

HADDENHAM COMMUNITY INFANT SCHOOL
SPECIAL REGULATION ANNUAL REPORT SEPTEMBER 2018

At Haddenham Community Infant School we pride ourselves on catering for the needs of each individual child. The school works closely with parents who have children with Special Educational Needs and Disabilities (SEND) and will make every effort to be supportive and considerate in all the choices made both in the education and care of children. We have a body of highly qualified and experienced teaching and support staff who provide a nurturing environment in which all children can thrive and succeed. We pride ourselves on identifying the various characteristics of SEND early and work very hard to assess and meet children's needs quickly and effectively.

What types of SEN do we provide for?	At Haddenham Community Infant School we provide for pupils with needs including: • Communication and interaction. • Cognition and learning. • Social, emotional and mental health. • Sensory and/or physical.
How do we identify and assess pupils with SEN?	If a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. Lack of progress can be characterised by: • Progress which is significantly slower than that of a child's peers, starting from the same baseline. • Progress which fails to match or better the child's previous rate of progress. • Progress which fails to close the attainment gap between the child and peers. • Shows signs of difficulty in developing literacy or mathematical skills. • Has physical or sensory problems. • Presents persistent social, emotional or mental health difficulties. • Has communication and/or interaction difficulties. Other factors which are not SEND may impact on a child's progress and attainment e.g. attainment, Health and Welfare and these factors would be carefully looked at prior to our school identifying a child as

<table>
<tr><td></td><td>having special educational needs.</td></tr>
<tr><td>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</td><td>SENDCO Michelle Nethercott
Haddenham Community Infant School
Woodways
Haddenham
Aylesbury
Bucks
HP17 8DS
01844 291207</td></tr>
<tr><td>What is our approach to teaching pupils with SEN?</td><td>
Our graduated approach to identifying children needing SEND provision
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<tr><td>Quality First Teaching (QFT)
Wave 1</td><td>Classroom Teaching & the Curriculum
Quality First Teaching for all pupils makes up the daily repertoire of teaching strategies and techniques that ensures pupils' progression in learning. It includes high quality teaching and planning and guided work for small groups where work is pitched at appropriate levels for differing groups within the class. This is called differentiation and each ability group is challenged to reach their full potential.</td></tr>
<tr><td>Booster/Intervention Work (1:6/1:8)
Wave 2</td><td>Pre SEN Support
If children are identified as falling behind their peers, Booster/Intervention Work is given. The support is put in place for these children to meet National Expectations. These groups tend to be smaller clusters of children with similar needs. Interventions are discussed with parents and extra interventions are recorded on detail class provision maps.</td></tr>
<tr><td>Small Group Support (1:4/1:1)
Wave 3</td><td>SEN Support
If Booster Work and personalised teaching proves unsuccessful and the child does not make adequate progress they will be identified as having a Special Educational Need. The provision is additional to or different from that given in Booster/Intervention Work. Group Work may continue at a smaller ratio and in some cases the interventions may be 1:1. Parents and children are invited to meet with the teacher to aid in writing the child's</td></tr>
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<tr><td></td><td>Individual Provision Map (IPM). This is then signed and used as the basis to support learning.</td></tr>
<tr><td>SEN Register</td><td>SEN Support
If your child is on SEN support they will receive additional support planned for and based on high expectation outcomes at the end of their year group or key stage. This could be in the form of 1:1 or small group interventions. At times parental may be sought for external professionals to come into school to complete one off assessments to help inform staff and parents of how to best meet the needs of the child.
For higher levels of need, outside agencies may become more regularly involved with the consent of the parents.</td></tr>
<tr><td>Disability</td><td>If a child has a disability that does not impact on capacity to learn he or she is recorded as having a disability on the Whole Class Provision Map*. However, if a child has a disability which does have an impact on learning he or she would be given additional support and an Individual Provision Map. Both cases are monitored closely. Relevant training would always be given to the staff working with such a child.</td></tr>
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<tr><td>How do we adapt the curriculum and learning environment?</td><td>

All lessons are planned carefully and are clearly differentiated to ensure all learning needs are met within the class.
The learning environment and curriculum may be adapted where necessary and includes a defibrillator, hoist, and accessible furniture/learning areas.
Tasks will be further differentiated by the class teacher or teaching assistant. Their specific requirements relating to their individual special needs will be taken into consideration when planning to enable them to access the curriculum effectively.
Individual Provision Map (IPM) which clearly identify targets. These will be regularly monitored by the class teacher and by the SENDCO each term.
Care Plans are regularly updated, in discussion with professionals to ensure we meet the needs of our children.
Considerations are taken into account when planning an Educational visit and adaptations or concerns are discussed with parents/carers prior to any visit.
Every opportunity is given for children with special needs to participate in extra-curricular activities.
Medical policies are regularly updated to meet statutory guidelines.

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	Haddenham Community Infant School audits its premises annually to ensure accessibility. All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and a disabled parking bay is available in the staff car park. Toileting/changing facilities are available including a hoist.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	Our inclusive ethos ensures all children with SEN are able to participate and thrive in activities alongside their peers. Considerations are made when planning the curriculum, planning outdoor learning opportunities, extra-curricular activities and enrichment activities. Discussion with parents is key to ensure individual needs are met.
How do we consult parents of pupils with SEN and involve them in their child's education?	The school works in partnership with parents to meet children's needs. This means: • We listen to the views of parents and 'Drop in Wednesdays' are an opportunity for informal discussion. • Parents are equal partners in decisions about their child's education. • Parents work with the SENDCO to write and update care plans. • Parents are kept informed about their child's needs and progress through individual review meetings and parent's evenings. • Children with an EHCP have a Home/School Reading Record or Communication Book for parents to liaise with their child's support teacher. • Parents support the school planning trips and visits ensuring their child's needs are met. • Parent views are regularly sought when planning and evaluating activities to ensure needs are met. • Parents review procedures and practices to support the school in being reflective and inclusive in their approach.
How do we consult pupils with SEN and involve them in their education?	With support children's ideas and opinions are regularly sought giving them opportunities to reflect on their learning. They contribute to their IPMs and help us to decide on their next steps in Key Stage 1. Children are also given the chance to lead activities through Sparkle Days and curriculum activities.
How do we assess and review pupils' progress towards their outcomes?	Children are assessed through a combination of ongoing formative and termly summative assessment. Pupil progress is tracked and interventions are put in place to ensure children are making progress. Targets are set with parents and these are discussed and updated each term. Pupil outcomes are monitored by the teachers, coordinators, SENDCO, Headteacher, SEN Governor and Governing Body.

How do we support pupils moving between different phases of education?	The School's arrangements for children with SEND, transferring between other education providers are: • During meetings to discuss a child's EHCP consideration is given for the potential difficulties for a child adapting to a new environment, teacher, peer group, curriculum and expectations of a new key stage. Staff from both settings liaise to ensure the best possible transition is achieved through support. • Parents are strongly advised to visit all potential 'next settings' prior to making their final choice. The school offers support from the SENDCO to visit new settings with the parents if requested. • At the final EHCP meeting, the SENDCO from the new school is invited to the review to meet the parents and child and to share information regarding specific needs to ensure smooth transition. • For children with ASD photographs of key places and people in the new setting are taken to form a 'passport' and shared with the child at home and school to familiarise them with the new setting and prepare them for transition. Additional visits are organised in the summer term of Year 2.
How do we support pupils preparing for adulthood?	Teaching the skills of Reading, Writing and Maths are a priority for pupils with SEND. We aim that SEND children have a firm foundation to build on into their next phase of Education. Interests are developed through enrichment activities, curriculum weeks and Sparkle Days to enable children to develop a love of learning. A focus is given to teaching children safety skills to develop and build on skills needed later in life.
How do we support pupils with SEN to improve their emotional and social development?	The caring ethos enables children to settle and grow in their social and emotional development. Children are taught how to take part in all areas of school life through careful modelling, support, social stories and intervention programmes. Staff are proactive in working with children and their families to offer support and guidance. Support from external agencies is sought to ensure the children's social and emotional needs are met.
What expertise and training do our staff have to support pupils with SEN?	The School's arrangement for training staff in relation to children with SEND: • The school has a SENDCO who attends network groups and regular staff and parents training. • Specialist training is accessed through the Specialist Teaching Service, the Educational Psychology service, Cognition and learning, Occupational Therapy and Physiotherapy, Speech and Language Therapy • Individual staff have specific training on how to support children with specific needs from specialists or through external training courses e.g. ASD. • Whole staff training on administrating Epipens and specific medical training is given e.g. epilepsy training. • Whole staff training in monitoring and caring for children with Diabetes is given. • Whole staff defibrillator training is given. • All support staff are made aware of specific needs and specific interventions. • Specific teaching assistants lead interventions across the school to ensure consistency e.g.

	Occupational Therapy. • Staff lead on areas of SEN expertise, regularly meeting with professionals. Staff have specialist progressive training in: • Teaching English and Maths interventions e.g. Every Lesson Counts, Precision Monitoring, Handwriting Support Programmes. • Social and emotional support programmes e.g. PALS, Time to Talk. • SALT intervention programmes e.g. Lego Therapy, Building Blocks to Communication. • OT interventions e.g. Rainbow Road. • Emotional support programmes e.g. Happy to be Me. • Dyslexia training.
How will we secure specialist expertise?	Haddenham Community Infant School allocates funding to support children from the STS including Cognition and Learning, ASD, PD support. The SENDCO meets termly with the link SALT and link OT to set, monitor and review targets ensuring pupil progress. The SENDCO works closely with the local network group to secure best value Educational Psychologists and Private SALT.
How will we secure equipment and facilities to support pupils with SEN?	The SENDCO/Headteacher allocates funding to support SEND pupils. Advice is sought from the link therapists to ensure appropriate resources are provided and regularly serviced.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	The SENDCO/Headteachers work closely with families and support is sought to ensure families are supported. Support may be sought from: • Educational Psychologist (EP) • Cognitive and Learning Team (C&L) • Child Protection Services • Occupational Therapists (OT) • Physiotherapist • Play Therapists • Speech & Language (SALT) • Autistic Spectrum Disorder Team (ASD) • Specialist Teaching Service (STS) • Child & Adolescent Mental Health Service (CAMHS) • Community Paediatrics

	• School Nurses • Educational Welfare Officer (EWO) • Parent Partnership Advisor (PP) • Social Care Worker (SCW) • Specialist Outreach Teacher for Sensory Impairment • Dino Club Parenting Support • Family Resilience • Family Star Team • Counsellors • County SEN Team
How do we evaluate the effectiveness of our SEN provision?	Haddenham Community Infant School is reflective in its approach and actively seeks the views of stakeholders. Parents meet with the SENDCO each term to feedback on their children's support. The SEN Governor meets regularly each term to monitor and challenge practice, review and challenge data and discuss the needs of the pupils with SEN. The Governing Body monitors and challenges the SENDCO on the support and provision it provides. The SENCO works with a network group to review interventions.
How do we handle complaints from parents of children with SEN about provision made at the school?	The arrangement for the treatment of compliments, concerns or complaints from parents of pupils with SEND concerning the provision made at the school aims to be resolved informally within the school setting. However, in extreme cases complaints may need to follow the procedure outlined below: Stage 1 Initial discussion with the class teacher – pre-arranged formal discussion Stage 2 Discussion with SENDCO/Headteacher – pre-arranged formal discussion Stage 3 Headteacher will meet with Chair of Governors, Rachael Barnard Stage 4 Buckinghamshire County Council (BCC) Formal Complaints Procedure Booklet will be issued to the parents by the school.
Who can young people and parents contact if they have concerns?	SENDCO Michelle Nethercott office@haddenhaminfant.bucks.sch.uk SEN Governor Carol Murray office@haddenhaminfant.bucks.sch.uk Chair of Governors Eleanor King office@haddenhaminfant.bucks.sch.uk
What support services are available to parents?	The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. Information about support services and the schools Local Offer. 0845 688 4944 or email familyinfo@buckscc.gov.uk

Where can the LA's local offer be found? How have we contributed to it?	The Local Offer is updated annually. Information about support services and the schools Local Offer. 0845 688 4944 or email familyinfo@buckscc.gov.uk