

## SPEEN SCHOOL SEN INFORMATION REPORT

*May our roots go down deep into the soil of God's love and make us strong Ephesians 3 v 17*  
*Our vision is to be a happy, vibrant and caring school with deep roots in the Christian faith, so all grow and flourish (spiritually, academically, socially and emotionally).*

### Seek, Believe, Achieve!

#### Mission statement:

- We **SEEK** knowledge about the amazing world around us and to understand God's love and teaching for our lives
- to **BELIEVE** that if we grow as a **family** together in our **care, courage, respect, honesty, and responsibility**
- we will **ACHIEVE** our full potential, to be the best we can be

*Make a tree good and its fruit will be good... for a tree is recognised by its fruit Matthew 12 v 33*

*As a tree makes fruit, a good person brings life to others Proverbs 11 v 30*

#### Useful Terms:

SEN- Special Educational Needs

SENCO-Special Educational Needs Coordinator

EHC-Education, Health and Care plan (replaces Statement system)

#### Key Personnel:

SENCO: Mrs J Coles (Headteacher)

SEN Governor: Canon A Bundock

Speen School is supported by Buckinghamshire Local Authority and Oxford Diocese to ensure that all pupils, regardless of their specific needs, make the best possible progress in school (**ACHIEVE our full potential, to be the best we can be**). At Speen we **care** about each and every child within our school **family**. If you have any concerns at any point in time, please come and talk to us.

We are an inclusive school meeting the needs of children with Special Educational Needs and Disabilities within our mainstream timetable wherever possible.

In line with the New National Code of Practice, September 2014, the four broad 'areas of need' are:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia.
- **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lacking in concentration.
- **Physical and/or Sensory Needs** - this includes children with sensory, multisensory and physical difficulties, hearing and visual impairments etc.

## **The Local Offer**

In accordance with the Children and Families Bill 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

This information sets out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their children.

Details of Buckinghamshire's local offer can be found at:

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

## **The School SEN Information Report**

At Speen School, we embrace the fact that every child is different, and therefore, the educational needs of every child will be different.

The questions below will give you further information about the support available at Speen School for you and your child.

### **1. How does Speen School know that pupils need extra help and what should I do if I think my child has special needs?**

All children are assessed throughout their time at Speen. 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. Progress of all children is monitored by class teachers regularly. The Headteacher monitors every child's progress with teachers at half termly progress meetings. When a child is not making expected progress, the school can explore and put extra strategies in place. These will be discussed with parents/carers and the pupil.

If parents/carers have any concerns about their child, they should discuss these in the first instance with the class teacher who will then liaise with the SENCO, as appropriate.

### **2. What would the school do if they thought a pupil had special educational needs?**

The class teacher and SENCO will carry out a deeper analysis of the child's needs. This will be based on assessments, observations of the child, and discussions in half termly progress meetings. It will also be drawn from the child's own views and the views of their parents. This may also include seeking advice from external agencies.

### **3. What arrangements does the school have for involving and consulting with parents in SEN decisions?**

The Headteacher (SENCO), class teacher, parents and child will all be involved in the decision to add the child to the school's SEN register. We will inform parents and encourage them to share their information and knowledge. There is a section on the SEN Support Plan and the EHC plan if they have one, where parents and children are asked to record specific actions they will do to help achieve the targets set. Both parents and the child contribute into and sign the SEN plan.

#### **4. What arrangements does the school have for assessing and reviewing the progress of the children on the SEN register?**

The class teacher will formally review the progress of children on the SEN register each term. This review meeting will include the parents and child. Parents will be given clear information about the impact of the support and intervention provided and invited to review progress against the agreed targets and agree new targets.

#### **5. How does the school support SEN children through transition to different phases of education?**

The SENCO and class teachers meet with SENCOs from nurseries and SENCOs or Year 3 teachers (for Year 3 admissions) where needed.

#### **6. What is the school's approach to teaching children with SEN?**

The class teacher, with support from the SENCO, will draw up a plan with the child and the parents to support the child. The plan will also include SMART targets (small steps, measurable, achievable, realistic, time limited), and ways of supporting the child at home.

When carrying out the plan, we will keep checking the provision and make adjustments accordingly. At Speen, we provide most support within the classroom. On occasions when the child is working out of the classroom in a small group or one to one, (e.g. phonics catch up, small group targeted Maths support) the class teacher will retain responsibility for the child's progress.

#### **7. In what ways are staff trained and expertise sourced and utilised to support children with SEN?**

The SENCO attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET days. In addition the SENCO facilitates training and holds INSET for teaching staff and teaching assistants. Occupational and Speech and Language Therapists visit and provide support for the SENCO and/or training for staff.

#### **8. How does the school evaluate the effectiveness of its SEN strategies?**

The Headteacher (SENCo) is the designated responsible person in overall charge of the management of SEN provision and its resourcing. The designated SEN Governor will keep an overview of the SEN provision being made, by meeting with the SENCO each term. The Governing Body in conjunction with the Headteacher, have responsibility for the school's general policy and approach to provision for SEN children including the allocation of resources.

For full details of how SEN is evaluated, please see the school's SEN Policy.

#### **9. How are children with SEN enabled to work with the other children in the school?**

By working predominantly in the classroom, the child is part of the whole class teaching strategy. All teachers have a responsibility towards the children with SEN in the classes they teach by;

- planning and delivering high quality teaching that is differentiated;
- collecting and gathering information through observations, discussions with children and parents, and assessments;

By recognising the needs of all children, and differentiating our resources and practice, we aim to provide an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

#### **10. What provision does the school make to support 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 throughout the school both through the curriculum and extra-curricular activities. Additional support is arranged as necessary for individual pupils e.g. speech and language. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is consistently implemented by all staff. Attendance is regularly monitored and parents/carers are contacted where there are concerns to prevent prolonged or repeated absence from their learning and their peers. Relevant staff are trained as appropriate eg. to support medical needs, to ensure all children can play a full and active role in school life, remain healthy and achieve their academic potential. When needed, personal medical care plans are drawn up with parents and shared with staff. All staff receive first aid training.

Pupils' views are sought regularly both informally and formally eg through surveys, class discussions and in Circle Time. These views are taken into account in the review of pupils' social and emotional development.

#### **11. How does the school work with Health and Social Care bodies, local authority support services, and voluntary sector organisations to meet the needs of SEN children and give support to their families?**

For higher levels of need, the school draws on outside agencies such as School Nurse, Speech and Language and Occupational Therapists, Physiotherapists, Pupil Referral Unit, Specialist Teaching Service, Bucks Safeguarding Team, CAMHS (Child and Adolescent Mental Health Services), or an Educational Psychologist.

#### **12. What arrangements does the school have for parents to report complaints?**

Any complaints regarding SEN provision should initially be discussed with the class teacher. 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.