



Special Educational Needs Annual Report

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.

What type of SEND provision does Great Missenden School cater for?

Great Missenden Church of England Combined School is committed to providing challenge for all pupils in order to ensure all pupils achieve as highly as possible, including those pupils with SEND. 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. 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.

Great Missenden School currently caters for a wide range of SEND provision including children with Downs Syndrome, ASD, Speech, Language and Communication difficulties and specific learning difficulties.

Our school's Accessibility policy can be found here:

<http://www.greatmissendenschool.co.uk/attachments/article/12/Accessibility%20Policy.pdf>

How does Great Missenden School identify pupils with SEND ?

- Progress and attainment monitoring - 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 or if progress differs significantly in one specific area of the curriculum.
- If a pupil's level of attainment is low in comparison to the expectation for their age group.
- Concerns raised by parents/carers, teachers or the child.
- Observations made by parent/ carers, teachers and Learning Support Assistants.
- If there is a change in a pupil's behaviour.

How does Great Missenden School support the learning of pupil's with SEND ?

- If a pupil is identified as having SEND a support plan will be put in place to outline the additional provision the pupil will receive in order to support their learning.
- If a pupil is deemed to have significant needs the school may apply to the Local Education Authority for a Education, Health Care Plan.
- If a pupil has medical needs a Health Care Plan will be put into place.

How does Great Missenden School assess pupils with SEND ?

- 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 pupils are performing in relation to their personal targets.
- Assessments may be carried out by outside agencies such as the Cognition & Learning Team or Educational Psychologist if the school feels it is appropriate.

How does Great Missenden School evaluate the effectiveness of its provision for pupils with SEND ?

- All interventions are monitored to ensure they are effective and have impact on raising attainment.
- Pupil, staff and parent surveys
- Ongoing review and adaption of provision plans by the Inclusion Co-ordinator
- RAISEonline data is analysed by the Senior Management Team and all staff

How does Great Missenden School assess & review the progress of pupils with SEND ?

- Progress and attainment monitoring - Termly progress meetings identify all children's 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.
- All pupils with SEND who are working towards P Scale targets have individual assessment folders. This record of photographs, samples of work and observations builds up a portfolio of achievement so that very small steps of progress are recognised and celebrated.

How does Great Missenden School adapt the curriculum & learning environment for children with SEND ?

- When a child has been identified with SEND their work will be differentiated 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 Education, Health Care Plan (EHC Plan). Progress in relation to the targets set is monitored closely by the class teacher and reviewed by the inclusion Co-ordinator each term.
- Specialist equipment may be given to pupils as appropriate e.g. writing slopes, sensory cushions, pencil grips or easy grip scissors, ear defenders.
- Visual timetables are displayed in every classroom.
- A range of curriculum resources are used to support specific subject areas e.g. Numicon is used in maths lessons and coloured overlays or word banks can be used in literacy lessons.
- Adaptations are made to the learning environment to accommodate individual pupils e.g.

seating position or large print.

How does Great Missenden School provide additional support for learning ?

- Learning Support Assistants (LSAs) may be deployed to work with pupils on a 1:1 basis or within small groups in order to target more specific needs. LSAs may also support pupils within the classroom alongside the class teacher.
- Intervention groups are run by LSAs to target specific areas of the curriculum such as phonics, spelling, handwriting, basic literacy and numeracy skills. Intervention programmes vary in length but usually run for about one term. 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.

What activities do Great Missenden School provide for pupils with SEND in addition to those available through the curriculum ?

All children are actively encouraged to take part in activities, school trips and residential visits including:

- A wide range of lunch time and after school clubs
- Year 3 sleepover – camping overnight on the school field
- A two night residential visit to Woodrow High House in Amersham in Year 4
- A four night residential visit to PGL Caythorpe in Year 5
- A four night residential visit to France in Year 6
- Topic linked school trips in every year group
- Farm visits linked to Great Missenden's Food For Life initiative
- 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 with SEND. 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.

How does Great Missenden School improve the emotional and social development of pupils with SEND ?

- All children have a named adult of their choice who they know they can talk to at any time to discuss any issues or concerns
- Some children have a designated "safe place" to go if need be

- LSAs sometimes run small group interventions designed to develop social skills
- Our sensory garden can be used by pupils who wish to take “time out” or to facilitate small group work
- Clubs are run during some lunchtimes which are available to those who find break times a challenge
- All pupils participate in “circle time” where social and emotional skills are discussed and developed
- The PSHE curriculum covers many aspects of emotional and social well being
- Daily collective worship and school values
- Annual Diversity Week

What facilities does Great Missenden School have to include pupils with SEND ?

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

- Ramp access into the main Reception area leading to KS1 classrooms and the main hall.
- The ground floor is accessible to wheelchair users however we do not have a disabled toilet facility.
- Currently, we are not DDA compliant

How can you obtain new or specialist equipment & facilities ?

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

How does Great Missenden School train staff in relation to pupils with SEND ?

All staff receive training opportunities in relation to their personal needs.

- The Inclusion Co-ordinator attends regular training in all aspects of legislation and practice related to SEND
- Whole school staff training for teachers and LSAs is organised in line with the shared targets set out in the School Development Plan and shared Appraisal targets for all LSAs relating to SEND
- Staff may receive individual training from external sources related to any child with SEND they may be supporting e.g. Supporting children with Downs Syndrome or ASD
- All staff are trained in a range of topics related to SEND. Recent training undertaken by different members of staff includes: Talking Partners, Supporting children with Dyslexia, Shape Coding, Better Reading Partnerships, Supporting children with Downs Syndrome
- Newly appointed LSAs meet with the Induction Co-ordinator to discuss SEND procedures in school. A familiarisation programme is put into place which includes outlining policies and enables the new member of staff to shadow experienced LSAs

- Appropriate staff are trained in line with any medical needs that are set out within Health Care Plans e.g. epipen training

Caroline Taylor (Deputy Head Teacher) has gained the “National Award for SEN Co-ordination” qualification.

How does Great Missenden School obtain 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 – Downs Syndrome
- Specialist Teaching Service – ASD
- Specialist Teaching Service – Speech, Language and Communication
- Specialist Teaching Service – Sensory Impairment
- CAMHS (Child & Adolescent Mental Health Service)
- Community Paediatricians
- Occupational Therapist
- Speech & Language Therapist
- School Nursing
- PRU (Pupil Referral Unit)
- PACE centre
- 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 Inclusion Co-ordinator

How does Great Missenden School consult with parents/cares of pupils with SEND about the education of their children ?

- Parent Consultations
- Annual written reports
- Annual Reviews
- Appointments can be made with the class teacher or Inclusion Co-ordinator to discuss individual pupils in detail at any time during the school year
- The Inclusion Co-ordinator holds termly meetings with parents to discuss current provision and targets
- Some children with SEND may have a Home/School Communication book which goes home daily or weekly
- Coffee mornings are occasionally held in the Inclusion Department to disseminate information regarding SEND matters

How does Great Missenden School consult with children about their education ?

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

- Discussions about their own strengths and weaknesses with their class teachers
- Pupils take an active role in their own Annual Reviews
- 1:1 discussions with teachers and LSAs
- Pupil surveys
- School Council

How does Great Missenden 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 ?

The governors of Great Missenden 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 Inclusion Policy and accessibility plan annually.

The school's named governor for SEND is Catherine May.

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

What are Great Missenden School's arrangements for pupils with SEND transferring between other education providers ?

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

- Detailed discussions between the previous or receiving schools prior to the pupil leaving or joining
- All pupils attend a transition session where they spend time with their new class and teacher.
- Additional visits are arranged for pupils who require extra time in their new school.
- Photographs of the school and staff are made into transition books for children with SEND to take home
- The Inclusion Co-ordinator 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 Inclusion Co-ordinator will liaise with SENCOs from other settings to ensure all information is passed on efficiently.
- The Inclusion Co-ordinator and any other relevant staff may attend a pupil's Annual Review prior to joining the school.
- Secondary school staff visit prior to pupil's leaving the school to speak to staff and pupils.

- Children new to the school are given a “buddy” to help them settle in.
- If a pupil with SEND is likely to find transition difficult, home visits can be arranged if appropriate.

Great Missenden School collaborates with the following education providers and other settings:

- Pre-school and nursery settings where children are transitioning into Reception.
- Infant schools where pupils are transitioning into Year 3.
- Secondary schools where children are transitioning to from Year 6.
- 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)
- PACE Centre

Great Missenden School communicates the contact details for the support listed above to pupils with SEND and their families via:

- School website
- 1:1 discussions
- Information available from the Inclusion Department
- Welcome packs to new parents
- BFIS Website

Key contacts at Great Missenden C of E Combined School:

Inclusion Co-ordinator

Name: Emma Stanley

Email: office@greatmissendenschool.co.uk

Tel: 01494 862310

Emma Stanley works 3 days a week as Inclusion Co-ordinator (Mon, Tues & Wed). In her absence please contact Caroline Taylor regarding any queries related to pupils with SEND.

Deputy Head Teacher

Name: Caroline Taylor

Email: office@greatmissendenschool.co.uk

Tel: 01494 862310

Who is the 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 Inclusion Co-ordinator for concerns relating to pupils with SEND.

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

Head Teacher

Name: Rozalyn Thomson

Email: office@greatmissendenschool.co.uk

Tel: 01494 862310

Chair of Governors

Name: Belynda Cook

Email: office@greatmissendenschool.co.uk

Tel: 01494 862310

Great Missenden School's Complaints Policy can be found here: [\[Link to Complaints policy\]](#)

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