

Special Educational Needs and/or Disabilities (Information)



Regulation Annual Report

September 2020

Welcome to our SEND information report which is part of the Buckinghamshire's Local Offer for pupils with Special Educational Needs and/or Disabilities (SEND). 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](#) and to make their Special Educational Needs Report available on their website.

Marsh Gibbon's CE Primary School's Approach to Teaching Learners with SEND

At Marsh Gibbon CE School, we ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective systems and procedures in place for SEND, taking into account the current Code of Practice 2014.
- We have good communication between staff, children with SEND, parents of SEND children and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their children
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure quality first teaching for every child.
- We have an effective review cycle in place that allows us to monitor, review and plan for next steps.
- We ensure that the needs of our SEND learners are considered across all the curriculum areas.

Identifying the Special Educational Need of a Pupil

At different times in a pupil's school life they may have a special educational need. The Code of practice 2014 defines SEN as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **has a significantly greater difficulty in learning than the majority of others the same age, or**
- **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."**

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite quality first teaching, it may be that the pupil has SEN. In such cases, information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

We are aware that there may be many reasons why a learner at times seems to be underperforming. These may include absences, attending lots of previous schools, difficulties with speaking English, or worries that distract them from learning. As a school we understand that pupils who experience these 'barriers to learning' are vulnerable. This does not automatically mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be defined as having SEN.

How We Support Children with Special Educational Needs

The school's approach for teaching pupils with SEN (including pupils who do and do not have an EHC Plan)

- by adapting the curriculum & learning environment:

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.

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.

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.

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements which we provide as part of our 'quality first teaching'. This is expectation for all of our children regardless of need. This support is set out in our whole school Provision Map.

When providing support that is 'additional to' or different from' we engage in a four-stage process of:

Assess, Plan, Do, Review

Assess - this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help the pupil overcome the barriers. Decisions will be recorded on a Provision Map and will form the basis of termly review meetings with parents and pupils.

Do – providing the support as set out in the plan

Review – measuring the impact of the support provided and considering whether changes to the support need to be made. All those involved contribute to this review. This stage informs the next cycle, if necessary.

The additional support, 'intervention' will be tailored to meet the pupil's needs, and target the area of difficulty. This support may be provided in class, in another area of the school, on a 1:1 basis or in a small group. The 'interventions' may be run by a class teacher or a trained teaching assistant. The support

provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners their needs may require access to technology e.g. modified ICT equipment, recording devices.

While the majority of learners with SEN will have their needs met by school, some may require an EHCP (Education and Health Care Plan) with their needs assessed to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for learners.

A baseline assessment will take place at the beginning of an intervention and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and /or intensity. The termly reviews will involve children, their parents or carers as well as class teachers. A record of agreed actions will be kept.

Where difficulties persist despite high quality intervention and appropriate adjustments, advice and support may be requested from other professionals, with parent's consent. This might involve:

- Speech and language Therapy
- Occupational Therapy
- Advisory Support Service
- Educational Psychologist
- Paediatrician.

Where a child has an EHC plan, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, parent or carer, and all other professionals involved with the child.

Transition

Transition is part of life for all learners, whether this involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially for a child with SEN. We work closely with parents or carers, children and staff to ensure these transitions run as smoothly as possible.

Transition within the school takes place in the Summer Term; arrangements for transition to Secondary School for pupils with SEN will be planned according to individual need. Transition to Secondary School for children with an EHC plan will begin in Year 5.

During Year 6 information will be shared with the SENCO at the new school. This information will outline needs and support that has proven effective. Where possible the children will visit their new school on several occasions, and in some cases, staff from the new school will come to Marsh Gibbon CE School to visit the pupil or staff from Marsh Gibbon will accompany the pupil to their next school.

Qualifications and Training

It is an expectation of the school that all of our children have ‘quality first teaching’. We value professional development and ensure that our staff have regular access to training courses to improve their expertise. We aim to be both a dyslexia and dyscalculia ‘friendly’ school.

The School’s Consultation

The school’s arrangements to consult with and involve:

- parents/carers 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 as well as through pupil progress meetings every half term, through marking and instant feedback along with informal discussions throughout the school day.

The School’s Partnerships

The school’s governing body involve other bodies (including health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families as well as by working closely with the Bucks Speech and Language Therapists and Speech Link. Any referrals made have prior parental consent. Reports are shared and teachers will implement strategies and advice received from these professionals into their everyday teaching and if appropriate, targets are written on the child’s SEN Support Plan or Education Health Care Plan.

The School’s Arrangements for Pupils with SEND Transferring between other Education Providers

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 a 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 Marsh Gibbon CE 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 Marsh Gibbon CE 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. Throughout this process, Marsh Gibbon CE Primary School discuss the transition with parents.

Further Information

If you wish to know more, then do contact us through the school's e-mail:

office@marshgibbon.bucks.sch.uk

The School's Key Contacts

Headteacher – Mr Paul Alford

Special Educational Needs and Disability Co-ordinator (SENDCo) – Mrs Annie Williams

Special Educational Needs Governor –Mrs Jo Watson

School Policies

The following policies, which you might find useful, can be found on the school's website:

- Accessibility Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy
- Complaints Policy

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@buckscouncil.gov.uk