

Cadmore End CE Combined School

SEN Information Annual Report 2021-2022

Cadmore End CE Combined School Vision Statement *To be the Nursery and Primary school of choice; providing a happy, safe and high quality education. We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs, delivering an exceptional, personalised journey, enabling them to flourish in our family, our community and in the future.*

Values:

'From small beginnings come great things.'
The parable of The Mustard Seed.
Matthew 13:31-32

Respect Love Empathy Faith Courage Honesty

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) and make it Report available on their website.

The annual SEN Information Report will form part of Cadmore End CEC School's Local Offer and will be made available on the Buckinghamshire Local Offer website, linked to the school/nursery record.

The SEN Code of Practice guidance for parents/carers can be found at:
www.gov.uk/government/publications/send-guide-for-parents-and-carers

The following information relates to our school's provision for children and young people with special educational needs (SEN). It is updated annually.

About our school:

Cadmore End CE Combined School is a mainstream setting committed to reducing and eliminating any barriers which impact on a child's ability to access the curriculum and full participation in the school community. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive Curriculum.

The school provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.

- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs; this includes behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression), and those with specific diagnoses such as attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENDCo) is Mrs Hannah Lawfull.

She can be contacted via the school office on:

01494 881460

office@cadmoreendschool.org

Our governor with responsibility for SEN is Mrs Tanya Sims

Our SEN policy can be found on the school's website. [Cadmore End CE Combined School - SEN and Inclusion](#)

How do we identify and give extra help to children and young people with SEN?

The school attributes great importance to the early identification, assessment and provision for any child who may have special educational needs. The sooner that a child's needs can be identified, the more likely it is that they will respond positively to support and intervention, and therefore be able to fully access the curriculum and the school community.

Partnership between school and parents/carers is crucial to ensure that everyone is aware of the progress that the children are making. This is particularly important if a child has special educational needs that are more complex in nature.

Identification and assessment of pupils with Special Educational Needs and Disability:

The progress of children's education is tracked through a continuous process of assessment, planning and review. Children with SEND may be identified as part of this process through on-going teacher and teaching assistant (TA) observation assessment within the classroom. This may identify the following:

- The child is working below national expectation for their year group.
- The progress a child is making does not match expected progress or is slower than the previous rate despite modifications to teaching approaches and resources.

The main assessments used are:

Early Years Foundation Stage

- Baseline assessments

- Termly assessments against EYFS Framework
- Termly pupil-progress meeting
- Observations
- Language Link assessment (as recommended by Buckinghamshire County Speech and Language Team)
- End of phase phonic assessments
- Half termly maths assessments

Key Stage 1

- Termly pupil-progress meeting
- Benchmarking of reading skills
- Keyword monitoring
- Phonic monitoring and end of phase phonic assessment
- Half-termly assessment of Reading, Writing and Maths against National Curriculum objectives using Learning Ladders.
- Use of pre key stage (PKS) descriptors
- Twinkl assessments

Key Stage 2

- Termly pupil-progress meeting
- Benchmarking of reading skills for children still needing focused reading books
- Keyword monitoring
- Phonic monitoring
- Half-termly assessment of Reading, Writing and Maths against National Curriculum objectives using Learning Ladders.
- Use of pre key stage (PKS) descriptors
- Twinkl assessments

Other ways in which children who have SEND might be identified are:

- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes
- self-help skills, social and personal skills inappropriate to the child's chronological age
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Children (in liaison with Children's Services)
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- other professionals concerns e.g. from medical services, Educational Psychologist, Social Care, Paediatrician
- the child arriving into school with already-identified SEN needs
- records from previous school setting indicating that additional intervention has been in place

If a child is identified as making less than expected progress, despite in class strategies being deployed as part of the usual differentiated curriculum, the teacher will consult with parent/carer and may decide it is necessary to take some additional or different action to enable the pupil to progress their learning further. (See the document Identifying and Supporting SEND at Cadmore End School (April 2021) for more details).

The evaluation of the effectiveness of provision for pupils with SEND

If a child is identified as having SEND which requires targeted support over an extended period and/or requires support from external specialists, then in consultation with the child and the parent/carer a Pupil Profile will be written by the class teacher in consultation with the SENDCo.

If a child has more complex needs then an Education, Health and Care Plan (EHCP) will be applied for. This involves professionals and support from sectors other than education and puts the child securely at the centre of the provision. The Pupil Profile and EHCP will:

- include targets/outcomes which have been identified by the assessments and which aim to match the child's needs, providing the next step in their learning
- detail the interventions and how they will be monitored
- outline who is involved in delivering the interventions
- detail the effectiveness of any reviewed interventions
- detail when the next review is expected

All provision is constantly monitored and adjusted by those delivering the provision. The monitoring is overseen by the SENDCo and regular meetings (with teachers, TAs, pupil progress meetings, termly SEN provision meetings) enable conversations about pupils' progress and the effectiveness of interventions to happen on a regular basis.

The provision is deemed effective if it results in the child meeting the targets set and the monitoring allows for members of the team to ensure that progress towards the target is being made.

Targets and/or provision can then be adjusted if there is insufficient progress being made or if the child has made accelerated progress which results in a new target being set.

The assessment & reviewing of the progress of pupils with SEND

Termly internal reviews of progress towards the targets take place with the SENDCo, Headteacher and the teaching team. The assessment data for each child in receipt of SEN provision is tracked by the SENDCo on a regular basis.

Formal reviews with the parents/carers of children with SEN take place at least once a term at which the progress, provision map and targets are discussed and agreed. This is also an opportunity to discuss additional support and help that may be available for the child or that parents can give at home.

Where a child has an EHCP there is an additional review which takes place annually and is attended by professionals as well as parents/carers and the child, if applicable. The SENDCo reports to the Governing Body and meets regularly with the named Governor with responsibility for SEND.

The approach to teaching at Cadmore End CEC School

At Cadmore CEC School, inclusion is key to our approach to teaching children with SEND. Self-esteem is essential to a child's well-being. Including children in the curriculum and ensuring that the learning environment is adapted to their needs means that they can feel an integral part of the school 'family'. The teaching team and the support staff are highly motivated to make sure that every child has the care and attention that they need to thrive. This is done:

- by adapting the curriculum and making reasonable adjustments to the learning environment
- with additional support for learning
- through activities that are available to pupils with SEND in addition to those available through the curriculum

- through improving the emotional and social development of pupils with SEND.

How the curriculum and learning environment is adapted:

- class teachers differentiate work and provide scaffolding to enable a child with SEND to access the curriculum more easily
- class teachers ensure that their time is organised across the school week to ensure their expertise is given to those children who have additional needs
- small group provision may be provided for children with similar needs, this would be delivered by teaching assistants
- Teaching Assistants may give 1:1 support in a specific area of learning out of class or in many areas of learning within the classroom
- specialised equipment will be made available where necessary

Additional support for learning:

- class teacher's involvement in recognising and identifying additional needs of a child who is not progressing at similar rate to the rest of the cohort
- the school employs TAs to support the class teacher and SENCo by delivering specific learning support programmes and interventions for children with SEND

Activities available for pupils with SEND:

- School trips are open to all children and every effort is made to ensure that the trips are suited to all. Risk assessments are carried out prior to any school trip to ensure that nobody's health & safety will be compromised during the trip.
- Cadmore End CEC School has a some extra-curricular activities and clubs available. These are run by school staff. If a child with SEND wishes to access a club for which he/she needs support, then the school will work with parents/carers and any relevant agencies to either provide additional adult support or specialist equipment depending on the identified need.

Improving the emotional and social development of pupils with SEND

The school has a range of interventions and support to help the emotional and social development of pupils with SEND. These interventions include are run with small groups or 1:1 and aim to:

- build confidence and self-esteem
- deal with anger
- build and maintain positive relationships and friendships
- help pupils to identify their emotions, talk about their worries and give them strategies to deal with their worries

The School's facilities:

- there is disabled access to around half the school
- there is a toilet adapted for disabled users
- there is parking available directly outside the school
- there are currently no registered disabled pupils or adults attending the school, but other specialised needs would be addressed as required. The school continues to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

- as a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school. Their advice is always acted upon. These agencies include:
 - PRU
 - Health including - GPs, school nurse, clinical psychologist, paediatricians, Speech and Language therapists, Occupational therapists, physiotherapists
 - Social Services including – Family Support, Social Workers
 - Educational Psychologists
 - Specialist Teaching Service

The School's training

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

- in-house training provided by SENDCo to both teachers and TAs to cascade information from County
- training and support that has been accessed through the Specialist Teaching Service, Speech and Language Therapy, Educational Psychology service
- meetings with link Occupational therapist or Speech and Language therapist when appropriate and available, particularly when a child is highlighted as having severe difficulties via the Language Link screening
- advice from the School Nurse is available on request
- individual staff members attend more specific training on how to support children with individual needs (including bereavement and emotional needs) from specialists through external training courses and online training
- other training which relates to a child's general well-being including:
 - all staff are first aid trained with some trained in Emergency First Aid
 - all staff receive regular safeguarding training
 - all staff receive regular Health & Safety updates and training as required

The School's Consultation:

At Cadmore End CEC School we consult with and involve:

- parents/carers of pupils with SEND about the education of their child
- children about their education

Parents/Carers of pupils with SEND and the education of their child

At Cadmore End CEC School we believe that a child's education is a partnership between school and home. We operate an 'open door' policy and offer parents the opportunity to make appointments with their child's class teacher at a mutually convenient time should they have concerns about their child. Other opportunities to consult occur at:

- Parent Consultation Evenings (Autumn, Spring and Summer term)
- Review of Pupil Profile with SENCO/class teacher – 3 times per year
- Annual Review of EHCP (if in receipt of (for children who have one)
- End of Year written report

Specific concerns which relate to a child's special educational need or disability should be raised with the SENDCo.

Children and their education

By involving children in discussions about what they would like to learn, what they think they need to learn, where they need to improve, and using these discussions to set and review targets we

believe that they will have a deeper understanding of the knowledge and skills they are learning. The ways we communicate with all children about their education include:

- daily pupil involvement in class-based assessment and daily next steps
- an active School Council
- pupil voice contributions and 'All About Me' forms (for pupils with EHCP)

The School's partnerships

Cadmore End CEC School involves other agencies to meet the needs of pupils with SEND and their families by using the support and guidance of:

- SEN team and EHCP Coordinator (EHCCo)
- Educational Psychologist
- Specialist Teaching Service
- Pupil Referral Unit (PRU)
- Occupational Therapists
- Speech and Language Therapists
- Family Support
- Social Care
- CAMHS
- Community Paediatrics
- School Nurse
- County Safeguarding Team (BSCB)
- members of the local community/church
- members of the local church congregation

The school's arrangements for pupils with SEND transferring between other education providers

Cadmore End CEC School aids the process of transition of pupils to secondary school through:

- transition meetings with teachers and SENCO from the link school
- planned transition activities
- provision of detailed SEN records (GDPR compliant)
- 1:1 transition plans for children with SEND which involves additional familiarisation visits (as necessary)

The school communicates contact details

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

- school website
- 1:1 discussions
- Annual reviews (for EHC pupils)
- termly reviews
- Bucks Family Information Website: www.bucksfamilyinfo.org

The School's key contacts

The SEND co-ordinator is Mrs Hannah Lawfull

Email: office@Cadmoreendschool.co.uk

Tel: 01494 881460

The contact for compliments, concerns or complaints from parents of pupils with SEND is Mrs Debbie Groom (head teacher)
Email: office@Cadmoreendschool.co.uk
Tel: 01494 881460

The link for the Bucks Local Offer for Cadmore End CEC School:
<https://directory.familyinfo.buckinghamshire.gov.uk/service/631?collection=education-and-learning&keywords=cadmore%20end%20CE%20combined%20school&page=1>

Information for the Local Offer for Buckinghamshire is available at:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>
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