



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

Hawridge and Cholesbury Church of England School
Educational Needs Regulation Annual Report

Hawridge and Cholesbury Church of England School is an inclusive school. We strive to support all children to enable them to achieve their best.

The type of SEND provision that Hawridge and Cholesbury School caters for is:

Any child aged 4 -11 that has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
(Special educational needs and disability code of practice: 0 to 25 years, June 2014)

Children and young people who have SEN who may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

There are four main area of need that we cater for at our school:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

Some pupils may have needs that fall into more than one category.

The School's Policy

All policies include explicit references to disability equality and SEN.

The SEN policy was updated to ensure that it meets the requirements of the New Code of Practice in 2015. Our current SEN and Accessibility policy can be found here:

<http://www.hawridge-cholesbury.bucks.sch.uk/website/policies/56889>

Roles and Responsibilities

The person responsible for the co-ordination of the school's SEN provision is Mrs Heather Woodward the Special Educational Needs and Disability Co-ordinator (SENDCo).

It is the responsibility of the **SEND Co-ordinator**:

- to oversee the day-to-day operation of the school's SEN policy
- to coordinate provision for children with special educational needs
- to liaise with and advise fellow teachers
- to manage LSAs
- to oversee the records of all children with special educational needs
- to liaise with parents of children with special educational needs

- to contribute to the in-service training of staff
- to advise the Governing body through regular meetings with the SEND Governor
- to liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies to ensure that the school complies with the

It is the responsibility of the **class teacher**:

- to identify a child with special educational needs and inform the SENDCo
- to draw up and review termly SEN Support Plan when necessary, in conjunction with the SENDCo, parents and/or external agencies as appropriate, to help the child access the full curriculum
- to discuss the child's needs and school interventions with the parents and the child
- to keep records and evidence of the child's progress
- to use Learning Support Assistant (LSA) time, where possible, to support a child 1 to 1, or as part of a group, within or out of the classroom.

It is the responsibility of the **LSAs**:

- to support the teacher in delivering the actions outlined on the SEN Support Plan
- to keep a record of the work they do with a pupil
- to keep the class teacher informed of progress or problems.
- to keep records and evidence of the child's progress

It is the responsibility of the **Governing Body**:

- to ensure that the school has a nominated Governor who monitors the implementation of the SEND policy and commits to regular meetings with the SEND Co-ordinator
- to consult with the LEA
- to monitor the school's observance of inclusion and the Disability Discrimination Act
- to discuss SEND matters at full Governors' meetings
- to ensure that the parents are kept informed
- to review policy arrangements.

Hawridge and Cholesbury School's approach to teaching

At Hawridge and Cholesbury School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support is needed to help them to achieve their targets.

How do Hawridge and Cholesbury know if a child needs extra help?

- Concerns are raised by parents / carers, teachers or the child
- Limited progress is being made
- There is change in the pupils behaviour or progress
- The pupil has a physical or mental disability that impacts on their ability to carry out normal day-to-day activities.

How do Hawridge and Cholesbury support children's individual needs?

- Each pupil's education programme will be planned by the class teacher with support from the SENDCo. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support from the teacher or LSA in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy or literacy skills and they require more intensive or individualised support then they will be placed in a small focus group or spend time working 1:1 with an adult. These interventions will be run by the teacher or LSA.

- Occasionally a pupil may need expert support from an outside agency such as an Educational Psychologist or Speech and Language Therapist. A referral will be made, with the parents consent and after assessments a programme of support is usually provided to the school and parents / carers.

How do Hawridge and Cholesbury match the curriculum to children's individual needs?

- When a pupil has been identified as having special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- LSAs may be allocated to work with the pupil 1:1 or a small focus group to target more specific needs.
- If a child is identified as having a special educational need, targets will be set to help them make better progress.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen / pencil grips, easy to use scissors, sloped cushions, coloured overlays.
- Interventions are planned to meet the individual needs of pupils and support them to achieve their personal targets.

Reasonable adjustments are made as necessary to involve inclusion in school activities including extracurricular activities, clubs and school and journeys.

To support children's emotional and social development we plan PSHE and Philosophy for Children (P4C) sessions carefully to meet the identified needs of pupils in the class. As part of our school ethos our collective worship is often themed around social and emotional topics where children are given opportunities to think about their own behaviour, feelings and experiences. In addition to this nurture groups are used to provide further emotional and social support to some children. Some children also attend Art Nurture groups where they will receive support from a trainee art therapist.

There is a designated nurture LSA who is made aware of any children who it is felt need a bit of extra support either socially or behaviourally. She checks in with them daily and liaises with class teachers on progress.

There is a buddy system in school to support children in the playground. Year 6 buddies have received training to support play and games with younger children. They wear yellow hats so they are easily identifiable and a rota is set up.

Hawridge and Cholesbury School's facilities

Teachers modify teaching and learning as appropriate for children with Special Needs. For example they may give additional time to children to complete certain activities. In their planning, teachers ensure that they give children the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for children with special needs:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- uses assessment techniques that reflect their individual needs and abilities
- advice is sought from specialist teachers when appropriate.

Adjustments to the Environment and Facilities

We have:

- A disabled toilet
- Ramp access where necessary

- An allocated disabled parking space
- Special pens/pencils
 - • Sloping boards
 - • Wobble cushions
 - • Ipads
 - • Coloured overlays
 - • Pencil grips
 - • Special scissors
 - • Individual resource packs
 - Displays to support learning e.g. letter formation, number lines, topical vocabulary
 - Word walls/Word mats to support spelling
 - Range of Wave 3 interventions

Every child's needs are assessed individually and required resources are provided or purchased as needed.

School's training

Staff receive the appropriate training to meet the specific needs of the children as well as training to include;

- *Reading, writing, maths interventions*
- *Physical/motor co-ordination training*
- *Phonics*

Areas of need are identified regularly and training is planned to provide staff members with the relevant training to meet these needs e.g. Training from the Occupational Therapist on how to support and improve the development of handwriting across the school.

Specialist expertise is obtained by Hawridge and Cholesbury School seeking advice from external agencies as required, including;

- Educational Psychologist,
- Speech and Language Therapy services
- Occupational Therapy services,
- Pupil Referral Unit,
- School Nurse,
- Child and Adolescent Mental Health Service

Consultation

We offer a 'Family Centred System' where parents/carers and children are actively involved. The participation of the parent, to support the work that we do in school, is highly valued and parents are encouraged to contact their child's class teacher to keep the school informed and up-to-date about their child's needs. Appointments can also be made to speak to the SENDCo by contacting the school office. Additional to the school's usual form of reporting to parents, parents of children with SEND have three opportunities per academic year to discuss the progress their child has made and the future provision that their child will receive. At these meetings the children's individual targets on their support plans are discussed and their progress is reviewed. Future support plans are created to meet the ongoing needs of the child and help them to achieve their next steps. All new targets and changes in provisions are discussed both with the parents and the child. Teachers and the SENDCo will also call, email or meet with parents throughout the year, as appropriate.

Children are actively involved in the review process. Teachers will discuss children's progress towards their targets with them and they will have the opportunity to express their own opinion about how they are doing and explain what has helped them or what has not been so useful.

The Parent Partnership Service provides impartial information, advice and support to parents/carers of children with special educational needs.

Hawridge and Cholesbury school's partnerships

The school's governing body involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by:

- *Consultation with SENDCo/Class Teacher*
- *Consultation with parents*
- *Advice*
- *Observation and feedback*
- *Work with/assessment of the pupil*
- *Resources*

Transitions to secondary school

To ensure a smooth transition for children with special needs to a new school we aim to:

- contact by phone the SENDCo at each school to inform them of the difficulties and needs of the pupils with SEND
- send all relevant paper work to the SENDCo of the relevant secondary school, including reports and SEN Support Plans/EHC Plans/Statements
- meet with the SENDCo/Head of Year if necessary
- have year 6 class Teachers meet with a teacher representative from the receiving school
- carry out a Transition Programme during Year 6 with focus children, if required
- request the involvement of the Educational Psychology service for transitional support if required.

Links with other services

Hawridge and Cholesbury School is keen to work closely with other services that are involved with our children, including: child health services, social services, education welfare services and voluntary organisations.

Hawridge and Cholesbury School communicates the contact details for the support listed above to pupils with SEND and their families by:

- *Website*
- *1:1 discussions*
- *Parents evening*
- *Planning and Review meetings*
- *Bucks Family Information Service Website*

Hawridge and Cholesbury School key contacts

Special Education needs co-ordinator

Name: Caroline Davey

Email: office@hawridge-cholesbury.bucks.sch.uk

Telephone: 01494 758368

Mrs Davey is available on Fridays.

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

Name: Mrs Rosie Phillips

Email: office@hawridge-cholesbury.bucks.sch.uk

Tel: 01494 758368

SEND Governor:

Name: David Burgess

Email: office@hawridge-cholesbury.bucks.sch.uk

Tel: 01494 758368

The school's Complaints policy can be found here:

http://www.hawridge-cholesbury.bucks.sch.uk/documents/policies/Complaints_Policy.pdf

Hawridge and Cholesbury School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at

www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority please call 0845 688 4944 or email familyinfo@buckscc.gov.uk