

Cheddington Combined School

Enjoying our learning...sharing our success



# Special Educational Needs/ Disabilities Annual Report

Date reviewed: September 2024

Next review date: September 2025

## **Cheddington Combined School...enjoying our learning, sharing our success**

### **Ethos:**

At Cheddington Combined School we instil a joy in learning. We create a safe, inclusive, and nurturing environment for pupils and staff, with our values at our HEART. We foster a sense of pride and belonging providing all our pupils a solid base for lifelong learning and success.

**Our SEND policy can be found here:**

[https://www.cheddingtonschool.org/web/our\\_school\\_policies/24420](https://www.cheddingtonschool.org/web/our_school_policies/24420)

- 1) The SEND provision at Cheddington School is on an individual needs basis for any child for whom a mainstream setting is appropriate.**

**The school's Accessibility policy can be found here:**

[https://www.cheddingtonschool.org/web/our\\_school\\_policies/24420](https://www.cheddingtonschool.org/web/our_school_policies/24420)

- 2) Students are identified as needing extra support from information such as:**

- Concerns raised by parents/carers or the child
- Robust tracking, involving all teachers, teaching assistants (TAs), Special Educational Needs/Disabilities Co-ordinator (SENDCo) and the Head
- Targeted assessments carried out by SENDCo and trained TAs

### **How we monitor provision:**

- In consultation with the child and parent/carer, Support Plans are written by the teacher, in conjunction with the parents, and are overseen by the SENDCo; these are reviewed regularly. Support Plans are also used to show how support is targeted and the effectiveness of the intervention.
- Assessments are used on a termly basis to ascertain attainment and progress through age related curriculum standards and to pinpoint any pupils who are struggling to meet attainment and/ or progress expectations. Access arrangements are followed for pupils with Special Educational Needs/Disabilities (SEND).
- Through the effectiveness of reasonable adjustments and Ordinarily Available Provision (OAP), class support and interventions are monitored through a variety of platforms; termly data; pupil progress meetings; books and observations; SEND support Plans; interventions and learning walks. This information is also used to inform the review of SEND Support Plans.
- Assessment takes place at the start and finish of short-term learning programmes, and every six weeks for ongoing learning programmes. Provision is formally assessed and reviewed three times per year using the school's tracking system and teacher assessment as appropriate, including the Annual Review process for pupils with an Education Health and Care Plan (EHCP). All teachers, TAs, Head Teacher and SENDCo are involved, as well as any external agencies who give advice / provision to specific pupils.

- 3) The School's approach to teaching:**

- We promote inclusion to include pupils with SEND both inside the classroom and during extracurricular activities and trips. Our staff have high expectations of all pupils and teachers plan ways to remove barriers to learning by reasonable adjustments and differentiations to support those pupils who need more guidance in order to access learning.
- Risk assessments are carried out for offsite visits (where necessary) and school will put in place procedures to enable all pupils to participate.
- We provide differentiated activities to a common learning outcome across the curriculum.

- All staff are given training on strategies to use in the classroom to support pupils who have specific needs.
- Some pupils receive allocated time out of the classroom with specific support staff.
- Emotional and social development is supported through various avenues including support groups and social skills groups run both within year groups and across age ranges. These groups are facilitated by Emotional Literacy Support Assistant (ELSA) trained support staff.
- All pupils, including those with SEND, are expected to participate fully in all learning opportunities and classroom routines. Staff recognise that pupils with SEND may require additional support or adaptations to do so successfully.

#### **4) The School's facilities**

- There is disabled access to the school, and the school's ground floor rooms are accessible for wheelchair users.
- There is a toilet adapted for disabled users.
- We have a disabled parking bay near to the main entrance to the building.
- There are currently no registered disabled pupils or adults attending the school, but other specialised needs would be addressed as required.

#### **5) Training for staff to help them support pupils with SEND**

- The SENDCo has completed the NASENCo award.
- The SENDCo cascades information from regular liaison meetings with other schools with teachers and TAs.
- Specialist expertise and training has been accessed through the Specialist Teaching service, Speech and Language Therapy service, Educational Psychology service.
- Advice from the School Nurse is available on request.
- We refer pupils to CAMHS and seek advice from the PRU.
- Individual staff members attend more specific training on how to support pupils with individual needs (including bereavement and emotional needs) from specialists through external training courses.
- The school has two support staff who are qualified as Emotional Literacy Support Assistants (ELSA).
- Support staff are 'champions' in different areas throughout the school and will provide specific interventions for pupils within the school. They support other staff in developing their practice and running effective interventions.

#### **6) The School's arrangements for consultation**

- If parents have a concern about their child they should contact the class teacher in the first instance. Specific concerns which relate to the child's special need or disability should be raised with the SENDCo.
- Each child who has been identified as having special needs will have a SEND Support Plan that are written in conjunction with them and their parent/carer.
- SEND parents evenings are held three times a year when parents/carers can meet with class teachers and discuss progress and any areas for development or concern.
- Pupils with either HNBF or an EHC Plan also have a SEND Support Plan which is written to reflect the longer-term targets and needs identified within the EHC Plan. The EHC Plan is reviewed annually with staff, parents and other professionals in order to discuss progress towards the long-term outcomes and next steps.
- The school SENDCo is also able to meet with parents to discuss any concerns or issues that arise as well as support staff in the classroom.

#### **7) The School's partnerships**

The school's governing body involve other bodies (including health, social care) to meet the needs of pupils with SEND and their families by using the following outside agencies:

- Specialist Teaching Service
- Child Protection services

- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Service)
- School Nursing Service
- Community Paediatrics
- Social Care (when required)
- Family Centre (when required)
- Occupational Therapy
- Speech and Language Therapy
- Pupil Referral Unit
- County SEND Team

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

- We encourage independence and resilience in an environment of support.
- Enhanced transition support is available from all the secondary schools in our area for pupils with SEND, and secondary school SENDCos attend Annual Reviews for pupils in Year 6.
- Additional transition days may be set dependent on an individual child's circumstance.

The school does collaborate between the following education providers and other settings where it is deemed appropriate for the individual student:

- Local secondary schools

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

- School website
- 1:1 discussions
- Annual Reviews

**10) The School's key contacts:**

**Miss A Bateman: SENDCo**

- email: [sendco@cheddington.bucks.sch.uk](mailto:sendco@cheddington.bucks.sch.uk)
- Tel: 01296 668324

**11) The contact for compliments, concerns or complaints from parents of pupils with SEND is:**

**Mrs G Brown: Head teacher**

- email: [admin@cheddington.bucks.sch.uk](mailto:admin@cheddington.bucks.sch.uk)
- Tel: 01296 668324

The school's Complaints policy can be found here:

[https://www.cheddingtonschool.org/web/our\\_school\\_policies/24420](https://www.cheddingtonschool.org/web/our_school_policies/24420)

**The School's link to the Bucks Local Offer**

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://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@bucksccl.gov.uk](mailto:familyinfo@bucksccl.gov.uk)