

SPEEN CHURCH OF ENGLAND SCHOOL



SEND Annual Report 2023 - 2024

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://speenschool.com/wp-content/uploads/2023/09/SEND-Policy-2023.pdf>

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of Need	Condition
Communication and Interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and / or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Our school's Accessibility policy can be found on the school website.

<https://speenschool.com/wp-content/uploads/2022/11/Accessibility-plan.pdf>

Which staff will support my child:

Key contacts at Speen School:

SENCO / Head Teacher

Name: Ms Lisa Davies

Email: office@speenschool.com

Tel: 01494 488321

Governor for Send

Name: Rev Tony Bundock

Email: office@speenschool.com

Tel: 01494 488321

Class Teachers

The class teacher is the initial point of contact for responding to parental concerns. All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

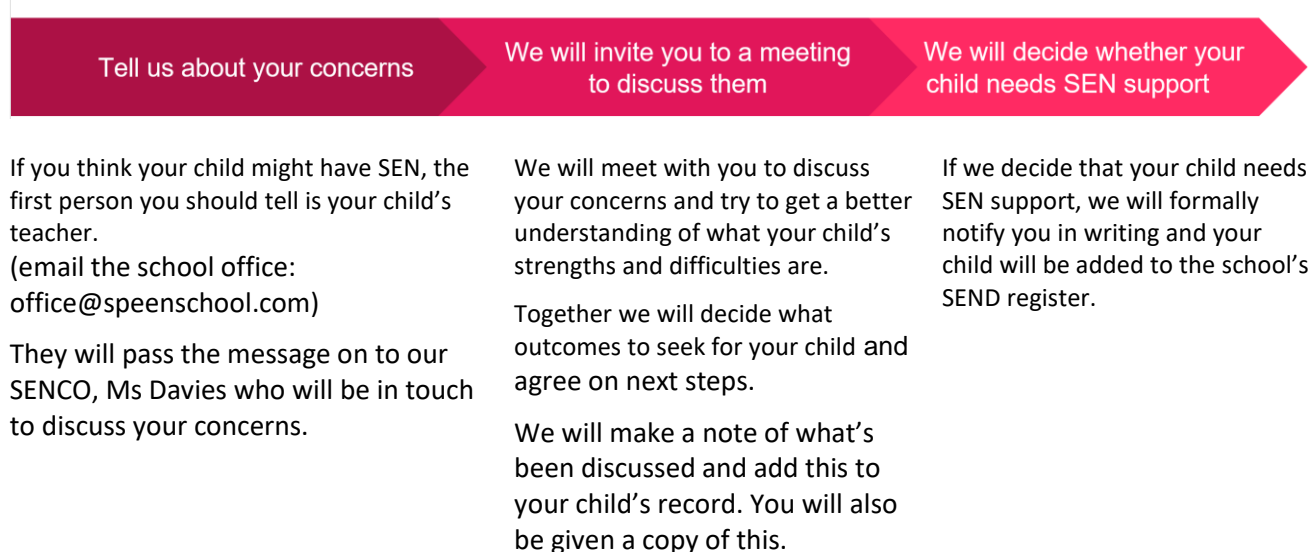
We have a team of 5 TAs, including 1 higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision.

External Agencies and Experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

What should I do if I think my child has SEN?



How will the school know if my child needs SEN support?

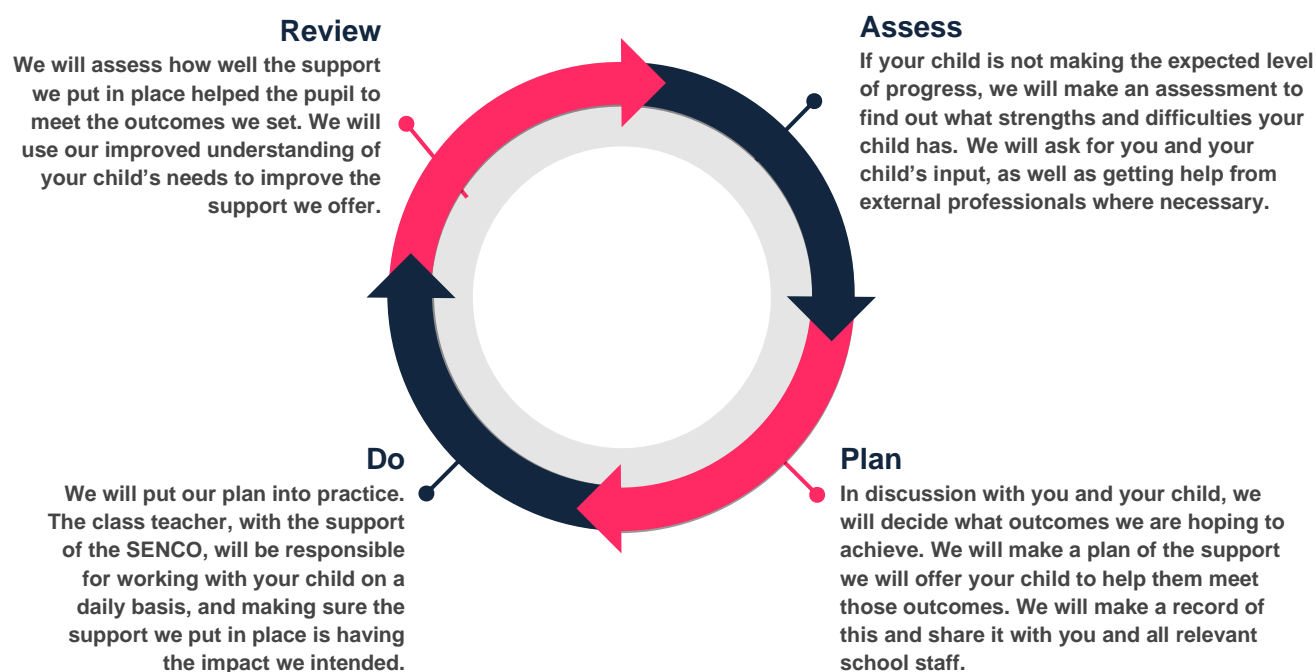
The SEND Code of Practice (2014) states in point 6.23 that: "Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability."

- Early identification of Special Educational Needs and early intervention is regarded to have the best outcomes. We endeavor to identify needs and put in provision for children when a few of the following factors are contributing to a barrier to participation in learning and school experiences.
- We receive information, in advance where possible, from parents or the school or nursery previously attended, sometimes visiting to meet the children. Children usually attend an induction day or transition sessions. All teachers are provided with information about the pupils in their classes on transition from one year to the next so that they can plan the learning to ensure that all pupils are able to make good progress. The head teacher regularly spends time in preschool and Reception to help identify emerging needs.
- Progress and attainment monitoring - Termly progress meetings identify all children's current level of attainment and the amount of progress they are making. Pupils with SEND may be identified if limited progress is being made or if progress differs significantly in one specific area of the curriculum. Insight assessment tool will monitor progress. All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.
- If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. All our class teachers and teaching assistants are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork.
- If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.
- The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.
- The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.
- Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.
- If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. At Speen School we ensure:

- Your child's class/form teacher will meet you termly to:
 - Set clear outcomes for your child's progress
 - Review progress towards those outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.
- Annual reports are held for children with EHC plans.
- Parents are informed of children who are being monitored due to any initial concerns teachers may have.
- Some children with SEND may have home/school communication books which go home daily.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement or drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Teachers will use the OAP document to ensure that essential strategies and Quality First Teaching are used and are put in place first, before extra support is explored.
- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using recommended aids, such as coloured overlays, pencil grips, visual timetables, larger font, or ear defenders.
- Teaching assistants will support pupils on a 1-to-1 basis or in small groups when specific needs need to be targeted.

These interventions are part of our contribution to Buckinghamshire's local offer.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after four weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan).

How will the school resources be secured for my child?

If any individual has a need for specialist equipment or facilities the head teacher will be happy to discuss this and liaise with the local authority's SEND department. The school will make reasonable adjustments in line with the Education Act (2010).

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips. School plays and sports events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How will the school support my child's mental health and emotional and social development?

The wellbeing of all our children is a primary focus at Speen. Pupils are supported with their social and emotional development through the following ways:

- Pupils with SEN are encouraged to be part of the school council and eco council
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN with regular student voice sessions
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.
- Some children may have an emotional based target on their support plan in place.

What support will be available for my child as they transition between classes or settings?

- Discussions between the previous or receiving settings, prior to the pupil leaving or joining.
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term
- Additional visits are scheduled for children who require more time with their new class or teacher.
- SENDCO will liaise with SENDCOs from other settings to ensure all information is passed on.
- Transition booklets with social stories are provided for children who find the changes more challenging and are gone through with sufficient lead in time.

What support is in place for looked-after and previously looked-after children with SEN?

Ms Davies will work with class teachers, to make sure they understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. If you feel this fails to provide a satisfactory answer, the issue should then be raised with the Headteacher. If this fails to resolve the complaint, the school's Complaint Policy should be consulted:

<https://speenschool.com/wp-content/uploads/2022/09/Complaints-Procedure-January-2018.pdf>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at local offer. Buckinghamshire publishes information about the local offer on their website: www.bucksfamilyinfo.org/localoffer

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages