

## Special Educational Needs Annual Information Report

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 here 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 [Equalities and Cohesion policy](#) and [Special Educational Needs Policy](#) can be found on the school website.*

### **The School's Policy (including pupils who do and do not have an EHC Plan):**

- **Identifying and assessing pupils with SEND**
- **Evaluating the effectiveness of its provision for pupils with SEND**
- **Assessing & reviewing the progress of pupils with SEND**

- ✳ *Please see our ['Levels of Support' document on school website](#)*

*If parents/carers have concerns about the progress/ attainment of their child they should initially speak with the class teacher, and they will liaise with the SENCo as appropriate. We will offer advice on how you can support your child, and will use your views and ideas to influence how we support your child.*

*The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. All those working*

*with children are alerted to emerging difficulties and respond early.*

*In deciding whether to make special educational provision, the Head teacher and SENCo consider all the information gathered from within the school (or from a previous school) about the pupil's progress, alongside national data and expectations of progress, and information from consultation with parents/carers. More specific assessment may be carried out by the SENCo, and professionals from outside the school may be consulted.*

*Criteria for identifying SEN may include:*

- o A child's early history and/or parental concern*
- o Low entry profile*
- o Low Foundation Stage profile*
- o A pupil's lack of progress despite receiving a differentiated curriculum*
- o Low achievement in National Curriculum (significantly below suggested level for age)*
- o Requiring greater attention in class due to behavioural/learning difficulties*
- o Requiring specialist material/equipment or support for sensory/physical problems*

*When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The SENCo and the class teacher, together with specialists, and involving the pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.*

*Where, despite school providing SEN support, a child has not made expected progress, school and parents may request an Education, Health and Care assessment by the local authority.*

*Class teachers, the Head teacher and SENCo monitor the progress of all children receiving additional support to ensure that the provision is having the impact we are expecting. We adjust interventions as soon as possible if this is not the case.*

*Reviews of children with SEN support are held each term either as part of Parents Consultation Meetings, or in a separate meeting if needed. They are led by the class teacher but the SENCo may attend if needed. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.*

*The progress of SEND pupils is regularly monitored by the SENCo and the SLT to ensure they are meeting the targeted levels of attainment and progress.*

*The governors are responsible for monitoring the effectiveness of the provision for SEND pupils, and the identified SEN governor will meet with SENCo termly to discuss this. Feedback is provided to the governing body to support this monitoring. This information does not contain the names of specific children*

*The school uses the Buckinghamshire County Council 'Graduated Approach' to support SEN and disabilities, including the cycle of 'assess, plan, do, review'. We use a modified version of the Bucks SEN Support documents to monitor and record provision for SEN. A register of pupils with SEN is kept as a legal requirement.*

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

- Adapting the curriculum & learning environment:**

*Teachers have access to SEN records for all pupils (kept securely) and keep current SEN Support documents on the school's secure drive. These documents contain information on the needs of individual pupils so that they can plan learning within the curriculum to ensure that pupils are able to make progress.*

*Teachers and support staff use a variety of means of differentiation. This may include individual input, support or outcome for key children, use of visual timetables, vocabulary supported by pictures, pre-teaching of vocabulary and content, word banks, access to equipment to support multi-sensory learning, specific seating arrangements, use of technology etc.*

*If a child has needs relating to a specific area of education they may receive additional one to one or*

small group interventions with a teacher or teaching assistant. These may include interventions focusing on:

- Phonological skills and knowledge (e.g. Direct Phonics, Launch into Reading Success)
- Reading (e.g. FFT Reading, Reading Recovery)
- Writing (e.g. Write Away Together, A Sentence a Day)
- Comprehension and Understanding (e.g. Looking & Thinking, New Reading & Thinking),
- Maths (e.g. GAP Maths)
- Handwriting and Motor Skills (e.g. Write from the Start, Strategies and Activities from Occupational Therapy Flow Charts)
- Communication & Interaction (e.g. Talk Boost, Lego Therapy, Socially Speaking, Time to Talk)

It may also include specific 1:1 programmes as suggested by outside agencies such as Speech and Language Therapy or Occupational Therapy.

Appropriate specialist equipment may be provided e.g. writing slopes, textured/shaped cushions, ear defenders, pencil grips, IT support such as laptops, specific programmes.

- **Additional support for learning:**

The class teacher has the principal role in the planning and delivery of appropriately differentiated teaching for children with additional needs. They seek advice from the SENCo if necessary, and work collaboratively with teaching assistants to ensure any extra support is delivered.

All interventions are recorded on class provision maps and intervention tracking sheets, and evaluated termly by class teachers. The progress towards outcomes for these children is shared with parents/carers at a termly review, the outcomes reviewed, and targets set where appropriate.

If a pupil requires more specific support from an outside agency, a referral will be made (with parental consent). Once accepted, and following assessments, a programme of support or advice is provided to parents/carers and to the school.

If a child has a medical need then a detailed **Medical Care Plan** is drawn up in consultation with parents/carers and (where necessary) health care professionals. If necessary the relevant staff are trained to support the medical needs. If a child needs to have medication administered in school a medicine consent form is completed, and signed by the parent/carer.

- **Activities that are available to pupils with SEND in addition to those available through the curriculum:**

All SEND children have access to all activities outside the curriculum.

Where necessary, risk assessments are undertaken, and alternative arrangements are put in place (e.g. extra adult support on visit, support with break time or lunch time, support to attend an after school club etc.).

When necessary and where possible, appropriate equipment will be sourced to support the child's needs.

- **Improving the emotional and social development of pupils with SEND:**

It is vital that all children have a high self-esteem and value the successes of themselves and their peers. Our school ethos supports every child's social and emotional development. All children are encouraged to speak to a trusted adult if they have any problems, both in and out of school.

If concerns are raised about any pupil's emotional well-being then the school offers pastoral support. This may take the form of nurture groups, social communication groups, one to one support, and arrangements for break and lunchtime, and in class techniques to help a child express their feelings.

Where necessary referral may be made to outside agencies (including Family Resilience).

Our behaviour policy is fully understood and implemented by all staff, and children are also aware of the policy.

- The school's **behaviour policy** can be found on the school's website

## The School's facilities

- **The school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities:**

*As a school we are happy to discuss the individual requirements of any child.*

*We have an accessibility plan in place and, where feasible, make adjustments to improve the accessibility of our environment to meet individual needs. Facilities we have at the moment include:*

- *All learning areas, inside and outside, are accessible to children with disabilities.*
- *There a disabled toilet facilities*
- *Children have access to a range of IT support solutions*
- ✦ *Our school's **accessibility plan** can be found on the school website*

*The SEN budget is allocated each financial year. This is provided for:*

- *Additional support equipment or resources, depending on individual needs e.g. Numicon, writing slopes, visual support.*
- *Seeking additional advice from outside agencies.*
- *Running interventions (requires adult time and may require resources to be bought, training to be delivered).*

*Where necessary (and possible) additional funding is applied for from county, either Higher Needs Funding or application for EHC Plan.*

## The School's training

- **The school's arrangement for training staff in relation to pupils with SEND:**

*All our classroom teachers are teachers of SEND and have Qualified Teacher Status.*

*All our staff members, including TAs, receive regular training on how best to support SEN children, including knowing how to assess difficulties, how to select and run appropriate interventions, and how best to support learning within the class room.*

*Our SENCO is very experienced (20 years of working with SEN children) and has worked as a Special Needs Advisory Teacher. She attends courses, workshops and briefings to keep her up to date with the latest approaches and regulations. She has an overview of needs and coordinates appropriate training.*

*The school has a yearly plan of continued professional development in place (linked to teacher and teaching assistant appraisals). This will include:*

- *Staff Meeting INSET or planned INSET days, delivered by SENCo or outside agency.*
- *Peer mentoring and observations.*
- *Compulsory training such as Health and Safety or Child Protection*
- *Training courses run by external agencies, specific to the needs of staff.*
- *Sharing good practice e.g. at local network meetings*

*Specialist expertise is obtained by the school by:*

*Liaison with outside agencies connected to education such as Educational Psychology, Cognition and Learning, Pupil Referral Unit and Specialist Teaching Service.*

*Liaison with health services such as Speech and Language Therapy, Occupational Therapist, Community Paediatrics, CAMHS, Community Nursing, Diabetic Nurse.*

*Liaison with Family Resilience Service and Social Care.*

## 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.*

*Parent/teacher 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 is 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 are involved in identifying next steps. Those children with Individual Profiles have additional interventions or strategies to support them, and class teachers ensure that they understand why they are receiving the support they are getting and can contribute their own thoughts on what helps them to learn and progress.*

*Where children have individual targets that they are working towards, 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:**

*For children joining 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.*

*For children moving on to year 7, our year 6 teacher passes on information about attainment, strengths and additional needs. Teachers from the new setting come and visit our children here. The SENCO*

ensures that all SEN documents are passed on to the new setting.

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, including passing on SEN documents.

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 on the school website

- ☛ **For more information about the school, and to find the various policies and documents mentioned in this report please access Cadmore End School website:**  
<http://www.cadmoreendschool.org/website>

Information for the Family Information Service and 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 and 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@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk)

### **The School's key contacts**

- **The name and contact details of the school's SEN co-ordinator:**  
Name: Mrs Hannah Lawfull  
Email: [hlawfull@cadmoreendschool.org](mailto:hlawfull@cadmoreendschool.org)  
Tel: 01494 883653
  - **The contact for compliments, concerns or complaints from parents of pupils with SEND:**  
Name: Mrs Debbie Groom  
Email: [head@cadmoreendschool.org](mailto:head@cadmoreendschool.org)  
Tel: 01494 883653
- ☛ The school's **Complaints policy** can be found on the school website.