Haddenham Community Junior School Special Educational Needs (Information) Regulation Annual Report 2020

All mainstream schools and maintained nursery schools are required by law to produce an annual SEN Information Report: Special Educational Needs (Information) Regulations Clause 65.

All mainstream schools and maintained nursery schools are required by law to make their annual SEN Information Report available on their website.

1. The type of SEND provision that Haddenham Community Junior school provides is in a mainstream environment. It is on an individual needs basis and includes:

- Literacy interventions/support
- Numeracy interventions/support
- Emotional, social and mental health support

The school's Accessibility policy can be requested at the school office.

2. The school's approach to identifying and assessing pupils with SEND (including pupils who do and do not have an EHC Plan) is:

- Concerns raised by parents/carers, teachers, other professionals or the child
- Information from feeder schools
- Limited progress being made
- Low scores in termly spelling and reading tests (GL Assessment)
- A change in the pupil's behaviour or progress

Evaluating the effectiveness of its provision for pupils with SEND
Assessing and reviewing the progress with SEND:

A pupil's support will be detailed on an SEN Support Plan which will state the desired short term outcome and how progress will be monitored and assessed. This will be shared with parents/carers each term.
The effectiveness of additional support will be monitored regularly through the school's planned programme of termly SEND review days and decisions will then be taken about the future actions that may be taken to meet a pupil's needs. These may be:

- To reduce the amount of support
- To continue with the existing level of support with new targets being set
- To increase the level of intervention or change the intervention if there has been little progress

3. The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan) is:

- Our teachers are teachers for all pupils, including those with SEND. 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. This is achieved through Quality First teaching, which includes effective differentiation and monitoring of all pupils.
- Risk assessments are carried out and procedures put in place to enable all pupils to participate in all activities provided by the school.
- Teachers and Learning Support Assistants (LSAs) are given training on strategies to use in the classroom with students who have specific needs.
- Emotional, social and mental health development is supported through various avenues including social groups. Some pupils may require more targeted support which is offered through the Pupil Referral Unit (PRU) and sometimes the Child and Adolescent Mental Health Service (CAMHS)

4. The school's facilities:
Haddenham Community Junior School is Disability Discrimination Act (DDA) compliant.

5. The school's training in relation to pupils with SEND:
All our class teachers have qualified teacher status.
The school has a yearly plan of Continual Professional Development (CPD) to ensure all staff are kept up-to-date with issues relating to SEND. This may include training through:

- Staff meetings
- In-Service Training Days (INSET)
- Compulsory training such as Health and Safety or Child Protection
- Participation in training courses organised and run by external agencies

At times it may be necessary to refer some pupils to outside agencies for their more specialized expertise.

These may include from Buckinghamshire Council:
- Educational Psychologists
- Family Resilience
- First Response
- Social Care
- Child Protection Services
- Pupil Referral Unit

From the Aylesbury integrated SEND team:
- The Specialist Teaching Service including the Cognition and Learning Team
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- School nurse
- Community Paediatrics
- CAMHS

6. The school's arrangements to consult with and involve:
Parents/carers of pupils with SEND via:

- Meetings with school staff including class teachers, LSAs and SENDCo throughout the year to discuss the current provision, evaluate its impact and discuss any referrals that may be required.
- Home/School Liaison books provide a daily link for feedback where necessary
- SEN Support Plans are shared with parents/ carers and their views incorporated

- The discussion of reports from outside agencies, for example, Speech and Language Therapists
- School website
- Weduc app

The pupils about their education via:

- Discussions with the pupil about what would help them in school with their learning
- Invitation to participate in their Annual Review and the completion of a pupil comment sheet
- School Council

7. The school's partnerships:
The school's governing body involve other bodies to meet the needs of pupils with SEND and their families by using a range of outside agencies: See Point 5

8. The school's transition arrangements:
We recognise that transition is an important time for all pupils but especially for a child with SEND. We work closely with parents/carers, pupils and staff to ensure these transitions run as smoothly as possible.

Transition within the school from one year group to the next takes place towards the end of the summer term it includes:

- Additional visits for SEND pupils to their next classroom, teacher and LSA.
- A photo book to take home made showing staff and key places in the next class.
- A passport is created with the pupil for the staff indicating how they learn best and their interests.
- A folder containing up-to-date SEND history and SEN Support Plans are passed to the next teacher.

From one setting to another, for example, junior school to secondary:

- Meetings are undertaken between staff of both settings to discuss SEND needs of the transferring pupils.
- Opportunities for parent liaison are supported
- Participation in planned transition activities with our local secondary schools
- Additional visits to the next setting, sometimes accompanied by HCJS LSAs.
- Provision of an up-to-date SEND history and SEN Support Plans
- Assessment records
- Participation in a regular transition group at HCJS through the summer term.
- A passport is created with the pupil for the staff indicating how they learn best and their interests.
- A photo book is made showing key staff and key places in the next setting for the pupils to take home.

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

- School prospectus
- School website (link here)
- Parent consultation evenings
- Weduc App
- Annual Reviews
- Termly SEN Support Plan reviews
- 1:1 discussions
- Parental permission forms for outside agency involvement

10. The school's key contacts:

Headteacher – Mr Andy Leach
Email: head@haddenhamjun.co.uk
Tel: 01844 291829

SENDCO - Mrs Sam Ing
Email: senco@haddenhamjun.co.uk
Tel: 01844 291829

11. For compliments, concerns or complaints from parents of pupils with SEND:

Headteacher – Mr Andy Leach
Email: head@haddenhamjun.co.uk
Tel: 01844 291829

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 Council about the Local Offer please call 0845 688 4944 or email fisdigital@buckinghamshire.gov.uk