, where children may complete 'outreach' sessions or a short-term dual placement if required.

Buckinghamshire Council and Buckinghamshire Children's and Young Persons Therapy Service have commissioned all schools to use a speech and language programme. 'Infant Speech and Language Link' enables us to assess and screen children from Reception and KS1 to ascertain if there are any speech and language difficulties. As a school we have also purchased the 'Junior language link' package, enabling us to screen children from 5-11. We can then access resources and advice to set up language intervention groups within school. It may also suggest when a referral to a speech and language therapist may be required, e.g., if a child may require an assessment for a language disorder.

HOW DOES THE SCHOOL COMMUNICATE TO THE PARENTS AND CARERS OF CHILDREN WITH SEND?

At Stokenchurch Primary School, we aim to work in partnership with parents and carers to fully understand our pupils' needs and to share successful strategies between the home and school environments. The communication may exist as:

- Termly informal information coffee mornings with the SENCOs where parents and carers are offered the opportunity to learn more about how children's needs are met, learn about what support is available for them and also chat to other parents.
- A dedicated SEND page on the school website with information and links.
- Direct meetings are held between class teachers and parents/carers when SEN Support Plans or EHCPs are formally reviewed; where necessary/requested the SENCO will also attend.

- Short written notes in homework diaries allow a two-way communication.
- Comment sections in homework books – relating to strengths and areas of difficulties in the work set for the week; this is two-way communication.
- Annual reviews are held for children with EHC Plans with the class teacher, SENCO and other involved professionals.
- Telephone calls/ face to face meetings are made by class teachers where it is felt this is needed.
- Parents' evenings are held twice a year when parents/carers can meet with class teachers.
- At parents' or carers' requests, a phone call or meeting with the SENCO may be set up if necessary.
- Where an external agency is involved, we always endeavour to include the views of parents and carers, either through providing written information or inviting them to the consultation/assessment.

HOW DO WE FIND OUT THE VIEWS OF PUPILS?

- We listen to our pupils every day. We consider their views to be very important, and we can adapt our teaching and the support we provide based on what they feel is working for them.
- More formally, children are encouraged to discuss and review the progress they are making towards the targets on their Support Plans. The nature of the discussion will be dependent on the age of the child.
- Children with EHC Plans are always invited to attend part of their annual review to make it a more person-centred review, and they complete a report about how they feel about their needs and provision as part of the review.
- Some children complete 'All about Me' forms with parents/staff to help those working with them to understand their strengths and difficulties.
- On a school basis, if there are any SEND related matters raised via the school council, we will endeavour to act on these.

WHICH OTHER SERVICES DO WE WORK WITH?

The school works with other bodies beyond the school to meet the needs of students with SEND. We work with:

- Specialist Teaching service to support students with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology – in the form of online advice sessions through traded service.
- Everlief Clinical Psychologist– termly advice clinics.
- CAMHs (Child and Adolescent Mental Health Service)
- Social Care
- Family resilience
- NHS Occupational Therapy Service
- NHS Speech and Language Therapy service.
- Woodlands Pupil Referral Unit.
- County SEN Team
- Virtual Schools for our pupils who are care experienced or who have a social worker.

IF MY CHILD IS RECEIVING SUPPORT FROM THESE SERVICES, HOW CAN I FIND OUT MORE?

- The school website
- 1:1 discussion with the class teacher or SENCO.
- Annual reviews for children with an ECHP.
- Information leaflets are available for parents when their child becomes involved with one of the above agencies.

HOW DO WE SUPPORT CHILDREN WITH SEND MOVING TO AND FROM OUR SCHOOL?

Children entering the school at nursery or reception receive a visit from their new teacher for the September in their current setting, and also at home once they start school. Discussions with the early years professionals and SENCO at the setting they are transferring from help us to prepare and support the transition as smoothly as possible.

Pupils who join us at times which are not typical may have SEND. Once we are aware of needs, the SENCO will arrange a call with the previous setting and arrange for any documents to be forwarded on.

Prior to children in Year 6 transferring to secondary school, information is gathered from the class teacher/ SENCO about the children's needs and the strategies in place. Transfer meetings are then held with the class teacher and

the head of year 7 of the new schools, in the summer term prior to them leaving our school. For some schools, a meeting with the SENCO of the next school and our school SENCO is arranged.

In some instances, we feel that the pupil would benefit from additional transition support, and an enhanced transition programme is arranged. The child and parent/ carer may also be given the opportunity to visit the school on more than one occasion prior to the induction day if necessary.

Additionally, transition days are set up for all children (including children with SEN) to meet with their new form teacher.

In some cases, children with an EHCP are given 'familiarisation sessions' with their new year group or a more personalised transition process. This is set up with the new school in the Y6 transfer annual review.

The school/nursery school typically collaborates with the following education providers/settings:

- Woodlands Pupil Referral Unit
- Icknield Community College
- Great Marlow School
- John Hampden School
- The Royal Grammar School
- Wycombe High School
- Princes Risborough School

We also liaise with special schools if a child is transferring to these.