

Maids Moreton C E School Special Educational Needs (Information) Regulation Annual Report 2021-2022

Since September 2014 schools have been required to publish information about services they provide for children with disabilities and Special Educational needs. This is called the 'Local Offer'. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

At Maids Moreton CE School our mission statement is:

The school provides a Christian foundation for life, a respect for and understanding of, the beliefs of others, and welcomes all children who wish to come to our school.

We aim to provide a safe, happy caring environment in which all our children can develop fully their social, moral, spiritual, physical and academic potential.

A copy of our SEND policy can be found on our website in the “Special Educational Needs” section alongside this document.

The type of SEND provision that Maids Moreton CE School caters for is on an individual needs basis. We support children with a broad range of Special Educational Needs including Speech, Language and Communication Needs, Physical Needs and Social, Emotional and Mental Health difficulties.

The school’s Accessibility Policy and Plans can also be found on our website in the “Policies” section.

The school’s policy (including pupils who do and do not have an EHC Plan) for:

- ***identifying and assessing pupils with SEND:***
- Class teachers are continually monitoring children’s learning through observation, assessment and marking. If they observe that a child, as specified by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. The lack of progress can be characterised by;
 - progress which is significantly slower than that of their peers, starting from their baseline
 - a marked variance or change in current rate of progress to that previously achieved.
 - failure to close the attainment gap between that of the child and his/her peers
- The progress of every child is monitored at termly attainment and progress meetings where the head teacher/SENDCo and all teaching staff are present. Where children are identified as not making progress, in spite of Quality First Teaching, they are discussed with the SENDCo and an appropriate plan of action is agreed.
- Parents sometimes ask us to look more closely at their child’s development and possible barriers to their learning. We take every parental concern seriously and investigate them fully through observation and assessment and where appropriate initiate referrals to outside agencies e.g. Speech and language therapy. On some occasions the concern can be addressed by further differentiation as part of Quality First Teaching combined with parental support, in collaboration with the teacher. Otherwise the child is placed on an SEN support plan.
- Where a child has been the subject of an SEN Support Plan and all parties are still concerned about his/her progress, a statutory assessment may be submitted to the Local Authority.

N.B. Although the school can identify special educational needs, and make provision to meet those needs, it does not offer diagnoses. Parents are advised to contact their GP or the School Nursing

Team if they have concerns about their child.

- ***evaluating the effectiveness of its provision for pupils with SEND:***
The impact and effectiveness of provision put in place for children with SEND is monitored continuously by every teacher, the SENDCo, and the head teacher through analysing pupil progress and attainment at termly meetings, examining the outcomes of termly SEN review meetings, observing interventions and quality first teaching, carrying out work and planning scrutiny and through discussions with staff, parents, children and outside agencies. The named SEND governor reports on the effectiveness of provision to the governing body.
- ***assessing & reviewing the progress of pupils with SEND:***
- The attainment and progress of children with SEND is reviewed termly through SEN review meetings, with the class teacher and parents present. The attainment and progress of children with SEND is monitored closely and cross referenced to that of all pupils, through termly attainment and progress meetings and data analysis. Teachers continually review the progress of children with SEND in their class and assess them against the key objectives taught throughout the curriculum and against their Support Plan and individual subject based targets.

The School's approach to teaching

The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)

- ***Adapting the curriculum & learning environment***
Each child's education will be planned by the class teacher and will be differentiated according to the child's individual needs. Where a child has been identified with special needs, their tasks may be further differentiated by the class teacher. Adaptations for learning may take place. For example, teachers may modify the language they are using, support the teaching of concepts with visual cues or use computer equipment to support learning. The specific requirements relating to the pupil's individual special needs and learning styles will be taken into consideration when planning, to enable them to access the curriculum effectively and fully.
- Teaching assistants may be allocated to carry out short, focussed tasks with the child on a 1:1 basis or in a small group to target a more specific need.
- If a child has needs related to more specific areas of education, such as literacy or mathematical skills, the child may be placed in a small group run by a teacher or teaching assistant and receive 'intervention' support. If an individual child requires specific support for an area of their development or education, the school will endeavour to investigate appropriate programmes of support.
- Sometimes a child may require more expert support from an outside agency, where available, such as the Speech and Language Therapy Service. In this instance, a referral will be made, with parental consent and forwarded to the appropriate agency. After a series of assessments, a programme of support will usually be provided for the school and parents/carers to administer.
- If a child has been identified as having a special need, they will be set targets according to their areas of need. These will be regularly monitored by the class teacher and by the SENDCo three times per year. These targets will be reviewed with parents so that the child's needs can be assessed and new targets set. Once there is agreement, the parents will be asked to sign and retain a copy for their records.
- If appropriate, specialist equipment will be provided for the child e.g. writing slopes, pencil grips, wedged cushions, easy to use scissors.
- Special adaptations to the environment will be made as necessary so that all children can access resources and so that the classroom furniture and room layout matches the need of the pupil.
- ***Providing activities in addition to those available through the curriculum:***
- For extra-curricular activities, such as before and after school clubs, the child's class teacher communicates with the club leader to explain the child's specific needs. When appropriate, parental consent will be obtained to enable school staff to share the necessary information with club leaders to ensure that the child is fully supported and included.
- Parents are consulted prior to offsite educational visits to ensure any further SEN requirements outside the usual setting context are considered, and additional support put in place when necessary e.g. 1:1 supervision or small groups with a teacher/teaching assistant. Prior to

organising any offsite visits the staff will visit the site and conduct a risk assessment keeping in mind any known SEND requirements and specific needs.

- Support materials and resources are provided for all SEND children as necessary and parents are consulted to ensure the child is suitably supported.

- ***Improving the emotional and social development of pupils with SEND:***
- Class teachers and the SENDCo consult with external support such as the Family Support Service and the School Nursing Service.
- Support with emotional and social development is provided on a personalised basis where children address targets in a supportive environment.

The School's facilities

The school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities

- The school is a single storey building with four classrooms. To access two of the classrooms from outside there are three steps. Internally there are also three steps from two classrooms to the reception area.
- There are two ramps on the outside of the building. One gives access to the main reception area, Reception classroom, library and hall, the other to the top of the internal stairs leading to the other two classrooms. Both ramps have tactile paving.
- The school has a toilet for disabled users.
- Personal Emergency Evacuation Plans (PEEPS) are written for every child with a physical disability to identify exit routes, relevant staff and procedures.

The School's training

The school's arrangement for training staff in relation to pupils with SEND:

- Specialist training can be accessed where available through the Speech and Language Therapy service, Occupational Therapy, private Educational Psychology services, the Specialist Teaching Service and the School Nursing Service.
- Training is arranged as and when a need is identified.
- Whole staff training on administering Epipens for anaphylaxis and Managing Asthma in Schools is delivered by the School Nursing Team.
- All support staff are made aware of individual children's Special Educational Needs and specific interventions are explained and modelled by the teaching staff to ensure consistency of support.

Specialist expertise is obtained through:

- The School Nursing Team, CAMHS (Child and Adolescent Mental Health Team) and Social Care as required.
- Outside agencies [where available] including Occupational Therapy, Physiotherapy, Educational Psychology, the Specialist Teaching Service and Speech and Language Therapy.

The School's consultation

- ***The school's arrangements to consult with and involve parents/carers of pupils with SEND about the education of their child/ young person:***
- If parents/carers have a specific concern they should contact the class teacher in the first instance who will liaise with the SENDCo /head teacher as appropriate.
- Follow up meetings will be arranged where necessary.
- Formal invitations to review meetings will be sent to parents.
- Telephone calls/emails, or face to face meetings with parents will take place.
- Time will be set aside at parent consultations and outside of parent consultation meetings to discuss concerns and support.
- The school operates an 'Open Door' Policy.

The School's partnerships

The school's governing body involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families through liaison with:

- School Nursing Team
- Community Paediatrics
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Educational Psychology
- Pupil Referral Unit
- CAHMs (Child and Adolescent Mental Health Service)
- Specialist Teaching Service
- Social Care
- Family Support Service
- County SEND team

The school's arrangements for pupils with SEND transferring between other education providers: [Pupils with EHC Plans]

- During the annual review that takes place in the Spring term of Year 5 prior to the child transferring to senior school (at the end of year 6), plans are made and parental preferences expressed for the child's next school. Consideration is given to the potential challenges a child may encounter when adapting to a new environment, teacher and peer group, as well as the academic and social expectations of a new key stage. Staff from both settings liaise to ensure that a smooth transition is facilitated.
- The needs of each child are discussed thoroughly and the new provider is informed of any resources that the child uses that the school provides.
- A member of staff from the new setting is invited into school to see the child in their familiar and usual surroundings.
- Parents are strongly advised to visit all potential 'next settings' prior to making their final choice. The school would recommend that where appropriate, the child also accompanies parents on these visits.
- At the final annual review, the SENDCo from the preferred new school is invited to the review to meet the parents and child and to share information regarding proposed targets to support a smooth transition for the child.
- If extra support is required, photographs of key places and people in the new setting are taken and shared with the child at home to familiarise them with the new setting and prepare them for transition. Additional 'taster'/familiarisation visits are organised in the Summer term of Year 2.
- Paperwork regarding the child, previous reports from external agencies and Support Plans or Education Health Care Plans are sent to the new provider.

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

- The school contact details are available via the school website
- The class teachers or SENDCo can be contacted by telephone on 01280 812058 or by email office@maidsmoreton.bucks.sch.uk

The School's key contacts

The name and contact details of the school's SEND co-ordinator

Name: Miss Keira Ainsworth

Email: office@maidsmoreton.bucks.sch.uk

Tel: 01280 812058

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

Name: Miss Keira Ainsworth [Head Teacher]

Email: office@maidsmoreton.bucks.sch.uk

Tel: 01280 812058

The school's/Complaints policy can be found in the Policies section of the school website.

The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk