



Hawridge and Cholesbury CE School

SEN Information Report 2021

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Jargon
Buster**

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SEN Information Report 2021

**Reviewed
January
2021**



1.Types of SEN :

There are 4 broad areas of need catered for:

Communication and interaction

- Autism Spectrum Disorder including Asperger's Syndrome and Autism.
- Speech, language and communication needs



Cognition and learning

- Moderate Learning Difficulties
 - Severe learning difficulties
- Profound and multiple learning difficulties
- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- Social and emotional difficulties which may lead to becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour.
- Mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders.
- Disorders such as ADD, ADHD or attachment disorder



Sensory and/or physical needs

- Vision/ hearing or multi-sensory impairment
 - Physical disability



For more information, see the SEND Code of Practice Section 6 on the SEND section of the school website.



2. Our school SEND policy can be found on our website or by clicking on the link below:

<http://www.hawridge-cholesbury.bucks.sch.uk/website/send/448421>



Learning Knows No Bounds



3. Contacting the SENDCOs

School SENDCOs:

Mrs Heather Woodward and Mrs Caroline Davey

Should you wish to get in touch with us then please speak with the class teacher, ring the school office or speak with our office staff to make an appointment.

Contact: Tel: 01494 758368 Email: office@hcschool.uk

The contact for compliments, concerns or complaints from parents of pupils with SEND:

The
school's
complaints
policy can
be found
here

Headteacher:

Mrs Rosie Phillips

- Email: office@hcschool.uk
- Tel: 01494 758368

SEND Governor:

Mrs Kerry Jones

- Email: office@hcschool.uk
- Tel: 01494 758368



4. Identifying children with SEND and assessing their needs

Children may be identified as having SEND through a variety of ways:

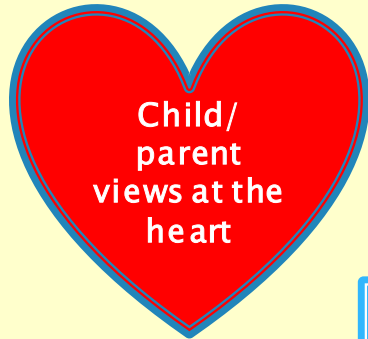
- Some children start school with a diagnosis or with some specialist support.
- Concerns are raised by parents or carers/ the child/ school staff.
- Testing and assessment tracking systems – children performing significantly below age expected levels or where progress is significantly slower than expected may be an indicator of a range of learning difficulties or disabilities. However, this does not necessarily mean a child has SEND.
- Day to day observations by school staff.
- Liaison with other nursery/school settings .
- Liaison with external agencies (i.e. Speech and Language Therapists, Occupational Therapists, Educational Psychologists) .

We aim to make identifications as early as possible so we can provide effective provision to improve the learning outcomes for the child.

What happens next? [Click here.](#)



What happens once a potential SEND need is identified?



A potential SEND need is identified by parent/carer, school staff or external agency.

The teacher gives a clear picture of how the child presents in school and discusses possible next steps.

The child may be added to the 'class action' list for closer monitoring. They may be part of an intervention group or bespoke strategies may be employed to cater for the child's needs that are additional to or different from that of others in the class.

Following interventions, a meeting involving parents and/or the child is arranged to assess the impact of the strategies.

If the child has responded, no further action is necessary and the child is removed from the 'class action' list.



If little/ no impact is found, their needs are discussed with the SENDCO and they may be placed on SEND support. This means the class teacher writes a support plan to formalise the additional/ different strategies used for closer monitoring. Both parents and the child are involved in this process. This is the start of the 'Assess, Plan, Do, Review' (APDR) cycle that supports the child's needs. This is explained further on the next slide.

5. Assessing and reviewing progress:

'APDR' cycle

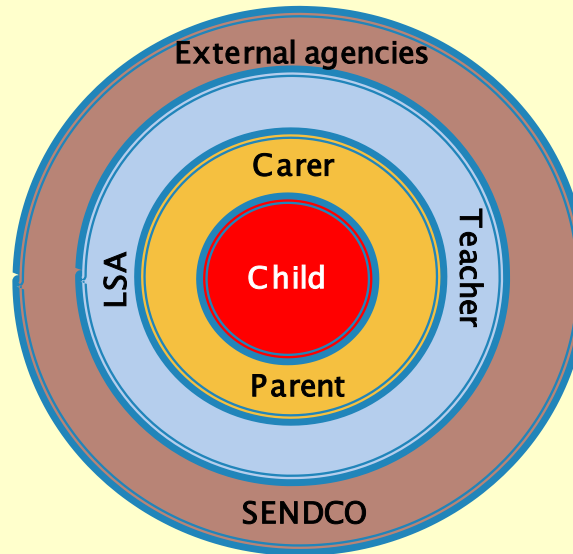


If needs continue to be a significant concern, then a request to Bucks CC is made by the SENDCO for an EHC (Education, health, care) assessment.

REVIEW:

- Class teacher & SENDCO review progress against targets approximately once per term.
- Class teacher shares and discusses the review in a meeting. This usually coincides with parents evening.
- If little / no progress is made, the APDR cycle will continue and referrals to external agencies may be made with parental permission.

If progress is significant, the child is removed from SEND support.



DO:

- Child works towards the targets on their support plan, with adjustments and interventions taking place.
- Progress is closely monitored.

ASSESS:

- Child identified as requiring provision different from/ additional to that normally available to children of the same age.
- Class teacher & SENDCO analyse the child's needs and barriers to learning.
- Views of child, parents/carers, school staff and any external agencies involved are gathered.

PLAN:

- Child is placed on SEND support.
- Class teacher writes a SEND support plan containing:
 1. Targets to support the child in overcoming barriers to learning.
 2. Adjustments, interventions and support to be put in place.
 3. Success criteria and expected outcomes.
 4. Clear review date.
- Views of child and parent/carer are gathered.
- Support plans are shared and discussed with parents/ carers in a meeting.
- Parents/carers agree how they will reinforce and contribute to progress at home.



6. Consulting with parents and young people.

- Parent and child voice is at the heart of SEND in our school.
- We will ensure we discuss any additional needs your child may have with all the right people. This will include you, as the parents and the children themselves.



7. Teaching children with SEND

Class teachers provide 'high quality teaching', making reasonable adjustments to lessons to ensure they are accessible to all children and contain appropriate challenge.

The quality of every teachers' provision for children with SEND is observed, monitored and challenged as part of the school's quality assurance processes and the teachers' annual performance management arrangements.

All children with SEND have access to the full curriculum, unless otherwise stated on a SEND support plan or EHC plan

Our aim is to encourage and prepare all children to become independent learners.

The school provides regular training throughout the year to support staff in addressing specific areas of SEND.

Special Access Arrangements may be put in place for examinations.

Some SEND children may access additional learning opportunities to help them catch up/ achieve certain targets. This will be listed on their SEND support plan or EHC plan.



8. Adaptations to the curriculum and learning environment for children with SEND



A range of access strategies such as work in chunks, work breaks, extra processing time

Access to ICT devices e.g. iPad, word processing, laptop, voice recorder

Pre-teaching and over-learning

Additional adult support (small group or 1:1) where appropriate

Specialist equipment e.g. sloping boards, pencil grips, calming / fiddle toys, seating cushions, coloured overlays

Collaborative learning

Personalised timetables

A wide range of visual and multi sensory resources

Teachers are trained to adapt lessons according to the needs and differing abilities of children in their class

Appropriate teaching approaches to match a child's learning style e.g. hands on, visual, multi sensory

Wheelchair accessible.

Disabled toilet.

Disabled parking.



9. The expertise and training of staff to support children with SEN.

- 2 SENDCOs:
 - Mrs Woodward, a qualified teacher and holds the National Award in SEN Coordination.
 - Mrs Davey, a qualified Advanced Skills teacher who also holds the National Award in SEN Coordination.
- All staff have access to the training sessions in Bucks. In addition, SENDCOs may recommend other courses through the Specialist Teaching Service and Bucks CAMHS which may support particular members of staff and the needs of the children they are working with.
- In school training is run by our SENDCOs as well as by our link speech and language therapist, the pupil referral unit and our link occupational therapist. Other professional external speakers are also used.
- Training takes place during INSET days, weekly staff meetings and sometimes during the school day.



10. Evaluating the effectiveness of our provision for children with SEND and the progress they make

Termly pupil progress meetings

SEND learning walks by Governors, SENDCO and Senior Leadership Team to evaluate provision

Assessments are carried out pre and post interventions

Scrutiny of children's support plans against their work

Child and parent voice

Assess, Plan, Do, Review cycle
- SENDCOs and class teachers monitor progress against support plan targets

Monitoring of intervention records

Assessments/ advice from external agencies e.g. speech and language therapists, occupational therapists, educational psychologists

Meetings with County SEND EHCO (Education, Health Care Officer)

Evaluate the cost of interventions against the progress for children



11. Arrangements for transitions

CHANGES
AHEAD



New Secondary School



12. How children with SEN are enabled to engage in activities available with children in the school who do not have SEN.

We are an inclusive school.



All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and have the same access to extra-curricular activities. We will provide the necessary support and make reasonable adjustments to ensure that this is successful.

A risk assessment is carried out prior to any offsite activity to ensure the health & safety of everyone. In the unlikely event it is considered unsafe for a child to take part in an activity, then we will ask parents/carers to accompany their child as a safety measure. If this is not possible, then alternative activities which will cover the same curriculum areas will be provided in school where possible.



13. Improving emotional and social development.



We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere.

All staff appreciate the importance of self-esteem and resilience in order to support the emotional well-being of children.

Bullying of any kind is unacceptable at our school. Please see our anti-bullying policy on the school website for more information.

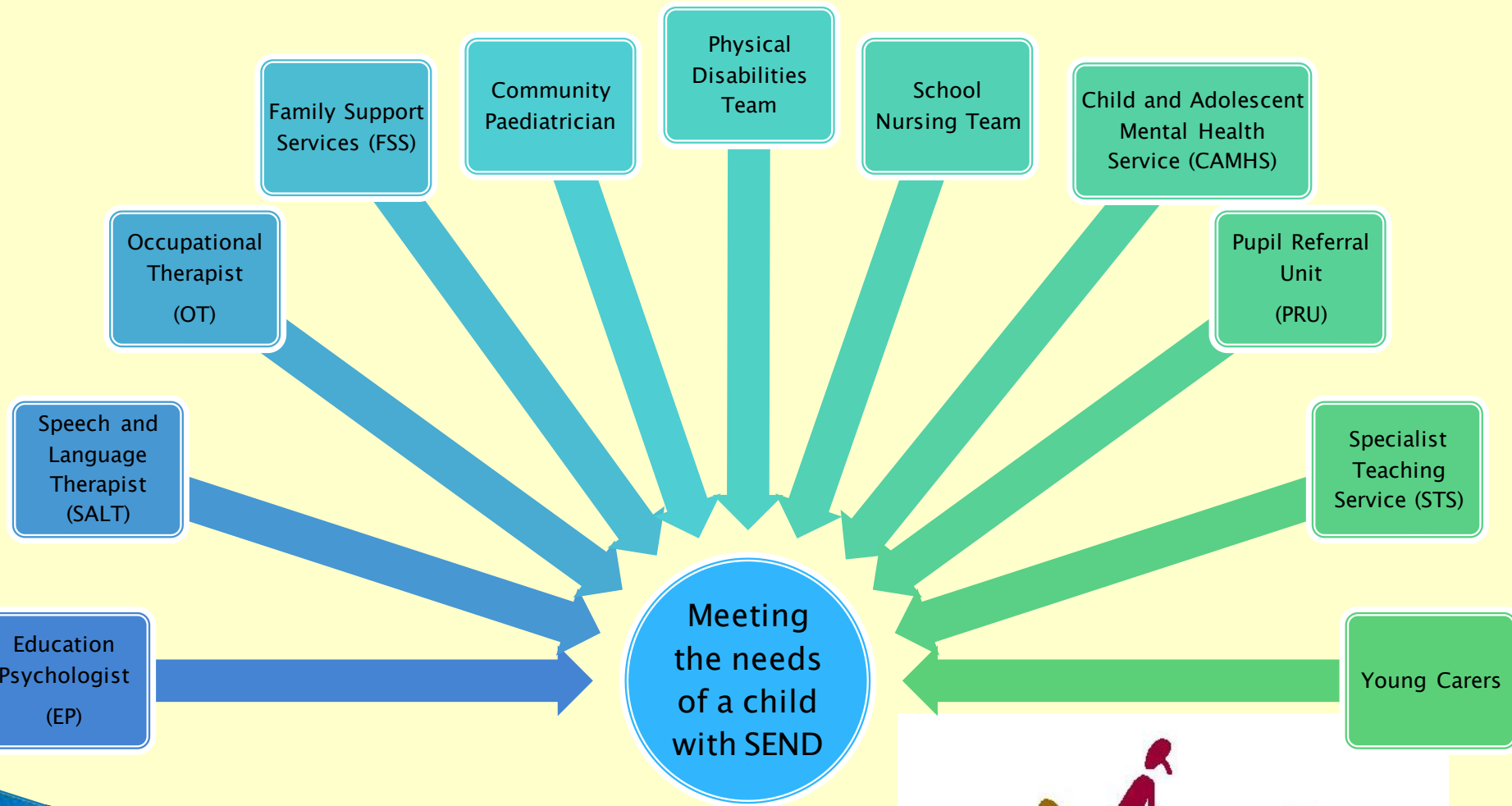
Occasionally, a child may be referred to Child and Adolescent Mental Health (CAMHS) for extra emotional support. This is always discussed with parents first.

Children may also have individual behaviour improvement plans to support their emotional and social needs.



14. Our partnerships with other professional bodies

We sometimes involve other professional bodies (including health, social care) to meet the needs of pupils with SEND and to support their families.



15. Access to the local authority's Local Offer for SEND

The Buckinghamshire Local Offer is a free, accessible hub bringing together information from social care, health, education and other services around Special Educational Needs and Disabilities (SEND).

The Buckinghamshire Local Offer can be found here:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Local Offer on Facebook: Like and follow the [@BucksLocalOffer](#) Facebook page for updates, news, activities and events.

Buckinghamshire Family Information
Service and Local Offer

- fisdigital@bucksfamilyinfo.org
- 01296 383 293

Buckinghamshire Integrated SEN
Service

- sen@bucksfamilyinfo.org
- 01296 382 269

Buckinghamshire SEND Information,
Advice and Support Service

- sendias@bucksfamilyinfo.org
- 01296 383 754

