



Cadmore End Church of England Combined School

Special Educational Needs Annual Information Report

January 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 to the Buckinghamshire Family Information Service website. This template documents has been co-produced by Bucks parents of children and young people with SEND.

The type of SEND provision that Cadmore End C E Combined school caters for:

Cadmore End is a mainstream setting with up to 15 children in each year group from N2 to year 6. It has four vertically grouped classes – Years N2 and R, Years 1 and 2, Years 3 and 4, Years 5 and 6. We ensure that all children are valued equally regardless of their abilities and/or social, emotional or behavioural problems.

We aim to:

- Provide a broad, balanced and relevant curriculum, differentiated to meet each child's individual needs, and allowing each child to fulfil their potential.
- Meet the requirements of the National Curriculum.
- Work in partnership with the child, parents, carers and any other agencies involved.
- Ensure that individual needs do not constrain any educational entitlement.
- Ensure equal opportunities.

Additional needs or disabilities which can affect a child's learning fall under the following areas:

- Communication and interaction: speech, language and communication needs, Autistic Spectrum Disorder.
- Cognition and Learning: learning difficulties, specific learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia)
- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder
- Sensory and/or physical: hearing or visual Impairment, physical disability, multi-sensory impairment

The School's arrangements for consultation and involvement

Consulting and Involving Parents/carers of pupils with SEND about the education of their child/ young person:

We work in partnership with parents/ carers to support each child's well-being, learning needs, progress and aspirations. Parents are involved in reviewing our provision and making suggestions on how to improve it.

Parents are encouraged to contact their child's class teacher to discuss any aspect of their child's experience in school. Equally, a teacher may contact a parent to discuss how best to support a child.

Termly Learning Conversations are held once a term to formally share information about their child's progress, their attainment and their future targets. Any difficulties are also discussed and reviewed, and information is shared about how these difficulties are being supported.

Any child identified with SEND has an Individual Profile, which are reviewed termly at parents meetings (more frequently if required) to ensure everybody can support the child's needs.

Any child with a statement or an EHC Plan will have an annual review meeting, where everybody who works with the child, including parents, and the child themselves can have the opportunity to discuss the child's needs and what their future targets are. This will then inform provision for that child.

Parent information evenings are held over the course of the year outlining and modelling our approach to teaching and learning in various subjects/areas, in order to give parents the confidence to support their child.

Each home receives a regular newsletter with up to date information. Parents are invited to join the PTA, and/or to support events in school.

Parents are encouraged to volunteer in school, or to help with school visits.

Our governing body includes parent governors.

Consulting and involving children/ young people about their education is:

Children have individual targets that they are working towards, and pupils with and individual profiles may also have specific targets linked to that. These targets are shared with the children at each review point, and they have an opportunity to help with future target setting, and to comment on their own progress. This information is used when reviewing support and discussing with parents.

Any child with a statement or EHC plan is supported to contribute to the annual review.

Children are involved in reviewing our provision and making suggestions on how to improve it.

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 by ongoing professional development of the SENCO and other staff disseminated to whole staff.

School's arrangements for pupils with SEND transferring between other education providers:

We have a good relationship with our feeder settings whose children join us in EYFS. Teachers visit the children at home and at their pre-school or nursery and gather information from their key workers and their parents/carers. The children visit the EYFS before starting and some SEND pupils may have extra visits. Parents of these children are welcome to meet with the SENCO before their children start.

If children join school in different year groups we try to gather information from the previous school and parents so we can ensure that correct support is in place when they arrive.

We have a good relationship with the schools our children move on to in year 7. Our year 6 teacher passes on information about attainment, strengths and additional needs. Teachers from the new setting may come and visit our children here. The SENCOs will liaise over the transition of children with SEND.

If a child moves on at other stages in their school life we will share information with their new school in order to make their transition as smooth as possible.

The school typically collaborates with the following education providers and settings:

- Feeder nurseries and pre-schools
- Bucks Secondary Schools (including Specialist Schools)
- Pupil Referral Unit

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

Regularly updating the school's website Ensuring that any information/ links to do with SEN and the Local Offer, are placed on it.

A school prospectus is available by emailing the school office at office@cadmoreend.bucks.sch.uk

For more information about the school, and to find the various policies and documents mentioned in this report please access Cadmore End School website:

www.cadmoreendschool.org/website

