

## Special Educational Needs Information and Annual Report 2022

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All maintained schools in Buckinghamshire are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. As laid out in the SEND Code of Practice January 2015, the four main 'areas of need' are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties; and
- Sensory and Physical Needs.

### **What is the Local Offer?**

Local Authorities and schools are required by legislation to publish and review information about services they have available for children and young people with Special Educational Needs and Disabilities aged 0-25. This is the 'Local Offer'. The Local Offer improves choice and transparency for families of children with SEND. It is an important resource for parents in understanding the range of services and provision in the local area and is an active signposting tool. Buckinghamshire's Local Offer can be found on [www.buckfamilyinfo.org](http://www.buckfamilyinfo.org) under the tab at the top entitled 'Local Offer'.

### **The School SEND Information Report**

If your child has Special Educational Needs what can we at Elangeni School offer you? At Elangeni School, we celebrate the fact that every child is different and, consequently, the educational need of every child is different; this is certainly the case for children with special educational needs or disabilities. Below are a set of questions and answers that we feel cover what Elangeni School does to support children and their families with SEND.

### **Who are the best people to talk to at Elangeni School about my child's difficulties with learning or SEND?**

The initial point of contact to discuss any concern you may have with regards to your child's learning will be your child's class teacher. In turn, they will raise any issues with the Special Education Needs and Disabilities Coordinator (SENDCo). The SENDCo may observe your child within the school environment, speak to relevant staff and assess what support strategies may need to be put in place. All information will be communicated to you by means of a phone call, e-mail or meeting.

The SENDCo/Deputy Head Teacher at Elangeni School is Mrs Hamilton. Mrs Hamilton holds the National SENDCo award. She can be contacted via e-mail:

[senco@elangeni.bucks.sch.uk](mailto:senco@elangeni.bucks.sch.uk) Parents should be aware that this e-mail is monitored by other members of staff.

### **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak directly to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo), Mrs Hamilton, the Head Teacher, Miss Burns or the school SEND Governor, Mrs Wittich.

### **How will the school let me know they are concerned about my child's learning in school?**

If your child is identified as not making expected progress, we may contact you to set up a meeting to discuss this with you in more detail. We will listen to any concerns you may have, plan any additional support your child may need and discuss with you any referrals to outside professionals that may be made in order to support your child. This meeting may be done with or without your child present, depending upon the appropriateness of the discussion.

### **How is extra support allocated to children and how do they progress in their learning?**

The school budget, received from the local authority in Buckinghamshire, includes money for supporting children with SEND. The Head Teacher and SENDCo decide on the deployment of resources for special educational needs and disabilities, in consultation with the school governors, on the basis of needs within the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected. From this information, they decide what resources, training and support is needed. The school identifies the needs of SEND pupils on a SEND profile form. This in turn is used to create an individual support plan. The support plan identifies all support given and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. Furthermore, it lists details of any interventions that a child may receive and how regularly they receive it. In addition to usual formative and summative assessments that take place within the class, the impact of small group work or interventions is monitored.

### **Who is responsible for SEND at Elangeni School?**

We all are! As educators, we all have a duty of care and responsibility to all our pupils.

#### **Class Teacher**

First and foremost your child's class teacher is responsible for delivering 'quality first teaching' for all pupils within their class. This means that teachers are responsible for delivering high

quality lessons every day which inspire and motivate the pupils to learn, whilst also meeting the needs of all individual learners. Your child's class teacher is responsible for monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted interventions or additional support) and letting the SENDCo know as necessary. Your child's class teacher and the SENDCo together are responsible for setting targets for your child and sharing and reviewing these with you as a parent. This will be shared with you 3 times a year (September, January and April). Your child's class teacher will ensure your child receives personalised teaching and additional support as identified on their individual support plan. Your child's class teacher is also responsible for ensuring that the school's Special Educational Needs Policy is followed in their classroom and during their lessons for all the pupils they teach.

### **SENDCo/ Deputy Head Teacher: Mrs Hamilton**

The SENDCo is responsible for developing and reviewing the school's SEND policy in conjunction with stakeholders (parents, children with SEND, Head Teacher, Governors, staff, and partners from outside agencies). The SENDCo is also responsible for overseeing and coordinating all of the support for children with special educational needs or disabilities (SEND) at Elangeni School. She also ensures that you, as parents, are involved in supporting your child's learning; and kept informed about the support your child is getting and involved in reviewing how they are doing. The SENDCo is responsible for liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy. She will ensure that you receive the necessary paperwork such as consent forms and reports.

The SENDCo is responsible for updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept and maintained. The SENDCo also provides specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

### **The SEND Governor: Mrs Wittich**

The SEND Governor is responsible for monitoring the school's SEND provision on behalf of the governing board to make sure that the school provides the necessary support for every child with SEND who attends the school. She works closely with the SENDCo to ensure the governing board understands the way the school meets the needs of children with SEND and to provide challenge and support to the school on its SEND practices and procedures to secure the very best education for all children with SEND at Elangeni and to raise standards.

### **How do you as a school identify children with SEND?**

If the class teacher is concerned about the progress of a child, she / he will have a discussion with the SENCo. This in turn may trigger a class based observation of the child by the SENCo. The SENCo will then liaise with the class teacher to discuss the observation and the initial concerns and a decision will be made as to the appropriateness of a meeting with the parents to see if they have similar concerns. The aim of the meeting is to gain a more comprehensive picture of the child's development, personal progress, social and emotional development and take into consideration the viewpoints of all stakeholders including the parents, the child and the class teacher. At this stage the child is monitored closely to see if they require any additional support above and beyond that of the rest of the children. If additional support is required, a meeting is held with the parents and child (where appropriate) to discuss the possibility of putting the child on the SEND register for SEN Support. Some diagnostic tests may be carried out. These assessments will be used to help identify which pupils may need targeted interventions. These assessments can also give extra information in terms of identifying progress made by pupils who may not reach Age Related Expectations (ARE) e.g. a pupil's reading age may rise even though the pupil is not at ARE.

### **What happens when it is deemed that my child needs more support and is placed on the SEND register?**

#### **SEND Code of Practice 2015: School Support (SS)**

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional from outside the school. This may be from outside agencies, such as the ASD specialist teaching service, Education Psychology Service (EPS), Behaviour Support Team, Speech and Language Therapy (SALT) Service or Sensory Service (for pupils with a hearing or visual need).

#### **What could happen?**

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

**Specified Individual Support** - this type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available

for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups. Your child may also need specialist support in school from a professional outside the school. This may be from a range of outside agencies. For your child this would mean the school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including parental views), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support provided. After the reports have all been sent, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. An EHC Plan will outline the individual/small group support your child should receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

#### **What are the different types of support available at Elangeni School for children with SEND?**

Initially the support available is via excellent targeted classroom teaching (quality first teaching). For your child this would mean that the teacher has the highest possible expectations for your child and all pupils in their class. The emphasis is that all teaching is built on what your child already knows, can do and can understand and that different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning and ensuring that specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. Your child's teacher will check on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. Your child may then be the focus of specific group work as identified on their individual support plan. This could include 1:1 reading, spelling support, maths booster, comprehension booster, phonics booster, social skills groups, fine / gross motor skills, behaviour management programmes and Lego therapy. These interventions may be run in the classroom or a group room and may be run by a teacher, the SENDCo or a learning support assistant (LSA). Alternatively your child may be the focus of specialist groups or 1:1 sessions run by outside agencies, e.g. Speech and Language Therapy or Occupational Therapy.

### **What kind of equipment / facilities are there to support children with SEND?**

Equipment and facilities are entirely dependent upon need. If your child has a physical need the Physical Disabilities team will come in and carry out an assessment. Any recommended alterations will be made e.g. sloped exits/entrances for wheelchair access, handles/rails or the team may assess ICT equipment for children with additional communication needs and recommend equipment to purchase e.g. communication boards. Other more general equipment may include support workbooks e.g. coloured laminated rulers for children with dyslexic tendencies through to board games to develop cooperation and negotiation skills for children with ASD. We respond actively to any recommendations with regards to equipment made by specialist outside agencies and look to secure such equipment where funds allow us.

### **How do you involve me?**

At Elangeni School we are keen to involve parents and carers as much as possible in their child's education and welfare. We hold regular meetings and operate an open door policy. If you wish to speak to the class teacher, SENDCo or Head Teacher more formally, we are happy to arrange an appointment at a time convenient to you. We ensure all paperwork is kept up to date and copies of reports from outside agencies are sent home. We hold 2 parents' evenings each year with the added opportunity for an additional meeting with the SENDCo. We are also keen to signpost parents and carers to other support agencies such as childcare for children with SEND, Short Breaks for Carers, Mental Health Services all of which can be accessed through the Buckinghamshire Local Offer which can be found on [www.buckfamilyinfo.org](http://www.buckfamilyinfo.org) under the tab at the top entitled 'Local Offer'.

### **How do you involve my child?**

At Elangeni School we are keen to involve children in their education as much as possible. We feel it is vital for children to have ownership of their own learning and as a result have an involvement in developing their own Support Plan. We operate an open door policy for children too and they have the freedom to speak to anyone they feel comfortable with, within the school. Our SEND pupils' voices are heard when updating their support plans. Their voice supports us as a school to develop to ensure that they feel valued and have the education that they deserve.

### **What do I do if I am not happy with things?**

If you are not happy at any point, your first port of call is to speak to your child's class teacher. If you feel it is not resolved then your next step is to speak to the SENDCo. Again, if you feel this still does not resolve the situation, your next step is to speak to the Head Teacher. If you

are still not happy with the resolution offered, you will need to follow our Complaints procedure which can be found in the downloadable policies section on our website.

### **Who are the other people providing services to children with SEND at Elangeni School?**

There are many people who provide services to children with SEND at Elangeni School. We have strong, positive working relationships with all our partners in all the other relevant agencies and are keen to develop new relationships where needs arise as there is a wealth of services available for us to access.

#### **School provision:**

- Teachers and the SENDCo are responsible for teaching SEND groups/individuals when stated on a child's support plan.
- Learning Support Assistants (LSAs) working with either individual children or small groups.
- Support for vulnerable children with emotional and social needs through in-house Behaviour Support, SENDCo and our ELSA team.

#### **Local Authority provision currently delivered in school:**

- Speech and Language Therapy (SALT)
- Cognition and Learning Team (C&L)
- Autistic Spectrum Disorder team (ASD)
- Hearing Impairment Team

#### **Health provision delivered in school:**

- School Nurse
- Occupational Therapy (OT)
- Children and Adolescent Mental Health (CAMHS) School Link Worker.

### **How are teachers at Elangeni School helped to work with children with SEND and what training do they have?**

The SENDCo job is to support class teachers in planning for children with SEND. Elangeni School provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Children and Mental Health and reading and writing difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. 'Supporting Children with ASD.'

There are regular staff meetings on SEND and Learning Support Assistants (LSA) meetings. Each class has a green SEND file stored securely that LSAs can access which has the child's more recent EHCP or Support Plan and any relevant background information which will enable the child to be better supported.

### **How will the teaching be adapted for my child with SEND?**

Our planning is differentiated to enable all learners to achieve the Learning Objective. Planning and teaching is adapted on a daily basis if needed, to meet your child's learning needs. Differentiation can occur through variation in questioning; a different activity where the outcome in terms of learning is still the same; a more practical approach or a change in support resources where learning is scaffolded more clearly. We are keen to ensure that children with SEND are still challenged. Learning Support Assistants (LSA) under the direction of the class teacher can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

### **How will you measure the progress of my child with SEND at Elangeni School?**

Your child's progress will be continually monitored by his/ her class teacher. Your child's progress will be reviewed with the class teacher, Head Teacher and SENDCo every term in reading, writing and maths and is shown by Age Related Expectations (ARE's)

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally. The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. This will be done by moderating intervention paperwork and seeing if progress is being made through comparing baseline information with interim or exit test information. For more social and emotional interventions, Strengths and Difficulties Questionnaires may be used as baseline data / exit data.

Regular book scrutinies and lesson observations are carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high and that progress is being made. A home-school communication book may be used to support communication with you when this has been agreed to be useful for you and your child. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The progress of children with an



EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. Your child's views are taken into account and are discussed at the Annual Review.

**How is Elangeni School accessible to children with SEND?**

Please refer to our school accessibility plan on our school website

**How will you support my child when they are joining this school? Leaving this school? Or moving onto another class within the school?**

Pupils with an EHC plan are given priority admission, where our school is the named school, according to our admissions criteria. Our admissions policy is available on our school website. We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

**If your child is joining us from Chestnut Lane:**

During the course of the year the SENDCo will visit Chestnut Lane to work alongside their SENDCo to understand your child's needs. During transition your child will be visiting the school separately to the rest of the year so it does not seem overwhelming. Further meetings will happen with their current class teacher and the new class teacher so they can understand the strategies and needs of your child. These meetings will also provide an opportunity for the year 2 class teacher to share support plans. Your child will also partake in the transition days set by the LA. If your child would benefit from a photo book of our school environment and his/her new class teacher then one can be made to support their transition.

**If your child is joining us from another school:**

Your child will be able to visit our school and stay for a taster session, if this is appropriate. If your child would benefit from a photo book of our school environment and his/her new class teacher then one can be made to support their transition.

**If your child is moving to another school:**

We will contact the SENDCo at your child's new school and ensure he/she knows about any special arrangements or support that needs to be in place for your child. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

### **When moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher and the SENDCo. Support Plans and EHC Plans will be shared with the new teacher. The Green SEND file will be handed to the new class teacher with all relevant information relating to children with SEND in his/her class.

### **In Year 6:**

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. If there are significant anxieties or concerns about the transition then the programme will begin earlier than that of their peers.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.

### **How will you support my child's emotional and social needs?**

At Elangenj, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

We offer additional pastoral care for children with extra emotional and social needs and have an open door policy. Additional support includes ELSA (Emotional Literacy Support Assistant), anger management sessions, peer mentors and a social skills group. Some children struggle with friendship groups and these challenges are addressed as and when they occur. If your child still needs extra support, with your permission, extra support may be accessed through outside agencies such as a CAHMS referral.

**Updated:** May 2022

**Next update:** October 2023

**Updated by:** Sarah Hamilton SENDCo/ Deputy Head Teacher