



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

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SEND Information Report 2021

Date Adopted by Full Governing board:	10th November 2021
Last reviewed on:	10/11/2021
Next review due by:	10/11/2022

Aims

Our SEN information report aims to:

- Enable children with SEND to access and flourish in the mainstream setting with best endeavours and reasonable adjustments to the environment, planning and delivery of lessons.
- Give parents and easy to engage with overview of our offer for pupils with SEND, at Buckingham Park.
- At Buckingham Park Church of England Primary School we strive to support all children to enable them to achieve their potential at school. Quality First 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. Our SEND policy is updated annually and can be found here:
www.buckinghampark.bucks.sch.uk

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 (SENCOs) and the SEN information report

What is the local offer?

The children and families act (2014) outlines the Government's plans to require Local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 -25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we provide for children with SEND.

More information can be found <https://familyinfo.buckinghamshire.gov.uk/send/about-local-offer/>

Compliments and Complaints:

The contact for compliments, concerns or complaints from parents of pupils with SEND is:
Headteacher: Mr Daniel Fell

- Email: office@buckinghampark.org
- Tel: 01296 415687

The school's complaints policy can be found here: www.buckinghampark.bucks.sch.uk

The school's Key contacts:

Buckingham Park Church of England Primary School Assistant Head teacher –Inclusion / SENDCO: Mrs Sarah Prior
The SEND Governor is Carla Martin

Email: office@buckinghampark.org
senco@buckinghampark.org

Tel: 01296 415687

In the event of any concerns, parents are encouraged to speak with the class teacher, in the first instance. Then, if the matter is not resolved satisfactorily, it is escalated to the SENCO. The SENCO will often accompany class teachers when meeting parents to support the teacher, model the types of questions to ask and to be a point of reference to parents. Buckingham Park operates an open door policy and parents are welcome to make direct contact via the senco@buckinghampark.org email address.

The needs that are catered for

The needs that make up the SEN cohort in our setting are made up of, but are not exclusively:

- Cognition and Learning- Global Developmental Delay (GDD), Dyslexia, Dysgraphia
- Communication and Interaction- Autism Spectrum Disorder (ASD), Asperger's
- Speech and Language and Communication Needs- aphasia, dysphasia, expressive language receptive language, selective mutism, DLD, and dysfluency
- Social emotional and Mental Health- Anxiety, attachment disorder, ADHD, Depression
- Sensory and or Physical needs- Hearing impairment, visual impairment, Foetal Alcohol Spectrum Disorder (FASD), Chromosomal disorders, epilepsy, processing difficulties, Sensory Processing Difficulties

Identifying and assessing pupils with SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consultation: involving pupils and parents:

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

The way in which concerns are raised and communicated:

- Concerns raised by parents/carers or the child/young person
- Information from other providers/pre-schools is passed on prior to transfer.
- Observations and assessments carried out on entry.
- Class teachers identify pupils who are not meeting targets or whose progress is slower than expected Using screening tools such as Rainbow Road or FACT/FACT+ tools.
- On-going and statutory assessments are quantitatively and qualitatively analysed to identify gaps which are to be targeted.
- If other specific learning difficulties are suspected then other external agencies may be involved such as the cognition and learning team who work for the local authority SEN team.
- The SENDCO attends pupil progress meetings and analyses termly assessment data to identify pupils who are not meeting their targets.
- Information from medical professionals

Assessing and reviewing pupils' progress towards outcomes:

How we monitor provision:

We follow the graduated support approach and the four part cycle of Assess, Plan, Do and Review (APDR).

In consultation with the parent/carer and the pupil, APDR are written by the class teacher and are overseen by the SENDCO; these are reviewed termly. 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 the pupil are all used to assess the effectiveness of the provision and the progress of pupils with SEND.

Pupil progress meetings are held after assessment points to ascertain where progress is in relation to expectation based on starting point. Engagement, attendance and effort are considered as well as the efficacy of any interventions carried out.

Each pupil who has been identified as having special needs will have either an APDR document or SEN plan. This forms part of the Assess, Plan, Do, Review element of the graduated approach, as per the Code of Practice 2014. The contents should be shared regularly with parents a minimum of once a term.

Parent evenings are held twice a year when parents/carers can meet with class teachers and SENDCO by appointment.

Pupils with EHC plans and parents/carers meet with the SENDCO and class teacher termly with the annual review meeting being held within the term the plan was first published.

The SEND provision at Buckingham Park Church of England Primary School is on an individual needs basis and includes but is not limited to:

Interventions personalised to the child's needs (English, Mathematics, Phonics and other subjects), where school has identified areas for development

Additional 1:1 support in specific subjects may be provided in exceptional cases.

Social skills sessions are provided for pupils who need more targeted support.

LSAs/TAs are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the needs of the pupils.

Access arrangements may be made for tests/assessments where a specialist report identifies a need. Types of provision may include the use of a laptop, a scribe or additional time. Where there is an identified medical need further arrangements must be made.

Where a pupil needs more specialised support, external agencies and other professionals may become involved.

A Personal Education Plan (PEP) for looked after children who have SEN.

The school's Accessibility policy can be found here: (www.buckinghampark.bucks.sch.uk)

Supporting pupils moving between phases and preparing for adulthood

We are aspirational for all of our learners and these are reflected in our school values to encourage children to be the most excellent version of themselves that they can be. These aspirations extend beyond the remit of the classroom and extend to transitions around school, between their classes at points of transition and by the very fabric of the setting, the transition from downstairs to upstairs. (Key Stage 1 to Key Stage 2).

We want to encourage life aspirations and promote social mobility for our disadvantaged children and are embarking on working with a charity "Worktree" based in Milton Keynes to offer year 6 children the chance to meet professionals and develop an awareness of the types of roles undertaken by professionals and skilled labourers.

We pride ourselves on sharing information and whenever a child transfers in or out of our school we:

- Use our best endeavours to ensure that all relevant information is passed between schools as quickly as possible.
- Contact nursery and school settings sharing key information to assist with the move and any support for the pupil and their family.
- Arrange additional transition days to secondary school for those pupils who would benefit from them.
- Additional emotional support may be provided via specific programmes such as Black Sheep Press 'Talk about secondary school' photo books, opportunities to view the school web site, maps, planners and timetables for secondary pupils

The school's approach to quality first teaching and SEND

All teachers are considered to be teachers of children with SEND. All teachers are responsible for differentiating planning and alternative methods of recording, within reasonable adjustments and for monitoring the progress of pupils with SEND- with or without EHCPs. Quality first teaching is considered the first intervention. We believe that high expectations and aspirations are essential for all learners.

All new staff receive an SEN induction meeting with the SENCO and a handbook. It is made clear that although they belong to a vulnerable group, children with SEND are all individuals and generalisations should not be made regarding their presentations or provision.

All teachers are invited to half termly SEN meetings to discuss presentations of pupils and progress that is not meeting the expected rates. These conversations result in an action plan which supports teachers in the graduated approach, which in turn supports access to external agencies or EHCNA, if necessary.

We commit to maintaining our inclusive ethos and through our school vision “Excellence through God who strengthens us.” thereby ensuring every learner is included in all aspects of the school life and has the potential to optimise their potential. The inclusive expectation is monitored in the processes undertaken by SLT and subject leaders via learning walks, lesson observations and other monitoring activities and captured in pupil voice questionnaires.

Adaptations to curriculum and learning environments

Alternative methods of recording/communicating, or adaptive resources such as: pencil grips, wedge cushions, writing slopes, talking post cards, dictation software, lap tops, communication APPs, tinted overlays, tinted exercise books, pre teaching vocabulary, Makaton signing and visual prompts such as visual timetables in every room, good listening and attention prompts worn on lanyards and displayed in classrooms, now and next boards, PECs, work schedules are utilised to support engagement and access to the curriculum objectives and skills progression.

Careful consideration of the seating of pupils with sensory needs is discussed with SENCO and at points of transition to enable pupils needs to be met with minimum disruption or delay. Sensory audits are conducted by SENCO in audits and learning walks. Pupils with radio aids are encouraged to be responsible for their equipment but this is age dependent. Our staff receive support and training from the Hearing Impaired specialist teacher team.

Risk assessments are carried out and the school will use their best endeavours to put in place procedures to enable all pupils to participate fully in the setting and curriculum opportunities.

Teaching staff undertake high quality in house and external CPD Which reflect the needs of the school community, currently and planning for future needs on a local and national level, enabling us to respond to different needs to be met within our school community.

Emotional and social development is supported on a personalised basis. Some pupils may require more targeted support which is offered through social skills groups ELSA and socially speaking and in a small number of cases CAMHs support may be required.

Pupils with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their class teacher and SENDCO using monitoring and evaluation procedures relevant to the age of the child. These are then used to develop strategies to improve teaching to ensure pupils are able to fully access the curriculum and this feedback feed in to school policies.

Additional support for learning

We have 20 pupils who receive 1:1 and small group support across the school. These children have EHCPs or EHCNAs pending review for EHCPs. Teaching assistants support children in activities such as pre teaching, early maths and literacy skills, 1:1 readers, small phonics or whole word vocabulary skills, dyslexia friendly strategies for spelling and reading, Rainbow Road and ELSA. We work with the following agencies to provide advice, support and programs for children:

- Specialist Teaching Service to support pupils with: Autism, Visual impairment, Hearing impairment and Physical Disabilities and Speech and Language needs.

- Educational Psychology team
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Occupational Therapy
- CAMHs

Expertise and training of staff

We plan CPD strategically to meet the needs of the existing cohorts and future needs.

Our SENCO has 14 years SEN experience and has worked as Class teacher, SEN specialist teacher, SENCO and Assistant Headteacher-Inclusion

The SENCO is allocated 4 days a week to manage SEN provision.

We have a team of 26 teaching assistants, including 4 who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Rainbow Road, Inclusion, Graduated approach, APDR paperwork and ASD, Signing Makaton is undertaken weekly in staff meetings.

Our experienced SENDCO holds Qualified Teacher Status and the postgraduate National Award for SEN Co-ordination.

CPD is provided on an individual and school needs basis which is both internal and external.

Our Deputy Head has completed the Early Years SENCO qualification Cache 3 level

A reception teacher has undertaken level 1 Early Years SENCO qualification.

More specialised training has been accessed through the Specialist Teaching Service, the Educational Psychology Service, Cognition and Learning and school nursing team.

Individual staff have had further, or more specific training on how to support pupils with individual needs from specialists or through external training courses online and face to face.

Securing equipment and facilities

We work closely with outside agencies such as the specialist teacher team to help us secure and maintain any specialist equipment such as radio aids, or Alternative Augmentative Communication Devices to support communication, and both hardware and software to support reading and writing. We also prioritise Notional SEN budget and any allocated High Needs Block Funding and EHCP budgets strategically to best support individuals and cohorts with SEND.

Setting:

The school's main buildings are DDA compliant as per Accessibility Law (2010). Our accessibility Policy is available on our school website under the policies page.

The school has three toilets adapted for disabled users.

There are disabled parking bays provided nearest to the back gate entrance to provide easier access for pupils and parents/carers.

In order to make the school site more accessible for pupils who are visually impaired, yellow lines have been painted on areas that have been identified during regular Health, Safety and Accessibility inspections. There are also clear distinctions between the floor and walls with contrasting paint colours in main thoroughfare areas and stair wells.

Signage has been produced so that it can be read by pupils with visual impairment

Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire which are reviewed termly.

Corridors are wide and enable ease of access for wheel chair users or adapted resources, to support movement around the site.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We strive to ensure that for children with SEND there are no barriers to activities as for other pupils in our school.

All of our extra-curricular activities and school visits are available to all our pupils, including our wrap around care.

All pupils are encouraged to go on our residential trip(s) to Bushcraft, Green Park, School sleep over

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Children with EHCP have their paperwork sent via the SEN team for consultation. If the school feels that within reasonable adjustments, needs can be met then the transition information is discussed with the previous setting, parents and where appropriate the pupil.

If needs or aptitude of the pupil are proven to fall outside the expertise of the staff, the provision of the setting-via reasonable adjustments and best endeavours or to the detriment of the existing cohort, then a conversation is held with the existing setting, parents and SEN team.

- Arrangements for the admission of disabled pupils
- We have ensured that risk assessments have been rigorously planned to enable all children with disabilities to attend off site visits and coach access.
- We have a 9 year old building and all doorways, lighting and corridors are compliant with building regulations for DDA compliance

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

We collect the voice of all pupils in different foci of SEND, subject, phase leader monitoring and on Governor days whereby pupils' views are heard and actioned by Governors.

We provide Young Carers sessions. There is an overlap with SEND and other vulnerable groups.

Pupils with SEN are encouraged to be part of the school council and pupils are selected to be BP buddies, in year 6

Pupils with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships and communication skills.

We have trained ELSA leaders who support children with their Social Emotional and Mental Health needs, but whose presentations do not meet the criteria for CAMHS intervention and support.

We have a zero tolerance approach to bullying.

The School's external partnerships:

Our school's governing body involve other bodies (including health, social care, BCC support services) to meet the needs of pupils with SEND and their families by accessing the following outside agencies:

- Specialist Teaching Service to support pupils with: Autism, Visual impairment, Hearing impairment and Physical Disabilities and 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 and Welfare Officers
- Counsellors
- Pupil referral Unit
- County SEN Team

The school communicates the contact details for the support listed above to pupils with SEND and their families via:

- The School website.
- 1:1 discussions.
- Termly reviews
- KS2 SATs meetings
- EHCP annual review meetings

SEND Information report monitoring arrangements

This Information report will be reviewed annually and sent to Governors for them to adopt it. Adaptations and amendments will be made to the policy, as a draft version, throughout the year by the SENCO with the approval of the SLT team.

This policy links to our policies for:

- Behaviour
- Curriculum
- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions