

Maids Moreton C E School Special Educational Needs (Information) Regulation Annual Report 2025-2026

Information for Parents of children with special educational needs or disabilities

Schools are 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 an annual Special Educational Needs Report, [[Special Educational Needs \(Information\) Regulations Clause 65](#)] and to make the report available on their school website.

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

Our school Accessibility Policy and Plans are also published on our school website.

At Maids Moreton CE School we strive to support all children to enable them to reach their full potential. Many steps are taken to support them through their learning journey. We provide quality first teaching for all our children however, for some children there are occasions when further, additional support may be required.

Our school policy for identifying and assessing pupils with SEND:

How do we know if a child needs extra help?

We know when children need additional help if:

- concerns are raised by parents/carers or teaching staff.
- concerns are raised by the child’s preschool/nursery or former setting.
- limited progress is being made.
- attainment is low in comparison with his/her peers.
- a marked variance or change in current rate of progress to that previously achieved is evidenced.

The progress and attainment of all children is closely monitored through termly reviews, as well as continuous in class observation. Where children are identified as not making sufficient progress, in spite of Quality First Teaching, they are discussed with the SENDCo and an appropriate plan of action is agreed.

What should I do if I think my child may have special educational needs?

- Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age.
- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns, please contact Miss Ainsworth who is the school SENDCo.

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. On most occasions, the concern is addressed through further modification and adaptation to learning as part of Quality First Teaching. Some children may require additional in-house such as a small group intervention, or an ADPR [Assess, Do, Plan, Review] Plan to further support their individual needs. On occasions, parents may be signposted to other agencies and services such as their local GP. Where appropriate and services are available, the school may make an outside agency referral. N.B. Although the school can identify special educational needs, we cannot provide a diagnosis. Parents are advised to contact their GP in these instances.

Assessing and reviewing the progress of pupils with SEND

The attainment and progress of children with SEND is monitored closely and cross referenced to that of all pupils, through termly attainment and progress reviews, day-to-day observations, work scrutiny, pupil voice interviews 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 the individual targets on their EHC Plan/SEN Support Plan/ADPR plan. Termly SEN review meetings take place with the class teacher and parents present.

Evaluating the effectiveness of our provision for pupils with SEND

The impact and effectiveness of provision for children with SEND is monitored and evaluated in the following ways:

- analysing pupil progress and attainment outcomes [class teacher, subject leaders, SENDCo]
- analysing the impact of targeted interventions on pupil outcomes. [SENDCo and class teacher/TA]
- examining the target outcomes of termly SEN/ADPR review meetings. [SENDCo and class teacher/TA]
- observing interventions and Quality First Teaching. [subject leaders/SENDCo]
- carrying out work and planning scrutiny and pupil voice interviews [subject leaders/SENDCo]
- discussions with staff, parents, children and outside agencies where available. [class teachers, SENDCo]

The named SEND governor [Mrs Amanda Scott] also reports on the effectiveness of provision to the Governing Body.

The School's Approach to Teaching Pupils with Additional Needs.

How will the curriculum and learning environment be modified to meet my child's needs?

The class teacher is responsible for planning the education to meet the needs of all the children in his/her class through Quality First Teaching. Tasks are differentiated to meet each child's individual needs. Where a child has been identified with additional needs, his/her tasks may be further modified by the class teacher to enable the child to access the curriculum more easily. For example, teachers may simplify the task or provide scaffolding, modify the language they are using, support the teaching of concepts with visual cues or use IT equipment to support learning. Where available, teaching assistant small group support may be provided. 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. Appropriate, specialist equipment may also 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 required so that all children can access resources and so that the classroom furniture and room layout caters for the needs of all pupils.

Tailored Intervention Group Support

If a child has needs related to specific areas of their education, such as spelling, handwriting, numeracy or literacy skills etc, the child may take part in a small focus intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a six-week to twelve week period. Staff involved will regularly review the effectiveness of the provision and this will inform future planning.

ADPR and SEN Support Plans

In certain cases, the class teacher will devise an individual ADPR Plan which is a short term plan designed to support the child with specific areas for development. This will be discussed with parents in order to obtain the maximum impact and encourage a collaborative approach between home and school. These short term targets will be addressed at the end of each term. If after a series of ADPR cycles, the child's progress remains concerning, the child may progress to an SEN Support plan. An SEN support plan identifies a child's strengths and areas for development, with specific targets and provision put in place to support his/her needs at a school level. These are also reviewed termly.

EHC Plans

There may be occasions when the amount of support required for the child exceeds that available at the school. In this case the school and parents will apply to the County Council for an Education and Health Care Plan. Before this can occur, a great deal of evidence needs to be gathered and collated to present to the panel. If successfully granted, an EHC Plan may provide extra support or funding in order for the school to be able to more fully support the

educational needs of the child. It may be that the County Council, in agreement with the parents decide that a different setting/provision is more appropriate for the needs of the child, or that the needs of the child can met at their current school with extra support put in place.

Outside Agencies

Occasionally a child may need more expert support from an outside agency such as the Speech and Language therapy, Occupational therapy, CAMHS and/or Community Paediatrics etc where these services are available and the threshold for referral is met. NB Currently, access to outside agency support is very scarce and schools are typically signposted to websites to develop their own programme of support. The threshold for an appointment with the community paediatrician is very high, and the waiting list is currently over 2 years long.

How will I know how my child is doing?

All children who hold an ADPR Plan, SEN Support Plan or EHC Plan, will be set a series of smart and measurable termly targets according to their areas of need. These will be regularly monitored by the class teacher and SENDCo. These targets will be reviewed with parents at a termly meeting where progress against previous targets will be assessed and new targets set. This is in addition to the normal cycle of parents' evenings and end of year report. Parents will be asked to sign the new plan and will be provided with a copy to support at home. Children with an EHC Plan will also have a formal annual review.

Your child's class teacher will be available at the end of day if you have any ad-hoc queries. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.

How will you help me to support my child's learning?

- The class teacher will suggest ways of how you can support your child. At the termly review meetings they will discuss with you strategies to support your child at home.
- If outside agencies or a Private Educational Psychologist has been involved, suggested strategies are normally provided, some of which can be adapted to use at home.

What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for children who are encountering emotional difficulties such as nurture groups and opportunities to chat to trusted and familiar members of staff.
- Maids Moreton CE School is highly nurturing, and has a caring and Christian ethos of support and encouragement. As a small school, all children are well known to all staff. We employ positive strategies to engage children and all our staff are very aware of the well-being of the children they work with and highly attuned to any changes in pupil behaviour

or demeanour. Members of staff such as the class teacher, TA and SENDco are readily available for children who wish to discuss issues, worries and concerns.

Children with medical needs

- If a child has a medical need then a detailed Health Plan is compiled with input from parents/carers and in consultation with the school nurse if appropriate. These are discussed with all staff who work with the child.
- Staff receive training to support pupils in their care, for example, Epilepsy Awareness Training, Diabetes Training, First Aid Training and Allergywise.
- Where necessary and in agreement with parents/carers and the Head Teacher, prescription medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- The school has eight members of staff with First Aid training and one member of staff trained in Managing Medicines.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise. Professionals include:

- Educational psychologist [private only]
- Community Paediatrician
- CAMHS (children and adolescent mental health service)
- School nurse
- Speech and language service
- Social Care
- Behaviour support outreach workers
- Early years support team
- Occupational therapy
- Buckinghamshire specialist teaching team.

NB: Specialists would only tend to work directly with children on EHC Plans whose needs are felt to be quite considerable. In other cases, they provide phone advice or signpost school staff to their websites.

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 accessed online.
- All support staff are made fully aware of individual children's Special Educational Needs and associated plans. Specific interventions are explained and modelled by the teaching staff where required to ensure consistency of support. All our support staff are highly experienced in delivering intervention support.

How will my child be included in activities outside the classroom including school trips?

- Activities, clubs and school trips are available to all, subject to a risk assessment.
- Risk assessments are carried out and procedures are put in place to enable all children to participate where possible.
- However, if it is deemed that an intensive level of 1:1 support is required then a parent or carer may be asked to accompany their child during the activity.
- If the safety of any child is at risk the school may decide, with the parents, that participation in the activity is not suitable and an alternative arrangement will be made.
- 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.

How accessible is the school environment?

- 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 the same two classrooms to the reception area.
 - There are two ramps on the outside of the building. One gives access to the main reception area, 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.

Governing Body

The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory SEN policies as defined by the DfE.

How will the school prepare and support my child when joining Maids Moreton CE School or transferring to a new school?

Many strategies are in place to enable the child's transition to be as smooth as possible.

- Discussions will take place between the previous or receiving schools prior to the child joining/leaving, including meetings where children have more specialised needs.
- All children attend a transition session where they spend some time with their new class teacher. Additional visits are also arranged for children who need extra time in their new school.
- Staff from the receiver school will be invited to visit children in their current setting prior to them joining their new school.
- Miss Ainsworth will meet parents/carers prior to their child joining Maids Moreton CE School.
- The EYFS teachers will visit all new intake children in their nursery settings prior to starting school and will speak to the child's Key worker.
- Miss Ainsworth will liaise with the SENDCOs from the other schools.

The school's arrangements for pupils with SEND transferring to secondary school. [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, teachers and peer group, as well as the academic and social expectations of a new school.
- 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 modifications and specific provision required for the child to fully access the curriculum and life of the school.
- 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 annual review meeting 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 may also be organised in the Summer term of Year 6.
- Previous reports from external agencies and SEN Support Plans or Education Health Care Plans are securely transferred to the new provider.

Who can I contact for further information?

- 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. Telephone calls/emails, virtual or face to face meetings can be offered to best meet the needs of parents.
- Termly reviews will take place with class teachers and parents for all children on ADPR, SEN and EHC Plans.
- Formal invitations to annual review meetings will be sent to parents of pupils with EHC Plans.
- 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 name and contact details of the school's SEND co-ordinator

Name: Miss Keira Ainsworth

Email: office@maidsmoreton.bucks.sch.uk

Tel: 01280 812058

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 governor responsible for SEND is Mrs Amanda Scott.

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

If you have any questions regarding SEND matters do not hesitate to contact us.

Roles & Responsibilities of the Special Needs Co-ordinator (SENDCo).

The SENDCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. She will liaise with staff to ensure children with SEN have full access to the curriculum and will monitor the child's progress and plan further interventions where progress is slower than expected.

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 visit their website:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Glossary of terms:

There are many SEND terms that are abbreviated which can lead to confusion. Key terms are listed below.

SEND – Special Educational Needs and Disabilities

SENDco – Special Educational Needs and Disability Coordinator

EHCP – Education and Health Care Plan

ADPR Plan – Assess Do, Plan Review Plan

SSP-School Support Plan.

EP – Educational Psychologist

SALT – Speech and Language Therapy

OT-Occupational Therapy

DfE – Department for Education

Written by: Keira Ainsworth

Head Teacher and SENDCo

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