

Marsworth C of E Infant School Special Educational Needs Regulation Annual Report 2017/2018

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.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record by [signing in here to the Buckinghamshire Family Information Service website](#).

This template documents has been co-produced by Bucks parents of children and young people with SEND.

1. The type of SEND provision that Marsworth C of E Infant school caters for is

The school's Accessibility policy can be found here:
www.marsworthschool.co.uk

The School's Policy

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

- identifying and assessing pupils with SEND is:

All children are monitored carefully to ascertain whether they are attaining at the level expected for their age and are making expected levels of progress. We also monitor children's social skills. If a child is experiencing difficulties, a meeting is held with the class teacher, SENDCo and the Parents. Concerns are discussed along with the possible strategies to support the child. A plan is then drawn up. If the child's needs can be addressed through quality teaching with a few adaptations, this is recorded and a review meeting set up to ensure that the child is making progress and that all parties are reassured that the child's difficulties are being addressed.

If, at this meeting, it is felt that a child will require more support than this, a SEN Support Plan will be written by the SENDCo, Parents, class teacher, any external agencies involved and the child. This will outline the outcomes for the child's education and SMART targets to support them in achieving these outcomes.

After a child has had a SEN Support Plan and all parties are still concerned, a statutory assessment will be submitted to the local authority of which the child resides in.

- evaluating the effectiveness of its provision for pupils with SEND is:

The SENDCo evaluates the overall effectiveness of provision by reviewing the progress made by children, observing interventions and quality first teaching, discussions with staff, children, parents and outside agencies. A Governor for SEND reports on the effectiveness of provision to the governing body.

- assessing & reviewing the progress of pupils with SEND is:

For children on a SEN support plan, a termly meeting is held with the teacher, parents and child to review progress and agree on next steps. For children subject to an EHC plan, the SENDCo is responsible for reviewing they have an annual review where the: child, parents, SENDCo, Headteacher and any professionals involved with the child review progress and agree new outcomes. The EHC Plan is then reviewed termly with the SENDCo, teacher, parents and child.

3. The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan) by adapting the curriculum & learning environment is:

Adaptations are made to the curriculum if possible. We offer an inclusive curriculum which we support all children to access. We organise our curriculum into exciting topics that the children find engaging. The environment is adapted if necessary so that all children can access all resources and that furniture generally matches the needs of the pupils.

- with additional support for learning is:

Adaptations for learning take place by differentiating teacher inputs, teachers modifying language they are using, supporting concepts with visual cues and pre teaching concepts prior to the whole class being introduced to them. Work is differentiated and time is allocated for children to work on their targets on the SEN Support Plan or their Education Health Care Plan.

- through activities that are available to pupils with SEND in addition to those available through the curriculum is:

As an inclusive school, we encourage all children to engage in extracurricular activities. Every effort is made to adapt this provision for all children and through discussion with the parents and children we do our best to meet the needs of all children.

- through improving the emotional and social development of pupils with SEND is:

We have a range of interventions to support emotional and social development of SEND children. Interventions are run by support staff when necessary for specific children. They practise new skills in a supportive environment.

The School's facilities

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

We have easy access to all areas. We have a disabled toilet and the doorways have low steps.

The School's training

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

Training is arranged as and when a need is identified. Teachers and teaching assistants attend training courses to support learning in the curriculum.

Specialist expertise is obtained by the school/nursery school by:

Purchasing training through the Buckinghamshire Learning Trust.

The School's consultation

6. The school's arrangements to consult with and involve:

- parents/cares of pupils with SEND about the education of their child/ young person is:

Through formal termly SEN reviews, informal phone calls or face to face meetings. We have an open door policy and encourage parents and carers to discuss any concerns they may have through a one to one meeting, a phone conversation or via email.

- children/ young people about their education is:

Through a formal termly SEN review meeting. Also through Parents evenings every half term, through marking and instant feedback along with informal discussions throughout the school day.

The School's partnerships

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

The school works with the link Speech and Language Therapist and the link Occupational Therapist. These two services initially hold clinics for the teachers to attend. Here strategies are discussed to support individual children and whether a full referral to the service is required. If a referral is made parent's consent is sought and a meeting arranged prior to the child being assessed. A report is then written with advice which is shared with parents. Teachers will implement strategies and advice received from these professionals into their every day teaching and if appropriate targets written on the child's SEN Support Plan or Education Health Care Plan.

The school also works with the Educational Psychologist as and when required. Here, children who have been previously seen are reviewed, other children who are a concern are discussed and whether there is additional support required from the Educational Psychologist Service. This could be support for the class teacher, teaching assistant or a referral for a child to receive a full assessment by the Educational Psychologists. Parents consent is obtained before an assessment takes place. The Educational Psychologist meets with the parents, the class teacher and the child as part of the assessment process. A report is written which is shared with parents and targets included into the SEN Support Plan or the Education Health Care Plan. When required, the school purchases provision from the Cognition and Learning team or other outside agencies.

8. The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

The school identify any vulnerable children who will find transferring to a new setting challenging. The SENDCo will phone the SENDCo of the new setting to arrange a meeting where the transfer is discussed and transfer programme devised. 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. This could include Marsworth C of E Infant School staff taking the child to their new setting, on a series of visits prior to their induction day, where they may complete a transition passport, take photos and get to know a few key members of staff. At Marsworth C of E Infant School, we always invite the new setting into school to see the child in their usual surroundings. Paperwork regarding the child, previous reports from external agencies and Support Plans or Education Health Care Plans are sent to the new provider.

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

Face to face discussion

The School's key contacts

10. The name and contact details of the school's SEN co-ordinator?

Name: Angela Polatci

Email: office@marsworth.bucks.sch.uk

Tel: 01296 668440

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

Name: Giles Monks (SEN Governor)

Email: office@marsworth.bucks.sch.uk

Tel: 01296 668440

The school's Complaints policy can be found here:

www.marsworthschool.co.uk

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