

## Special Educational Needs Annual Report

### About our school

At High Ash CE 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 achieve their targets. Sometimes children have a difficulty or disability that means they need extra help with their learning; this is called having a special educational need (SEN). This information report tells you about our provision for children with SEN and disability (SEND).

High Ash CE 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 Needs and Disability Co-ordinator (SENDCo) is:

Kate Goodger

Email: [office@highash.bucks.sch.uk](mailto:office@highash.bucks.sch.uk)

Tel: 01525 261620

Our Governor with responsibility for SEN is:

Sandra Maher

Email: [office@highash.bucks.sch.uk](mailto:office@highash.bucks.sch.uk)

Our SEN Policy can be found here:

<https://www.highashschool.co.uk/page/?title=SEN%2FBFIS&pid=31>

Our Equality Scheme and Accessibility Plan can be found here:

<https://www.highashschool.co.uk/page/?title=Policies&pid=27>

### How we identify when a child has a special educational need

Each child's progress is regularly monitored and termly assessed by teachers, 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.
- Analysis of the termly assessment data by the SENCO and SLT to identify children who are not meeting their targets.

If targets are not being met, class teachers and support 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 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 High Ash is on an individual needs basis and includes but is not limited to:
- 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 reading and comprehension sessions are provided by the class teacher or teaching assistant.
- Phonics intervention for children in Foundation, key stage 1 or children in lower key stage 2.
- TAs are used both in class support, small focus group support and for 1:1 sessions. The type of support depends on the children's needs and if appropriate the advice from outside agencies.
- Access arrangements are made for exams/tests where a specialist 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 specialist support, external agencies and other professionals may become involved.
- Teaching Assistants are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends upon the children's needs and the requirements of the teacher.
- Access arrangements are made for exams/tests where a specialist 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.
- Additional 1:1 support in specific subjects in exceptional cases as and when required.
- Phonic group sessions, provided for those children working below the expected levels in reading, writing or phonics using Read, Write Inc as guidance.
- Social skill sessions, provided for children who need more targeted support e.g. Lego Therapy.
- Occupational Therapy exercises which may be delivered to individuals who have been identified in conjunction with other professionals.

## Children with medical needs.

If a child has an additional medical need a detailed care plan will be compiled with parents and the Head teacher, and support from the School Nursing Team if necessary. 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 are available from the school office.

- **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, Assess, Plan, Do, Review documents are written by the class teachers and overseen by the SENCO; these are reviewed regularly. The Assess, Plan, Do, Review documents 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 progress made.
- 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 throughout the whole school experience from the time they arrive at school to the time they leave. This includes Wraparound care, lunch times, extra-curricular clubs, trips and of course lesson time. 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 that everyone is clear about expectations and arrangements.
- Teaching staff are given training on strategies to use in the classroom with the children who have specific needs.
- Emotional and social development is supported by all staff within 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 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 Junior Leadership Team representative.

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

<https://www.highashschool.co.uk/attachments/download.asp?file=67&type=pdf>

## **The school's facilities**

- Our site is accessible for wheelchair users and there are ramps allowing access from the outdoors.
- The site is on one level and there is a disabled toilet fitted with a hoist.
- 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 occupational and speech and language health services.
- Individual staff have received further or specific training on how to support children with individual needs through specialists or through external training courses.
- In-house training is held to address the needs of staff development and tailored 1:1 support is given to teachers where and when required by the SENCO.
- Our range of teachers and support staff have experience of working with children with Autism, Physical disabilities, hearing and visual impairments as well as specific literacy 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/SENCO.
- We work with parents to agree outcomes for their child, how we will all work towards these and how we will review progress.
- Use of a home school diary when it is helpful to communicate frequently.

- 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.
- SEN parents are met separately each term to discuss the Assess, Plan, Do review document and to set new outcomes for the following term.
- Children with EHC plans meet regularly with the SENCO.
- We share information for all parents via the school website and newsletter.
- Children with an EHCP have an annual review to discuss the child's specific arrangements.

### **The School's Partnerships**

The school works with a range of 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, Down Syndrome, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatricians
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Counsellors
- Play Therapists
- 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 if possible staff from the setting or school that they are currently attending to put in place an individual induction.

Prior to children leaving our school, 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.

### **Key Contacts**

Kate Goodger - SENCO

Email: [office@highash.bucks.sch.uk](mailto:office@highash.bucks.sch.uk)

Tel: 01525 261620

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

Mrs Sara Boyce - Headteacher

Email: [headteacher@highash.bucks.sch.uk](mailto:headteacher@highash.bucks.sch.uk)

Tel: 01525 261620

You can read the school's complaints policy here:

<https://www.highashschool.co.uk/page/?title=Policies&pid=27>

### **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: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=GIVSsf4UkOg>

Bucks SEND IAS service (formerly Parent Partnership) provided 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 [sendias@buckscc.gov.uk](mailto:sendias@buckscc.gov.uk)