



# **The Downley School**

## **Special Educational Needs Annual Report**

### **2023/24**

We place the child at the centre of all we do. We welcome all children and families. Our caring, nurturing learning environment enables all children to achieve together.

**Learning, Growing & Succeeding Together**

#### **Members of Staff Responsible:**

**Interim Headteacher:** Leanne Dandridge

**Chair of Governors:** Sally Perkins

**SEND Governor:** Sally Perkins

**SENDCo:** Heidi Fawcett

**Family Support Worker:** Lyn Wilding

Email: [office@thedownleyschool.co.uk](mailto:office@thedownleyschool.co.uk)

At The Downley School we aim to provide an inclusive, broad and balanced curriculum, in which all children are encouraged to reach out to fulfil their full potential. The Downley School utilises different methods and tools to present learning opportunities to children and carefully differentiates tasks and outcomes to match individual needs. Quality teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimize barriers to learning and maximise progress.

The progress of all children is the responsibility of the class teacher; with the support of the SENDCo and Senior Leadership Team.

A copy of The Downley School's SEND Policy can be found on the school's website.

The Downley School follows the guidance of the SEND Code of Practice 2014 and Buckinghamshire Guidelines, which uses a graduated approach to the identification, assessment and provision for pupils with Special Educational Needs and Disabilities.

## 1. Types of SEND Provision at The Downley School

- Quality First Teaching
- 1:1 or small group in-class support
- Specific interventions tailored to individual needs (1:1 or in small groups) led by either teachers, learning support assistants, specialist teachers or other outside agencies
- Adaptations to the learning environment
- Access arrangements for exams (when a specialist report identifies a need)
- For children with additional medical needs, a care plan is drawn up in consultation with parents/carers, the child and appropriate medical professionals

## 2. Ways Used to Identify Children as Having Special Educational Needs or Disability

- Investigations following concerns raised by a teacher or parent/carer
- Limited or inconsistent progress identified through routine assessments and on entry
- Limited or inconsistent progress identified through tracking data
- Assessments from other professionals e.g. doctor, educational psychologist, occupational therapist etc.
- Information passed on by a previous school prior to transfer

## 3. Monitoring Provision

- In the Early Years Foundation Stage, there is continuous on-going assessment of all children on a daily basis.
- In Key Stages 1 and 2, Primary Wise, containing termly data, is used to identify progress patterns over time on an individual, group and cohort basis.
- Provision maps identify children who are not on target and children who have specific needs, so that intervention can be tailored specifically.
- Support plans are reviewed termly. They identify short-term targets which can be measured against pre- and post-support assessments, to analyse the effectiveness of an intervention or teaching strategy.
- Lessons and interventions are routinely observed to ensure the curriculum is differentiated appropriately to support all learners.
- The governor for SEND meets regularly with the Special Educational Needs and Disability Coordinator (SENDCo) to discuss provision and the general progress of SEND children.

## 4. Approach to Teaching and Learning

- We support the inclusion of children with SEND through a broad, balanced and differentiated curriculum.
- LSAs support differentiation and specific interventions by working with individuals and small groups on specified tasks; and, for short periods, by working with the majority of the class, while the teacher focuses on individuals or small groups.
- Children are involved in the assessment of their individual targets, given as next steps in the teacher's marking
- which children respond to, relevant to the child's age and stage of development.
- For the majority of children with an Education, Health and Care Plan (EHCP), a Multi Agency

Provision Plan(MAPP) will be reviewed and a new one drawn up, through consultation with all relevant professionals.

- Risk and access assessments are carried out and the school will put in place reasonable adjustments and procedures to enable all pupils to participate in all activities, including school trips.
- Emotional and social development is supported through the Social, Moral, Spiritual and Cultural (SMSC) curriculum. Where more targeted support is needed, it is delivered on a personalised basis, and may also involve following advice from outside agencies. For any issues relating to this, our Family Liaison Officer, Lyn Wilding, can be contacted on: [lwilding@thedownleyschool.co.uk](mailto:lwilding@thedownleyschool.co.uk)

## 5. Facilities

- The school buildings are on a number of different levels, but, as a lift and several ramps have been fitted, the entrance foyer, hall, dining room, the two main playgrounds and classrooms on both floors are wheelchair accessible.
- There are two disabled toilet facilities, in different locations.
- There is a disabled parking space in the staff car park and the parents' car park.
- As a need arises, the school will always investigate the possibility of reasonable adjustments to facilitate inclusion and, when viable, implement them.

## 6. Staff Training to Support Children with SEND

- All teaching staff have regular and continuous training on how to support pupils with individual needs from the SENDCO, specialists or external training courses.
- At times, specialist training and advice for teachers and LSAs is accessed through the Specialist Teaching Services, Cognition and Learning and other outside agencies to support specific individual needs.

## 7. Arrangements for Consultation

- If parents have a concern, they should contact the class teacher in the first instance, who will liaise with the SENDCO as appropriate.
- If parents wish to speak to the SENDCO, this can be arranged through the school office or by emailing [senco@thedownleyschool.co.uk](mailto:senco@thedownleyschool.co.uk).
- Parents of all pupils are invited to termly parent and teacher meetings to discuss progress.
- Each child identified as having a special educational need will have a Support Plan which will be regularly reviewed and discussed with both the child and their parent(s).
- All pupils, and their parents, are welcome to express their views about provision made for them at any point during the year. Their views will be taken into account when decisions are made.
- For children with an Education, Health and Care Plan (EHCP), the Annual Review (AR) is an important part of the consultation process. All relevant professionals who work with the child, plus parents, are invited. The child is also asked to discuss and record their views immediately prior to the AR and these are shared at the meeting. If age appropriate, the child will also attend part of the AR in person. This is to help facilitate a multi-professional approach to supporting children, in which their views, and those of their parents, are listened to and taken into account.

## 8. The School's Partnerships

As and when the need arises, the school involves other bodies to help meet the needs of pupils with SEND and their families.

These include:

- The Specialist Teaching Services to support pupils with Autistic Spectrum Disorder, Down's Syndrome, Hearing Impairment, Visual Impairment, etc.
- Educational Psychology
- Cognition and Learning
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatrics
- School Nursing Team
- Pupil Referral Unit (PRU)
- Bucks Family Resilience Service
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- Education and Welfare Officers
- Nursery and Secondary School Liaison
- Bucks SEND team

Parents are informed of the contact details of support services or educational providers through 1:1 discussions as appropriate.

## 9. Transferring to a Different Education Provider

Whenever any child transfers in or out of our school:

- We use our best endeavours to ensure all relevant information is passed between schools as quickly as possible.
- When needed, staff from the previous or following provider are contacted so that key information can be shared.
- Additional transition days may be set, dependent on individual circumstances.
- Additional emotional support may be provided through our Family Liaison Officer and nurture groups.

## 10. Admissions policy for Children with Special Educational Needs

The admission arrangements for a child with SEND who does not have an EHCP are no different from other children. Children with EHCPs that name Danesfield School as the school to which the child should be admitted, will not be refused admission where there is sufficient capacity.

## 11. Accessibility

The Downley School site is on a number of different levels, but, with the aid of a lift and several ramps, most of it is accessible to wheelchair users. There is a disabled toilet in two different locations; and a disabled parking space in the staff car park and the parents' car park. Classroom resources and/or teaching strategies are suitably adapted by teachers and LSAs for children with a visual or hearing impairment. In line with the Accessibility Policy, The Downley School is committed to improving accessibility, over time and whenever viable, to accommodate children, staff and parents with disabilities. The removal of barriers to learning is part of everyday planning and development. Personal Emergency Evacuation Plans (PEEPS) are drawn up for children with a physical disability and those who would require individual help during an emergency due to a developmental delay. The school's main buildings are compliant with the Equality Act.

### **Grammar schools and the Transfer Tests**

It is the parents' responsibility to notify the school that they request reasonable adjustments to the Transfer Tests to be considered for their child. Where parents advise a teaching member of staff at their school that they believe their child is disabled, then the school is responsible for notifying the LA (as the secondary testing administrator), of that assertion.

As the secondary Transfer Tests are not compulsory, parents together with their child's Headteacher should consider whether a child's specific Special Educational Needs would make him/her suitable to be placed in a grammar school and hence whether it would be appropriate for that child to take part in the secondary transfer testing process.

### **Activities outside the classroom including school trips**

The Downley School offers a wide variety of trips and extra-curricular activities for pupils. Our visits always allow access for all and a risk assessment will be completed for each trip and the needs of all pupils considered, as part of this process.

#### **1) Training**

Staff at The Downley School have a wide range of expertise to enable them to support pupils.

Through the monitoring and evaluation of SEND provision, the SENDCo and Senior Leadership Team identify the professional development needs of staff. Continued Professional Development (CPD), where appropriate, is closely linked to the School Development Plan and Appraisal Objectives and can either be school based (delivered by the SENDCo or other experienced staff) or delivered through specialist agencies externally. Staff who attend additional courses disseminate information at staff meetings. Whole school in-service training sessions are arranged, as appropriate, in response to particular needs within the school.

### **SEND Support Plans**

Children who have been identified as having a SEND will have a SEND Support Plan that outlines any special educational needs a pupil may have, strategies to support them in class and individual targets, which have been set by their teachers. SEND Support Plans are reviewed at least three times a year and parents may be invited to attend additional meetings. Updated SEND Support Plans are sent home to parents after each review.

### **Pupils with medical needs**

If a pupil has an additional medical need, a care plan will be compiled in consultation with parents/carers and medical team if deemed necessary. These are updated annually and are discussed with all staff who are involved with the pupil to ensure that appropriate support is put in place. The Downley School's Administration of Medicines Policy can be found on the school website.

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### **Partnerships Links with other schools**

Good links exist between The Downley School and its feeder nursery schools. Class Teachers and Learning Support Assistants are encouraged to visit nurseries, especially during the summer term, to meet and assess children who will transfer to the school in September. Nursery Staff are also invited to visit the Reception department. Where necessary, the SENDCo will also attend visits for children who have special educational needs or disabilities.

The Downley School welcomes the teachers and SENDCos from the secondary schools, to which its Year 6 pupils are transferring, to meet children and Year 6 teachers and discuss pupils' achievements and needs. Observations may be made on request. SEND records and other relevant documents are transferred at the end of term to their new school prior to September. For children with EHCPs, transition arrangements are agreed at the pupil's Year 5 Annual Review.

The school's complaints policy can be found on the school's website.

The Bucks Local Offer provides information and advice on Special Educational Needs and Disability provision, both inside and outside the Local Authority. Information can be found on the Bucks Family Information site at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer) . If you wish to contact Buckingham County Council about the Local Offer you can call 0845 688 4944 or email [familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk) .