Ash Hill Primary School
Special Educational Needs (Information)
Regulation Annual Report – September 2016

Ash Hill Primary School, in common with all mainstream schools and maintained nursery schools, is required by law to produce this Special Educational Needs (SEN) Report on an annual basis.

To avoid duplication of information, the Special Educational Needs Information Report will form part of the school's contribution to Buckinghamshire County Council's Local Offer. More information about this can be found at the end of this report in section 8.

Ash Hill School's full Special Educational Needs and Disabilities (SEND) policy can be found here:

http://www.ashhill.org.uk/docs/New_Policies/Special_Educational_Needs_Policy.pdf

The SEND provision at Ash Hill Primary school is provided in a mainstream environment and is on an individual needs basis. It includes but is not limited to:

- English interventions/1:1 support
- Maths interventions/1:1 support
- Emotional, Social, and Mental Health interventions including nurture groups
- Communication and Interaction programmes including speech and language support
- Physical development including occupational therapy support

1. Identification, Assessment and Review

At Ash Hill Primary School we follow the guidance of the SEND Code of Practice 2015 and Buckinghamshire guidelines in using a graduated approach to the identification, assessment and provision for pupils with SEND.

We monitor the progress and attainment of all pupils and quickly identify those who are working below expected levels or not making adequate progress using the following methods:

- Concerns raised by parents/carers.
- Information from feeder schools/nurseries.
- Continuous monitoring of children's progress by teachers when supporting learning and marking work.
- Regular assessments throughout the school year, with targets set accordingly.
- Termly Pupil Progress Meetings – this is an opportunity to pinpoint those children that are falling behind and for discussion between class teacher, Inclusion Leader and Assistant Headteacher.
- Half termly assessments incorporated into our phonic programme 'Read, Write Inc'
- Annual standardised tests for reading and spelling.
- Analysis of summative teacher assessments and tests.
- Diagnostic screening by Cognition and Learning Team in individual cases.
- Liaison with outside agencies e.g. Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Pupil Referral Unit.
- We maintain a 'Register of Concern' as a layer before our SEN register in order to highlight individual

needs which may impact on learning.

Evaluating the effectiveness of its provision for pupils with SEND:

- Each pupil's education is planned by the class teacher; the child's provision is differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the class teacher or learning support assistants in class.
- If the pupil has needs related to a more specific area of their education then they will be placed in a small focus group or receive 1:1 support to address this. The length of time that the intervention will run will vary according to the need. Pre and post intervention testing or comparison to baselines will be used to evaluate the impact of the intervention.
- Termly data and information from class teachers, parents, learning support assistants and the pupil is used to assess the effectiveness of the provision and the progress of a pupil with SEND.
- All interventions and support offered to pupils are regularly monitored and evaluated by the Inclusion Leader.

2. Approaches to teaching

- Class teachers are teachers of all pupils including those with SEND. This is achieved by quality first teaching which includes effective differentiation and monitoring of all pupils.
- We aim to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Our learning assistants (LAs) and learning support assistants (LSAs) support learning within the classroom where possible and are given training on the most effective ways to do this.
- Pupils who have individualised programmes drawn up by outside agencies will have timetabled opportunities to develop these skills in small groups or 1:1, usually outside of the classroom.
- Emotional, social and mental health development is supported through various methods including Learning Mentor support. Some pupils may require more targeted support which is offered through referral to outside agencies.
- We aim to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate. This includes after school clubs, trips and special events within the school calendar such as sports day or performances.
- We carry out risk assessments thus allowing procedures and support, if necessary, to be put in place to enable all pupils to participate. We would always seek to gain the views of both the pupil and parents as to whether inclusion in a particular event is in the child's best interests.
- The school provides lunch and playtime support as deemed appropriate.
- The school follows access arrangements for all standardised or external tests to ensure that pupils with SEND have the best opportunity to demonstrate their abilities.

3. Facilities

As a school we are happy to discuss individual access requirements.

- The facilities we have at present are:
  - Disabled Parking bay

4. Training

The monitoring and evaluation schedule allows the Senior Leadership Team including the Inclusion Leader to identify the professional training needs of the staff. Continued professional development is closely linked to the school improvement plan and appraisal objectives and can either be school based or delivered through specialist agencies.

Examples of recent training include:

- Specialist training has been accessed through the Cognition and Learning Team, PRU, Occupational Therapist and the Speech and Language Therapist.
- LSAs are always present during pupil sessions with therapists so that they can see best practice modelled on a regular basis.
- All support staff received training from the specialist teaching service during the year 2014-15 on supporting low level SEN within the classroom.
- Individual staff have had further, or more specific training on how to support pupils with individual needs from specialists or through internal mentoring and external training courses.
- An LSA has been identified as an ASD lead and has attended four training courses this year in order to build in-house expertise in this area.

5. Consultation and Communication

At Ash Hill Primary we work hard to consult with and involve parents/carers of pupils with SEND about the education of their child

- Parent Evenings are held three times a year when parents/carers can meet with the class teacher. The Inclusion Manager is available during these meetings by appointment and for 'drop-in'.
- The Inclusion Manager has an open door policy to address any parental needs/concerns.
- For those children with a Statement of Special Educational Need or an EHC plan, a formal review is held annually. These children also have the SEN support plans detailed below.
- When a child has been placed on the school's SEN register, we seek to involve parents in drawing up SEN support plans. Parents are asked to contribute to these via a meeting with the Inclusion Leader or, when this is not possible, the SEN support plan is sent home for consultation. The plans are reviewed at least twice each year and updated plans are discussed at parents evening and sent home to parents.
- Pupils also contribute to their SEN support plan and 'All About Me' profiles. All pupils have opportunities to detail the progress they feel they have made and what next steps need to be put in place.

6. Partnerships

Links with other schools

Many strategies are in place to enable the transition into or out of our school to be as smooth as possible. These include:

- Discussion between the previous or receiving schools/nurseries prior to the pupil joining/leaving.
- Home visits by Nursery/Reception staff before a child begins in Nursery/Reception.
- Y6 staff and the Inclusion Leader meet with Y7 staff and SENCos of secondary schools to pass on detailed information about SEND pupils.
- All Y6 pupils attend a transition session in July where they spend some time in their new school.
- For children with Statements or EHC plans transition arrangements are agreed at the Y5 Annual review in order for adequate preparation to begin.

Links with other professionals

Close professional links are maintained with the Local Authority Support Services to ensure that the school makes appropriate provision for pupils with SEND. Where it is necessary to involve external agencies, the Inclusion Leader will consult with parents/carers accordingly and make the arrangements. These agencies include:

- Educational psychologists
- Specialist teaching service
- Speech and Language Service
- Occupational Therapy Service
- Pupil Referral Unit
- School Nursing Service
- Wycombe Hospital Paediatric Team
- CAMHS
- MIND
- Social care including Early Help agencies

7. Key Contacts

Ash Hill's SEND co-ordinator is also the Inclusion Leader

Name: Mrs Marielle Lord

Email office@ashhill.bucks.sch.uk

Tel: 01494 523218

We welcome feedback! The initial contact for compliments, concerns or complaints from parents of pupils with SEND is:

Name: Mrs Marielle Lord or Mrs Sarah Mitchell (Headteacher)

The school complaints procedure can be found on the website or via this link:

http://www.ashhill.org.uk/docs/New_Policies/Complaints_Procedure.pdf

8. Information on the Local Offer for Buckinghamshire

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision within the Local Authority for children and young people between the ages of 0-25. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.

It is available to view at www.bucksfamilyinfo.org/localoffer

If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk