



Denham Village School

Special Educational Needs Annual Report

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.

Denham Village School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

The School's Policy

Denham Village Schools SEND Policy (including pupils who do and do not have an EHC Plan) follows the advice set out in the Code of Practice (2014) which outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises two broad levels of provision within the continuum: SEN Support and Education Healthcare Plans/Statements. The Buckinghamshire SEN Handbook gives guidance on identification, assessment and review.

This year 14 children have been identified as having special educational needs:

- 4 in receipt of an EHCP
- 3 receiving SEN Support Plans
- 7 receiving Individual Learning Plans
- 2 awaiting HNBF review

The School's approach to teaching

Any pupils with SEND needs (including pupils who do and do not have an Education Health Care Plan) are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted.

- Each pupil's education programme will be planned by the class teacher and will be differentiated according to the pupil's individual needs. This may include support by the teacher or teaching assistant in class
- If a pupil has needs related to more specific areas of their education, such as literacy or numeracy skills, the pupil will be placed in a small focus group run by the teacher, support staff or SENDCo and receive 'intervention' support. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Occasionally, a pupil may require more expert support from an outside agency, such as Speech Therapy Service, Educational Psychologist etc. 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.

The progress of all pupils is monitored half termly. Teachers meet with the Headteacher for Pupil Progress Meetings in which hard data and more informal day to day assessments are discussed. If it is noted that a child is not making progress, the SENDCo becomes involved and will decide on the best course of action.

Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an LSA or the SENDCo in order to acquire, reinforce or extend skills more effectively. For some pupils, interventions outside the classroom may be used to improve for example motor skills or application or to give support in a particular area e.g. spelling. Interventions outside the classroom are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

The rate of progress of pupils with SEN is in line with the progress of pupils generally throughout the school. Intervention programmes for these pupils have been successful. Some pupils on the SEN register had lower levels of attendance. This has been actively addressed this year.

Facilities

The School main site is on a single level, though there are steps into and out of the building. There is a ramp at the rear of the school building and from the reception classroom to the outside area.

The school has been adapted to provide easy access for wheelchairs, disabled toilet and washing areas. The reception class has its own toilet and hand washing area.

The school has a designated room for SEN interventions (Evergreen Room) to take place. Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the classrooms, hall cupboards and in the SEN room.

Training

The school is committed to all staff working with children gaining expertise in SEND.

- there are weekly training sessions for LSAs
- the SENDCo attends the partnership SENDCo support group meetings
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENDCo to discuss SEN procedures in the school
- Specialist expertise is obtained by the school from a wide range of education, health and social services professionals available in Buckinghamshire. This includes The Specialist Teaching Service which has services for Cognition and Learning needs (on a buy-back system for schools) and core funded services for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities, Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service. We are

committed to using the expertise and advice provided by other professionals. Other health, social services, and voluntary organisations can be contacted as required.

So far this academic year, the following training has taken place:

- Infant Language Link
- How to write a short support plan
- How to write SMART targets and include them on Individual Learning Plans (ILPs)
- OT drop in advice clinic - termly
- Makaton training
- Ordinarily Available Provision (OAP)

Consultation

The staff at Denham Village School continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. An additional parents evening takes place in the Summer term for parents with children who have a Special Educational Need in order to review targets and discuss transition needs. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

At Denham Village School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally) by filling out a pupil questionnaire about what they like at school and what they feel helps them.
- working with LSAs to create a pupil passport to express their wants and needs
- talking to LSAs and teachers about their learning
- involvement in class and individual reward systems

The School's partnerships

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes:

- The Specialist Teaching Service which has services for Cognition and Learning needs (on a buy-back system for schools) and core funded services for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities.
- Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others.
- Educational Psychology Service.
- Other health, social services, and voluntary organisations can be contacted as required e.g. CAMHS (Child and Adolescent Mental Health Services).

We are committed to using the expertise and advice provided by other professionals.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and Audio guides about many aspects of SEN. They can be contacted on 01296 383754.

Transition Arrangements

The school's arrangements for pupils with SEND transferring between other education providers:

- SEN action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective school
- pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local schools are available for consultation before the time for transfer
- for pupils with a statement of SEND, the pupil's statement or EHC Plan is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 1, the parents' views and preferences and the response to consultation by the LEA with the schools concerned
- There are close links between the school and the different pre-schools and feeder settings; the pre-school leader meets teaching staff to discuss pupils with SEN when they are about to start school

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

The School's key contacts

Headteacher: Mrs Seema Sharma
Email: headteacher@denhamvillage.bucks.sch.uk
Tel: 01895 832768
SEND co-ordinator: Mrs Emily Harrison
Email: senco@denhamvillage.bucks.sch.uk
Tel: 01895 832768

SEND Governor: Mr Carl Ford
Email: admin@denhamvillage.bucks.sch.uk
Tel: 01895 832768

The school's Complaints policy can be found on our 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

Appendix

Below are Denham Village School's responses to those questions:

1. How does Denham Village School know if a pupil needs extra help?

We know when a pupil needs extra help when:

- Concerns are raised by parents/carers/teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour
-

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

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns then contact Miss Nawaz
-

2. How will I know Denham Village School will support my child?

- Each pupil's education programme will be planned by the class teacher and will be differentiated according to the pupil's individual needs. This may include support by the teacher or teaching assistant in class
- If a pupil has needs related to more specific areas of their education, such as literacy or numeracy skills, the pupil will be placed in a small focus group run by the teacher or SENDCO and receive 'intervention' support. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. Please speak to Miss Nawaz if you have any queries related to these interventions.
- Occasionally, a pupil may require more expert support from an outside agency, such as Speech Therapy Service, Educational Psychologist etc. 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.

3. How will the curriculum match my needs?

- When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily
- Learning support assistants (LSAs) may be allocated to work with the pupil on a 1-1 basis or small focus group to target more specific needs
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENDCO three times per year. IEPs will be discussed with parents and a copy given to them
- If appropriated, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips or easy to use scissors

4. How will I know how my child is doing?

- You will be able to discuss your child's progress formally at Parent's Evenings and informally throughout the year. The class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting/phoning/e-mailing the school office.

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

- The class teacher may suggest ways you can support your child

- Miss Nawaz may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour or emotional needs
- If outside agencies or the Education Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff and the Headteacher are readily available for pupils who wish to discuss issues and concerns.
- Clubs are available for pupils who find lunchtimes a challenge
- If a child has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil
- Relevant staff receive epipen, asthma and diabetes care training
- Where necessary and in agreement with parents/carers, 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
- All staff have First Aid in Schools or Paediatric First Aid training

6. 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.

These may include:

- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Team)
- Social Services
- Speech Therapy Team
- School nurse
- Paediatricians

7. What training have staff supporting children with SEND had?

Staff have received training sessions on a range of SEND topics including:

- Rainbow Road (Occupational Therapy programme)
- How to support pupils with dyslexia/dyspraxia
- How to support pupils on the autistic spectrum/PDA
- How to support pupils with co-ordination needs
- How to support pupils with social and emotional needs

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate
- However, if it is deemed that an intensive 1:1 support is required, a parent or care may be asked to accompany their child during the activity

9. How accessible is the school environment?

We are happy to discuss individual access requirements. Facilities we have at present include:

- A ramp into school making the building accessible to all

- Disables toilets on site
- Wide doors in some parts of the building

10. How will the school prepare and support my child when joining Denham Village School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussion between the previous or receiving schools prior to the pupil joining/leaving
- All pupils attend an induction day to familiarise themselves with their new class
- Additional visits are arranged for pupils who need extra time in their new school
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the Headteacher or SENDCO

11. How are school's resources allocated and matched to children's special educational needs?

- The school's SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs
- Resources may include deployment of staff depending on individual circumstances

12. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher and the Headteacher, based on termly tracking of pupil progress and as a result of assessments undertaken by outside agencies

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Discussions with the SENDCo or Headteacher
- At IEP review meetings

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office and arrange a meeting with the SENDCO.

I hope the information set out in this document has answered any queries you may have, but please do not hesitate to contact the school if you have any further questions.