



Special Educational Needs Report and Local Offer 2015

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

Hyde Heath Infant School is a village school, committed to providing an inclusive education where all children can reach their potential.

We believe all children have individual needs, strengths and talents which should be met through a challenging, enjoyable and enriched curriculum which provides opportunities for all children to work at their own level and pace. Quality teaching is essential and we recognise that many children may require additional support or additional challenge throughout their learning journey.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to remove any barriers to learning which could hinder or exclude individual pupils. We believe all children should have the opportunity to flourish and feel safe. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

Our school's Accessibility Plan can be found at www.hydeheath.bucks.sch.uk

Hyde Heath Infant School SEND Policy

The school's SEND Policy can be found at www.hydeheath.bucks.sch.uk. It is reviewed annually by the SENCO (Special Educational Needs Coordinator) and Governors' Teaching and Learning Committee. The latest policy has been reviewed in line with the new SEND Code of Practice 2014.

Identification of Pupils with SEND at Hyde Heath Infant School

At Hyde Heath Infant School children are identified as having SEND in a variety of ways:

- Concerns raised by parents/carers, teachers or the child.
- Observations made by parent/ carers, teachers and Learning Support Assistants.
- A medical diagnosis
- Concerns about progress and attainment - Termly progress meetings identify all children's current level of attainment and the amount of progress they are making. Pupils with SEND can be identified if limited progress is being made; if progress differs significantly in one specific area of the curriculum; or if a pupil's level of attainment is low in comparison to the expectation for their age group.

Supporting the Learning of Pupils with SEND at Hyde Heath Infant School

- High quality teaching, differentiated for individual pupils, is the first step in supporting children with SEND. The teacher is responsible for tracking each child's progress- this is monitored by the Headteacher and the SENCO.
- If a pupil is identified as having SEND they will be placed on the school SEND register. Then a Support Plan will be put into place to outline the additional provision the pupil will receive in order to support their learning. This may include specific targets, small group work or a specific SEND programme for example.
- If a pupil is deemed to have significant needs the school may apply to the Local Education Authority for an Education, Health and Care Plan (EHC).
- If a pupil has medical needs a Health Care Plan will be put into place.

Assessing and reviewing pupils with SEND at Hyde Heath Infant School

- All pupils take part in assessment tasks during termly Assessment Weeks.
- Children who have Support Plans or EHC Plans have termly reviews to assess how they are performing in relation to their personal targets; their current level of attainment and the amount of progress they are making. Pupils with SEND are assessed using P Scales if they are working below National Curriculum Level 1. This enables the school to monitor small steps of progress in relation to a child's individual target.
- Assessments may be carried out by outside agencies, such as the Cognition & Learning Team or the Educational Psychologist, if the school feels it is appropriate.

Evaluating the effectiveness of provision for pupils with SEND.

- All interventions are monitored regularly to ensure they are effective and have impact on raising attainment.
- Pupil, staff and parent surveys give feedback on the effectiveness of provision.
- There is on-going review and adaption of provision plans by the SENCO.
- RAISE online data is analysed by the Senior Management Team and Governors.

Adapting the curriculum & learning environment for children with SEND

- When a child has been identified with SEND their work will be differentiated as appropriate by the class teacher to enable them to access the curriculum more easily.
- Children with SEND are set specific targets according to their area of need. These targets are set out within a Support Plan or EHC Plan. Progress in relation to the targets set is monitored closely by the class teacher and reviewed by the SENCO each term.

- Reasonable adjustments are made to accommodate the needs of individual children under the guidance of Health and Safety specialists.
- Specialist equipment may be given to pupils as appropriate e.g. writing slopes, sensory cushions, pencil grips or easy grip scissors.
- A range of curriculum resources are used to support specific subject areas e.g. Numicon can be used in maths lessons and coloured overlays or word banks can be used in literacy lessons.

Provision of additional support for learning

- Learning Support Assistants (LSAs) or Teacher Assistants (TAs) may be deployed to work with pupils on a 1:1 basis or within small groups in order to target more specific needs. They may also support pupils within the classroom alongside the class teacher.
- Intervention groups are run by TAs/LSAs to target specific areas of the curriculum such as phonics, spelling, handwriting, reading and numeracy skills. The interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Some pupils with SEND may require more expert support from an outside agency such as the Specialist Teaching Service. A referral will be made, with parental consent, to the most appropriate agency. After a period of assessment, specialists will make recommendations, which will be included into a Support Plan. In some cases specialist teachers may support children in class.
- Parent volunteers listen to readers in school on a regular basis.

Extra Curricular Activities

All children are actively encouraged to take part in extra curricular activities and school trips including:

- Lunchtime and after school clubs
- Topic linked school trips
- A wide range of performance opportunities inside and outside of school

Appropriate support and procedures are put in place for all children to participate in extra-curricular activities. Risk assessments are carried out for pupils, including SEND children to ensure accessibility. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Improving the emotional and social development of pupils with SEND

- Through assemblies; Personal, Social and Health Education (PSHE), and circle time

we ensure that children are supported socially and emotionally.

- SEND pupils build strong relationships with TAs and LSAs providing them with an adult who they know they can talk to at any time to discuss any issues or concerns
- LSAs sometimes run small group interventions designed to develop social skills
- Our quiet shelter can be used by pupils who wish to take “time out” or to facilitate small group work.

Facilities for pupils with SEND

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- A ramp giving access into the school via the Year 1 classroom.
- A disabled toilet facility.

Currently, we are not completely DDA compliant.

Specialist equipment & facilities

If any individual has a need for specialist equipment or facilities the SENCO will be happy to discuss this and liaise with the local education authority’s SEND Department.

SEND training at Hyde Heath Infant School

Relevant Continued Professional Development (CPD) is given to staff in order to support the varied needs of the children within our school.

- The SENCO attends regular training in all aspects of legislation and practice related to SEND
- Whole school staff training for teachers and TAs is organised in line with the shared targets set out in the School Development Plan.
- Staff may receive individual training from external sources related to any child with SEND they may be supporting.
- Staff are trained in a range of topics related to SEND. Recent training undertaken by different members of staff includes: supporting children in the classroom; understanding Autism; and Dyscalculia.
- Appropriate staff are trained in line with any medical needs that are set out within Health Care Plans.

Specialist expertise

At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychologist
- Specialist Teaching Service – Speech, Language and Communication
- CAMHS (Child & Adolescent Mental Health Service)
- Community Paediatricians
- Occupational Therapy team
- Speech & Language Therapy team
- School Nursing team
- PRU (Pupil Referral Unit)
- Family Resilience
- Social Services
- ECPC (Education of Children in Public Care Team)
- The Education Welfare Specialist Unit

An Educational Psychologist is allocated to each school. He/she would only work directly with pupils who are felt to have considerable needs and have not responded well to interventions carried out over a significant period of time. The Educational Psychologist monitors the progress of pupils with SEND and advises the school on appropriate strategies at termly planning meetings with the school's SENCO.

Parent Partnerships

Parents are kept fully informed of their child's attainment and progress through-

- Parent Consultations
- Annual written reports
- Annual Reviews
- Appointments which can be made with the class teacher or SENCO to discuss individual pupils in detail at any time during the school year
- The class teacher holds termly meetings with parents to discuss current provision and targets. Children are also given the opportunity to input to these meetings.

Pupil Partnerships

All pupils are encouraged to contribute to their own education by:

- Talking about their own strengths and weaknesses with their class teachers
- Taking an active role in their own Annual Reviews

- Having 1:1 discussions with teachers and TAs
- Completing Pupil surveys
- School Council

Involvement of the Governing Body

The governors of Hyde Heath Infant School are responsible for entrusting a named person to monitor arrangements for children with SEND. In a support and challenge role the governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the school's SEN Policy and Accessibility Plan annually.

The school's named governor for SEND is Mrs K Dumont.

The designated governor meets with the SENCO on a termly basis to discuss any matters relating to SEND including the involvement of outside agencies.

Hyde Heath Infant School's arrangements for transfer to other educational establishments.

Many strategies are in place to enable the smooth transition of pupil's with SEND. These include:

- Discussions between the previous or receiving schools prior to the pupil leaving or joining
- Pupils attend a transition session where they spend time with their new class and teacher.
- The class teacher or SENCO will meet with parents/carers prior to their children joining the school.
- Relevant staff may visit schools to talk to staff prior to a pupil joining the school.
- The SENCO will liaise with SENCOs from other settings to ensure all information is passed on efficiently.
- Junior school staff visit prior to pupil's leaving the school to speak to staff and pupils.

Other Education providers

Hyde Heath Infant School collaborates with the following education providers and other settings:

- Pre-school and nursery settings where children are transitioning into Reception.
- Special Schools where children may be transitioning to or from into their age

appropriate year group.

- Any school where children are transitioning to or from during in year transitions.
- PRU (Pupil Referral Unit)

Contact details for support

Hyde Heath Infant School communicates the contact details for the support to pupils with SEND and their families via:

- School website
- 1:1 discussions
- Welcome packs to new parents

Key contacts at Hyde Heath Infant School:

SENCO

Name: Mrs Lynn Batson

Email: office@hydeheath.bucks.sch.uk

Tel: 01494 783835

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

The class teacher is the initial point of contact for responding to parental concerns. Parents can also contact the SENCO for concerns relating to pupils with SEND.

If you have spoken to both the class teacher and SENCO you may then wish to make an appointment to see the Head Teacher.

Head Teacher

Name: Mrs Alison Whittall

Email: office@hydeheath.bucks.sch.uk

Tel: 01494 783835

Chair of Governors

Name: Mr Tim Neale

Email: office@hydeheath.bucks.sch.uk

Tel: 01494 783835

GLOSSARY

SEND – Special Educational Needs and Disability

SENCO – Special educational Needs Coordinator

EHC – Education, Health and Care Plan

LSA – Learning Support Assistant

TA – Teaching Assistant

PRU – Pupil Referral Unit

ECPC - Education of Children in Public Care Team

CAMHS - Child & Adolescent Mental Health Service

DDA - Disability Discrimination Act

PSHE – Personal, Social and Health Education

Hyde Heath Infant School's Complaints Policy can be found on the school website;
www.hydeheath.bucks.sch.uk

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. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk