



"Developing potential without limitations"

# Frieth C.E.C. School

## Special Educational Needs (Information) Regulation Annual Report 2020 - 2021

**Date implemented :** September 2020

**Member of staff responsible:** SEND Coordinator and Headteacher

**Governing body committee responsible:** Curriculum committee

**Headteacher's signature** ...Jo Reid

**Chair of Governor's signature** ...Merelina Tebbot

Review date: signed: date:

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## Frieth School Vision statement

**'...Your light must shine before people, so that they see the good things you do.'**

*Matthew 5:16*

**We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.**

### Values:

These are the Christian Values that you believe are both taught and learnt in our school. To be:

Sharing and caring  
Gentle and Kind  
Honest and Truthful  
Challenging and Responsible

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis and make it available on their website: *Special Educational Needs (Information) Regulations Clause 65.*

To avoid duplication of information, this Special Educational Needs Report will form part of Frieth CEC School's Local Offer and will be linked to our record on the Buckinghamshire Family Information Service website.

### **1. The SEND provision at Frieth CEC School**

Frieth CEC School is a mainstream setting where the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad, balanced and appropriate curriculum which is differentiated to meet their individual needs.

We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and quality teaching approaches. For some children, however, there are times when they require additional support to help them achieve and realise their potential.

Additional needs or disabilities which can affect a child's ability to learn can include, but is not limited to:

- behavioural/social needs (e.g. difficulty making friends)
- reading and writing needs (e.g. dyslexia)
- understanding concepts and instructions
- concentrating (e.g. Attention Deficit Hyperactivity Disorder)
- physical needs or impairment.

**The Special Needs Co-ordinator (SENDCo) is:  
Mrs L Goodchild**

The SENDCo can be contacted through the school office by:

**telephone: 01494 881554**

**email: office@frieth.bucks.sch.uk**

The SENDCo is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND (Special Educational Needs and Disability).

## **2. The SEND policy at Frieth CEC School**

The school attributes great importance to the early identification, assessment and provision for any child who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child.

Partnerships between school and parents/carers is crucial and the aim is to keep open channels of communication with regular updates on the progress that children make. This is of particular importance if a child has special educational needs which are more complex in nature.

There are clear processes in place within school for:

- the identification and assessment of pupils with Special Education Needs and Disability
- evaluation of the effectiveness of its provision for pupils with SEND
- assessment and reviewing of the progress of pupils with SEND

### **i. The identification and assessment of pupils with SEND**

There are different ways that children with SEND are identified at Frieth CEC School:

#### **A. The progress of children's education is tracked through a continuing process of assessment, planning and review.**

Children with SEND may be identified as part of this process through on-going Teacher and Teaching Assistant (TA) observation and assessment within the classroom showing one or more of the following:

- the child is working at a level below the national expectation for that year group
- the attainment gap between the child and their peers is increasing

- a previous rate of progress is not being maintained.
- little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.

The main assessments used are:

### **Early Years Foundation Stage**

- baseline assessments (NFER)
- termly assessments against the Development Matters document
- termly pupil-progress meetings
- observations
- keyword monitoring and assessment half termly
- benchmarking of reading skills
- end of phase phonic assessments
- Buckinghamshire County recommended 'Language Link' screening programme for all children

### **Key Stage 1**

- termly pupil-progress meetings
- benchmarking of reading skills
- keyword monitoring and assessment half termly
- end of phase phonic assessments
- year 1 half termly phonics check
- half termly phonics check for Year 2 pupils who did not make the standard in Year 1
- end of year NFER assessments for Year 1
- Year 2 mock SATs
- half-termly assessment in Spelling, Punctuation and Grammar (Rising Stars)
- termly assessment of Reading, Writing and Maths against National Curriculum objectives
- the pre key stage (PKS) descriptors

### **Key Stage 2**

- termly teacher summative assessments in Reading, Writing, Maths, Science and RE (SIMs)
- termly use of NFER or SATs for assessment of Reading, Writing, Mathematics, Grammar and Punctuation, Spelling
- termly pupil-progress meetings
- benchmarking of reading skills (Years 3 - 6, whilst continuing to be on the reading scheme)
- the pre-key stage (PKS) descriptors

### **B. Other ways in which children with SEND might be identified are:**

- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes
- self-help skills, social and personal skills inappropriate to the child's chronological age

- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Children (in liaison with Children's Services)
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- other professionals concerns e.g. from medical services, Educational Psychologist, Social Care, Paediatrician.
- the child arriving into school with already-identified SEN needs.
- records from previous school setting indicating that additional intervention has been in place

If a child is identified as making progress which is deemed as inadequate, in spite of in-class strategies being deployed as part of the usual differentiated curriculum, the teacher may decide that more intervention is needed. The teacher and the SENDCo, in consultation with the parent/carer, will look at the evidence of inadequate progress and may find it necessary to take some additional or different action to enable the pupil to progress their learning further.

## **ii. The evaluation of the effectiveness of provision for pupils with SEND**

If a child is identified as having SEND which requires targeted support over an extended period and/or requires support from external specialists, then in consultation with the child and the parent/carer an Individual Provision Map will be written by the class teacher in consultation with the SENDCo.

If a child has more complex needs then an Education, Health and Care Plan (EHCP) will be applied for. This involves professionals and support from sectors other than education and puts the child securely at the centre of the provision.

The Individual Provision Map and EHCP will:

- include targets which have been identified by the assessments and which aim to match the child's needs, providing the next step in their learning
- detail the interventions and how they will be monitored
- outline who is involved in delivering the interventions
- detail the effectiveness of any reviewed interventions
- detail when the next review is expected.

All provision is constantly monitored and adjusted by those delivering the provision. The monitoring is overseen by the SENDCo and regular team meetings (eg phase meeting, LSA meetings, pupil progress meetings, termly provision map meetings) enable conversations about pupils' progress and the effectiveness of interventions to happen on a regular basis.

The provision is deemed effective if it results in the child meeting the targets set and the monitoring allows for members of the team to ensure that progress towards the target is being made.

Targets and/or provision can then be adjusted if there is insufficient progress being made or if the child has made accelerated progress which results in a new target being set.

### **iii. The assessment & reviewing of the progress of pupils with SEND**

Termly internal reviews of progress towards the targets take place with the SENDCo, Headteacher and the teaching team. The assessment data for each child in receipt of SEN provision is tracked by the SENDCo on a regular basis.

Formal reviews with the parents/carers of children with SEN take place at least once a term at which the progress, provision map and targets are discussed and agreed. This is also an opportunity to discuss additional support and help that may be available for the child or that parents can give at home.

Where a child has an EHCP there is an additional review which takes place annually and is attended by professionals as well as parents/carers and the child, if applicable. The SENDCo regularly reports to the Governing Body and meets with the named Governor with responsibility for SEND. **The Governors agree priorities for spending the school's SEND budget with the overall aim that all children receive the support they need in order to make good progress.**

## **3. The approach to teaching at Frieth CEC School**

At Frieth CEC School, inclusion is key to our approach to teaching children with SEND. Self-esteem is essential to a child's well-being. Including children in the curriculum and ensuring that the learning environment is adapted to their needs means that they can feel an integral part of the school 'family'. The teaching team and the support staff are highly motivated to make sure that every child has the care and attention that they need to thrive. This is done:

- by adapting the curriculum and making reasonable adjustments to the learning environment
- with additional support for learning
- through activities that are available to pupils with SEND in addition to those available through the curriculum
- through improving the emotional and social development of pupils with SEND.

### **i. How the curriculum and learning environment is adapted:**

- class teachers differentiate work to enable a child with SEND to access the curriculum more easily

- class teachers ensure that their time is organised across the school week to ensure their expertise is given to those children who have additional needs
- small group provision may be provided for children with similar needs, this would be delivered by teaching assistants
- Teaching Assistants may give 1:1 support in a specific area of learning out of class or in many areas of learning within the classroom
- specialised equipment will be made available where necessary e.g. writing slopes

#### **ii. Additional support for learning:**

- class teacher's involvement in recognising and identifying additional needs of a child who is not progressing at similar rate to the rest of the cohort.
- the school employs TAs to support the class teacher and SENCo by delivering specific learning support programmes and interventions for children with SEND.

#### **iii. Activities available for pupils with SEND:**

- School trips are open to all children and every effort is made to ensure that the trips are suited to all. Risk assessments are carried out prior to any school trip to ensure that nobody's health & safety will be compromised during the trip.
- Frieth CEC School has a wide range of extra-curricular activities and clubs available. These are run by school staff and private providers. All children are invited to take part and those clubs run by the school staff are free of charge. If a child with SEND wishes to access a club for which he/she needs support, then the school will work with parents/carers and any relevant agencies to either provide additional adult support or specialist equipment depending on the identified need.

#### **iv. Improving the emotional and social development of pupils with SEND**

The school has a comprehensive range of interventions and support to help the emotional and social development of pupils with SEND. These interventions include but are not limited to:

- ELSA-led social support groups, differentiated by age, developmental stage or need. These groups aim to:
  - build confidence and self-esteem
  - deal with anger
  - build and maintain positive relationships and friendships
  - help pupils to identify their emotions, talk about their worries and give them strategies to deal with their worries
- ELSA-led support work for individuals
- group transition support - for children moving key to secondary school;
- individual transition support - for children moving key stage or to secondary school
- growth mindset learning (started in 2015)

#### **4. The School's facilities:**

- there is disabled access to the school

- there is a toilet adapted for disabled users
- there is parking available directly outside the school
- there are currently no registered disabled pupils or adults attending the school, but other specialised needs would be addressed as required
- as a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school. Their advice is always acted upon. These agencies include:
  - PRU
  - Health including - GPs, school nurse, clinical psychologist, paediatricians, Speech and Language therapists, Occupational therapists, physiotherapists
  - Social Services including - Family Support, Social Workers
  - Educational Psychologists
  - Specialist Teaching Service

## **5. The School's training**

The school's arrangement for training staff in relation to pupils with SEND is:

- in-house training provided by SENDCo to both teachers and TAs to cascade information from regular County liaison meetings.
- specialist expertise and training that has been accessed through the Specialist Teaching Service, Speech and Language Therapy, Educational Psychology service
- meetings with link Occupational therapist or Speech and Language therapist when appropriate or when a child is highlighted as having severe difficulties via the Language Link screening.
- advice from the School Nurse is available on request
- individual staff members attend more specific training on how to support children with individual needs (including bereavement and emotional needs) from specialists through external training courses
- other training which relates to a child's general well-being including:
  - all staff are first aid trained with some trained in Emergency First Aid
  - all staff are mental health first aid trained
  - all staff receiving regular safeguarding training
  - key staff are Team Teach trained
  - all staff receiving regular Health & Safety training

## **6. The School's Consultation:**

At Frieth CEC School we consult with and involve:

- Parents/carers of pupils with SEND about the education of their child
- children about their education

## **7. Parents/Carers of pupils with SEND about the education of their child**

At Frieth CEC School we believe that a child's education is a partnership between school and home. We operate an 'open door' policy and offer parents the opportunity to make appointments with their child's class teacher at a mutually convenient time should they have concerns about their child.

Other opportunities to consult occur at:

- 'Cohort Meetings' in the Autumn term
- two Parent Consultation Evenings (Autumn and Spring term)
- review of Individual Provision Maps with SENCO/class teacher - 3 times per year
- Annual Review of EHCP (if in receipt of one)
- End of Year written report

Specific concerns which relate to a child's special educational need or disability should be raised with the SENDCo.

## **8. Children about their education**

By involving children in discussions about what they would like to learn, what they think they need to learn, where they need to improve, target setting and reviewing of targets we believe that they will have a deeper understanding of the knowledge and skills they are learning.

The ways we communicate with all children about their education include:

- daily pupil involvement in class-based assessment and daily next steps
- an active School Council
- pupil page in End of Year Report
- pupil contributions and 'All About Me' forms (for pupils with EHCP)
- annual pupil questionnaire

## **9. The School's partnerships**

The Governing Body of Frieth CEC School involves other agencies to meet the needs of pupils with SEND and their families by using the support and guidance of:

- SEN team and EHCP Coordinator
- Educational Psychologist
- the Specialist Teaching Service
- Cognition and Learning team
- Pupil Referral Unit (PRU)
- Occupational Therapists
- Speech and Language Therapists
- Family Support
- Social Care
- CAMHS
- Community Paediatrics
- School Nurse
- County Safeguarding Team (BSCB)
- members of the local community
- members of the local church congregation

## **10. The school's arrangements for pupils with SEND transferring between other education providers**

Frieth CEC School has an established process for aiding the transition of pupils to secondary school.

This process involves:

- detailed transition meetings with teachers and SENCO from the link school
- planned transition activities
- provision of detailed SEN records (GDPR compliant)
- 1:1 transition plans for children with SEND which involves additional familiarisation visits (as necessary)

#### **11. The school communicates contact details**

The school communicates the contact details for the support listed above to pupils with SEND and their families via:

- school Website
- 1:1 discussions
- Annual reviews
- termly reviews
- Parent Consultations
- Bucks Family Information Website: [www.bucksfamilyinfo.org](http://www.bucksfamilyinfo.org)

#### **12. The School's key contacts**

The name and contact details of the school's SEND co-ordinator

Name: Mrs L Goodchild

Email: [office@frieth.bucks.sch.uk](mailto:office@frieth.bucks.sch.uk)

Tel: 01494 881554

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

Name: Mrs J Reid

Email: [office@frieth.bucks.sch.uk](mailto:office@frieth.bucks.sch.uk)

Tel: 01494 881554

The link for the Bucks Local Offer for Frieth CEC School:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=bek-Q76xtYE>

Information for the Local Offer for Buckinghamshire is available at:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

The Bucks Local Offer provides information and advice on Special Education Needs and 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](mailto:familyinfo@buckscc.gov.uk)