



The Downley School

Special Educational Needs (Information)

Regulation Annual Report

October 2019

The Downley School, like all mainstream primary schools, is required by law to produce this Special Educational Needs and Disabilities (SEND) Report on an annual basis.

The principle that **all** pupils should receive a broad and balanced curriculum, relevant to their individual needs is established in law. 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 First Teaching and the “Irresistible Curriculum” aim to reduce the need for specialist support; however, The Downley School recognises that there will still be some children that need provision that is *additional to or different from* that encompassed by Quality First Teaching.

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

Pupils with medical needs

If a pupil has an additional medical need, a detailed care plan will be compiled in consultation with parents/carers. 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

1) Identification, Assessment and Review

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.

The School carefully monitors the progress and attainment of all pupils and quickly identifies those not making adequate progress in line with expectations via the following methods:

- Termly Pupil Progress Meetings with the Headteacher, Special Educational Needs Co-ordinator (SENDCo), Class Teachers, Core Subject Leaders and Key Stage Leaders to analyse all year groups’ data
- Concerns raised by parent/carers or the child
- Feedback from classroom teachers

- Classroom observations
- Information from feeder Nurseries passed on prior to transfer into Reception
- Baseline testing on entry to Key Stage 1
- Year 1/2 Phonics Screening Test
- Regular formative teacher assessments and tests e.g. Spelling test, Mental Maths test
- Termly summative teacher assessments and tests.
- Analysis of End of KS1 SATs results and Teacher Assessment
- Referrals from outside agencies
- Liaison with outside agencies e.g. Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teaching Service (where relevant)

All interventions and support offered to pupils is regularly monitored and evaluated by the Head and SENDCo. Adjustments are then made accordingly. Effectiveness of provision for pupils with SEND is evaluated in the following ways:

- Observations of pupils, teachers and LSAs
- Pre and post intervention testing and analysis of the data collected
- Analysis of pupil progress data
- Comparing value-add data for pupils on the SEND register
- Liaison with parents/carers
- Liaison with outside professionals (where relevant)
- Monitoring of procedures and practice
- The number of children identified on the SEND Register
- School self-evaluation processes
- Termly monitoring of procedures and practice by the SEND Governor
- Any external evaluation, or inspection, which enables the School to evaluate and compare the success of provision to other schools

2) Approaches to Teaching

In class support

All pupils identified as having a special educational need or a disability are treated equally and given access to an appropriate curriculum. All teachers are teachers of pupils with special educational needs and are responsible for the progress they make. Within lessons it is the teacher's responsibility to differentiate learning.

Pupils with Education, Health and Care Plans (EHCPs) are supported in class according to the requirements of their Statement or EHCP. Any additional adult support is carefully managed to ensure that it is not unduly intrusive. SSA hours on a child's EHCP does not necessarily mean that the child is automatically entitled to 1:1 support in all lessons.

If a pupil does not have an EHCP, individual in-class support is not routinely offered, however, this can be considered in extreme cases if deemed necessary. Instead, strategies to support pupils identified with SEND are included on their SEN Support Plan.

Interventions

The Downley School has a wide variety of additional interventions which can be used to support pupils. These include: Booster groups for Maths and English individualized web based programmes such as: Reading Eggs, Reading Express, Nessy, IDL, Occupational Therapy groups and Precision Monitoring. Additional interventions are also offered depending on the needs of the pupil.

Where necessary, this additional support is provided through small group or 1:1 interventions where pupils will be withdrawn from non-core lessons for the period of the intervention, by a fully trained Learning Support Assistant, teacher or the SENDCo.

Pupils are identified for interventions according to: the assessments discussed in Section 1; the progress they have made; recommendations by teachers/LSAs and concerns raised by parents.

Access arrangements (exam support)

When a pupil reaches Year 6, their school data and usual ways of working are analysed by the class teacher and SENDCo and if necessary they are assessed for extra support in their End of Key Stage SATs examinations. Examples of support are: a reader; extra time; movement breaks and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education and the support a pupil may receive is dependent on the scores they receive in specified tests alongside a history of need. On occasions when a pupil requires arrangements to be made, they may need to be examined in a separate room from the other candidates.

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. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities. A risk assessment will be completed for each trip and the needs of all pupils are considered as part of this process.

Support available for improving the emotional and social development of pupils with SEND

The Downley School is committed to supporting all aspects of a child's well-being and offers a variety of interventions to assist with this. These include: social skills groups; speech and language groups, parental support and pastoral support.

Pupils who are unable to access the school's behaviour policy in its current form are given Individual Behaviour Plans (IBPs). Held centrally, this IBP communicates their individual needs to their class teachers, learning support assistants and other staff members who may work with the pupil and will include strategies for supporting them in lessons and in the wider school community (if necessary).

A Student Council, comprising of representatives for each year group meets on a termly basis to discuss pupil issues and needs. Although not specific to SEND pupils these roles are open to any pupil who wishes to represent their year group.

3) Facilities

The Downley School is fortunate in having a modern building which incorporates ramps, accessible toilets and a lift and is therefore fully accessible for children with physical disabilities and those using wheelchairs. We have also made classroom adjustments and provisions for children with visual impairments for example yellow lines have been painted on areas that have been identified during a risk assessment that was carried out by a specialist teacher. The school's main buildings are compliant with the Equality Act.

Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to ensure their safety in the event of a fire or other emergency.

4) Training

Staff at The Downley School are highly trained and have a wide range of qualifications to enable them to support pupils. They are supported by experienced LSAs who also have expertise in a range of areas including literacy, numeracy, speech and language, occupational therapy, visual impairment, hearing impairment, Down Syndrome and Autistic Spectrum Disorders.

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.

Examples of recent training include:

- Annual Safeguarding training (for all staff)
- Equalities training (for all staff)
- NVQ Level 3 Teaching Assistant Course (for some LSAs and Cover Specialists)
- Half Termly training sessions/meetings, delivered by the Deputy Head for LSAs
- Behaviour Management training for Midday Supervisors

Where necessary, specialist training has been accessed through the Specialist Teaching Service. Individual staff have also had further or more specific training on how to support pupils with individual needs from specialists, through external training courses or from the SENDCo.

5) Consultation/Communication

Parents are important partners in their child's education. All parents are encouraged to discuss any concerns or issues or successes by arranging a meeting with the teacher at the earliest opportunity. The teacher may observe the child further and/or consult with other teachers and the SENDCo before feeding back to parents about their concerns and next steps. If, after consulting with the teacher, parents are still concerned then they are welcome to contact the SENDCo.

When a child transfers from one year to the next, records and plans are also transferred to the new teacher so that continuity is maintained. Parents are encouraged to arrange an appointment with the new teacher to assist in the handover; however, in the primary setting, when children can develop or mature quite considerably over the summer, it is often preferable to wait until later in the new school year to give the child chance to settle in the new environment and the teacher to have some observations to suggest or comment upon.

Parent/teacher consultation evenings

These are held in the autumn and spring terms and are a chance for parents to meet with teachers to discuss their child's learning and progress including areas in which they need extra support or additional challenge. A further opportunity to meet formally with teachers is available after publication of the End of Year Report in July.

SEND Support Plans

Children who have been identified as having a SEND will have a SEND Support Plan which 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.

Statements of SEND/EHCPs

If a pupil has complex needs they may have an EHCP. A formal review will take place each academic year (Annual Review). Parents and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place. Some pupils may require more frequent communication with the parent/ carer and it may be appropriate to use a communication diary.

6) 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 are already known to 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 passed on to pupils' new schools before September. For children with EHCPs, transition arrangements are agreed at the pupil's Year 5 Annual Review.

Links with other professionals

Close links are maintained with the Local Authority Support Services to ensure that the school makes appropriate provision for pupils with special educational needs. Where it is necessary to contact external agencies, the SENDCo will make arrangements and consult with parents/carers accordingly. These agencies include, but are not limited to:

- Educational Psychologists
- Specialist Teaching Service (Visual Impairment team, Hearing Impairment Team, Down's Syndrome Team, ASD Team, Language Team, Physical Disabilities Team)
- Speech and Language Service
- Occupational Therapy Service
- Social Care
- Pupil Referral Unit
- NHS Services e.g. Physiotherapists, Paediatricians

7) Key Contacts

The Downley School
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High Wycombe
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HP13 5AL

Headteacher: Ms Fiona Taylor

SENDCo: Ms Kim Tyrrell

SEND Governor: Mrs. Fiona Spreckley

Chair of Governors: Mrs. Sonia Workman

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Email: office@downley.bucks.sch.uk

Arrangements for Complaints

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. So, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the classteacher.

If the parent is not satisfied with the teacher's comments or the situation does not improve then they should arrange an appointment with the SENDCo stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

The SENDCo has full authority and experience to determine the most appropriate special education provision for all children in the school and responsibility to ensure that it is being delivered effectively. However, should the matter still not be addressed satisfactorily then the parent should refer to the Headteacher and then the school's Complaints Policy which can be found on the school's website.

Information on where the local authority's offer is published.

Buckinghamshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities.

This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, and social care and leisure services and will improve choice and transparency for families. For further information about the Buckinghamshire Local Offer please visit:

www.bucksfamilyinfo.org/localoffer