
Highworth Combined School Special Educational Needs (Information) Regulation Annual Report 2020



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 – this policy can be viewed here: www.highworth.bucks.sch.uk

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

The School's Link to the Bucks Local Offer

Information regarding the Local Offer for Buckinghamshire is available at:

www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page

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 find out more information about the local offer, please contact:

Buckinghamshire Family Information Service
familyinfo@buckscc.gov.uk
01296 383065

SEND Provision at Highworth Combined School

Highworth Combined School is a mainstream setting with an attached Additionally Resourced Provision (ARP) for children with hearing impairment. The ARP/HID is an integral part of the school and caters for children with statements whose primary need is for hearing impairment. The ARP/HID has a Teacher of the Deaf, a specialist Speech and Language Therapist and a number of Signing Assistants.

Highworth holds the philosophy that the child's needs determine their provision and therefore the strengths and needs of each child are paramount in what is put in place for their learning in an inclusive environment. It has a positive influence on all pupils, deaf and hearing, children with and without SEND and the whole school community. This has been a significant factor in establishing the caring ethos which is evident in our school.

The school has an open door policy where parents can approach staff for advice and support regarding any issues relating to their child at Highworth Combined School. We will ensure that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural

problems. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs.

Our school currently provides additional and/or different provision for the 4 broad areas of need (Section 6.25 - 6.32, SEND Code of Practice, 2014) identified within the current code of practice:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

These may all contribute to a student having moderate/severe/profound and/or multiple learning difficulties. The purpose of identification is to work out what action the school needs to take, not to fit a student within a category listed above. We as a school, recognise the needs of the whole student which will include not just the special educational needs of the young child or person.

Consulting and involving pupils and parents

Parents/carers will be involved throughout and their early involvement is of paramount importance. They will always be informed if the school identifies their child as having a special educational need. When working with parents/carers we will focus on a pupil's strengths as well as needs and draw on parental expertise and knowledge of their child. We adopt a positive attitude towards parents/carers, providing information to them in a user-friendly format. We recognise that some parents/carers themselves may have differing needs and take account of these in a sensitive manner. The class teacher will work closely with parents at all stages and should be the first port of call in case of difficulty. They can then be referred onto the Senco, the Inclusion Manager or the Headteacher if necessary.

We will have an early discussion with the pupil (if deemed appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's records. We will formally notify parents when it is decided that a pupil will receive SEN support.

The School's Policy

The school's policy (including pupils who do and do not have an EHC Plan) for identifying and assessing pupils with SEND; evaluating the effectiveness of its provision for pupils with SEND and assessing and reviewing the progress of pupils with SEND is stated below. More information about SEN can be found in the School's SEN policy at: www.highworth.bucks.sch.uk

We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a child is identified as making inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO, in consultation with the parent/carer and child, look at the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom as part of the delivery of the National Curriculum, to help the child to make progress.

The child's support will be listed on the year group Provision Map or Class Provision Map which will clearly state the desired short term outcomes which will be monitored and assessed. This information is shared with parents in October at the first parents evening if the child is new to SEN support and then at subsequent termly parents' evenings. The effectiveness of the additional support will be monitored termly through the school's planned programme of SEN review days/pupil progress meetings and decisions will then be made about the future actions that may be taken to meet the child's needs. These may be:

- To reduce the amount of help.
- To continue with the existing level of help with new targets being set.
- To increase the level of intervention if there has been little progress.

If a child is identified as having SEN which requires targeted support over an extended period and/or requires support from external specialists e.g. specialist teacher, educational psychologist etc., then the school, in consultation with the parents/carers and the child, will develop a Provision Map to identify desired outcomes, set short-term outcomes, agree upon the indicators which will be used to monitor progress and track the effectiveness of resources used. Again, these Provision Maps will be shared with parents in October at parent's evening and at subsequent parents' evenings or more frequently if necessary.

If a child has complex SEN which may require additional support through the use of an Education and Healthcare Plan (EHCP), this will be requested through the Statutory Assessment procedures sent by Buckinghamshire Council and the national SEND Code of Practice. This will involve meetings where professionals involved in supporting your child will meet to discuss your child's needs along with information shared by you. If Statutory Assessment is agreed this will be followed by an assessment period that may result in an EHCP being issued. Families will be kept informed throughout this process and if an EHCP is not agreed both the parents and the school will be involved in a 'Way Forward' meeting to discuss next steps. If an EHCP is agreed the school will put additional provision in place as detailed in the EHCP. Parents will be invited to meetings to discuss support for their child and steps to help them access the mainstream curriculum. These meetings will utilise a person-centered approach and will occur at least once annually but more frequently if necessary. This is in addition to the reporting and sharing of information as described above.

The SENCO reports to the Governing body regularly and meets termly with a named Governor with responsibility for SEND. These meetings or any reports written will not refer to individual children and confidentiality is maintained at all times. 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.

The School's Approach for Teaching Pupils with SEND (including pupils who do and do not have an EHC Plan)

How the School Adapts the Curriculum and Learning Environment

We are an inclusive school; we welcome and celebrate diversity. All staff within Highworth believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children which includes teachers, teaching assistants and non-teaching staff.

All work within class is pitched at an appropriate level of challenge to ensure that all children are able to access a broad and balanced curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

In some subjects, including English and Maths, children may be streamed into differentiated 'sets' to ensure that targeted teaching can be used to address the specific needs of an identified group of learners. Again, this type of differentiation ensures that all children can access a particular curriculum area and learn at their level.

Children who have similar identified needs (e.g. a specific need in maths or reading or social skills) may also be taught in smaller groups, sometimes by a teaching assistant, but always under the direction of a teacher. These small group provisions are a highly effective way of addressing the very specific needs of a smaller group of children in both academic and social learning.

If a child requires specialist equipment to help them access a broad and balanced curriculum, this can be provided by the school or as a part of the child's PROVISION MAP or EHC plan. For example, an Occupational Therapist may recommend equipment such as a wobble cushion or desk slope to help a child overcome sensory or physical needs.

Additional Support for Learning

Class teachers (in close collaboration with their Year group team) have the principal role in the planning and delivery of appropriately differentiated teaching for the children with SEND in their class. They play a key role in the school's procedures for pupil assessment and are involved in the analysis of the data of pupils with SEND; they use this data to inform their planning across the wider curriculum to ensure that all lessons recognise the learning needs of all pupils and their appraisal targets are also linked to pupil performance.

Where the pupil is on the special needs register, the class teacher discusses the range of additional support available with the SENCO and will be instrumental in the drawing up of, implementation of and monitoring/assessment of any provision maps and EHCPs.

The school also employs: Learning Mentors, Signing Assistants, Higher Level Teaching Assistants, Enhanced Learning Support Assistants and General Class Teaching Assistants to support the Class teachers to deliver whole effective whole class teaching. They also work with the SENCO in delivering learning programmes to children with SEND throughout the school. They are deployed across the school to support in lessons and to work with individual children and with small groups on very specific intervention programmes. They meet with the SENCO and class teachers regularly to plan and review, and to adapt the learning programmes they are delivering, if necessary. Their observations will form a key part of evidence for any provision map, or EHCP. The teaching assistants run a wide variety of provisions (under the direction of the SENCO) aimed at supporting the individual needs of the child. These might include a focus on: maths, spelling, reading, speech and language, memory, fine and gross motor skills or social skills and confidence building.

- EHCP funding is provided by the school and topped up by the Local Authority. This funding will be used flexibly, to best support the child's needs and may include resources and/or adult support (individual, in small groups, and in the classroom, as appropriate) to deliver the programmes and support the arrangements and approaches set out in the child's EHCP. The support will be used to promote independence to ensure that a child with an EHCP does not become over-reliant on an adult. Adults working with children with SEN will promote active and independent learning during all lessons.

Activities that are available to pupils with SEND in addition to those available through the Curriculum

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and we will work alongside agencies such as the Specialist Teaching Service to implement any support necessary. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

The school is proud to provide a rich extra-curricular curriculum and all children are invited to take part. If support is required to ensure that a child can access an activity e.g. a sport club, then the school will work with the parents/carers and any relevant agencies to ensure that this is in place. For example, a pupil with a visual impairment may require a larger and brightly coloured ball to help them access a football club.

Improving the Emotional and Social Development of Pupils with SEND

Highworth Combined School believes that having a high self-esteem is crucial to a child's well-being and we therefore run a range of effective social skill provisions to help children develop socially and emotionally as well as academically. We run nurture groups, emotional literacy interventions and offer support from our Learning Mentors which are aimed at:

- Building confidence and self-esteem.
- Helping children to deal with anger.
- Building and maintaining positive relationships and friendships.
- Creating Positive Behaviour Plans
- Support with transitions throughout the school and for children in Year 6 who require additional support with the transition to Year 7
- Individual transition support (enhanced transition)

Some children, with more complex social needs, are identified as requiring social group support which operates in year groups where there is an identified need.

The School's Facilities

The School's Facilities to Include Pupils with SEND and How you Obtain New or Specialist Equipment and Facilities

Highworth Combined School is wheelchair accessible with an accessible toilet large enough to accommodate changing. There are a few steps around the school so the school has a moveable ramp and an agreed wheelchair route to allow access to all areas.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists. Any advice offered is always acted upon.

The School's Training

The School's Arrangement for Training Staff in Relation to Pupils with SEND and How Specialist Expertise is Obtained by the School

All our class teachers are teachers of children with SEND and all have qualified teacher status.

The school plans continual professional development, linked to Teachers' Appraisals, to ensure that all staff are kept up-to-date with issues relating to SEND. This may include training events such as:

- staff meeting INSET;
- planned INSET days;
- compulsory training such as health and safety or child protection;
- participation of our staff in training courses organised and run by external agencies;
- peer mentoring and observations; and
- sharing of good practice locally e.g. at local network meetings or with our feeder schools.

The Special Educational Needs Coordinator (SENCO) is a member of staff responsible for the overview of the education of pupils with SEND. The SENCO will work closely with pupils, parents, class teachers, the Head Teacher, the Senior Leadership, the Inclusion Manager, the SEN Governor and outside agencies. The SENCO monitors the quality of provision and progress of children with SEND.

The Higher Level Teaching Assistants (HLTAs), Teaching Assistants (LSAs) and Signing Assistants all support the class teachers to deliver whole effective class teaching. The SENCO may also deliver learning programmes to children with SEND throughout the school. Teaching Assistants are given training as required, prior to running an intervention group which may be provided internally or through an outside agency and work under the direction of the SENCO and Class teachers. For example, our LSAs running an Occupational Therapy (OT) group might have met with the school's link OT to discuss the programme of support they need to put in place.

Where necessary, the school actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire Council e.g. Educational Psychologists, the Specialist Teaching Service, Cognition and Learning team, Pupil Referral Unit as well as outside agencies such as Health (e.g. Occupational therapists, Speech and Language Therapists), Family Support Service and Social Care to ensure that the identified needs of individual children are met.

The SENCO organises termly OT advice clinics to discuss children's needs. The SENCO also works closely with the school's link speech and language therapist, who is employed by the NHS, as well as the school's privately employed speech and language therapist who works with both children from HID and the main school. We also have

The School's/Nursery School's Consultation

The School's Arrangements to Consult with and Involve Parents/Carers of Pupils with SEND about the Education of their Child/Young People

We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. In addition, we also offer:

- A 'Meet the teacher' session in the Autumn Term
- Two Parent Consultation Evenings (Autumn and Spring Term)
- End of Year written report
- Person centered reviews (for pupils with an EHCP)
- School Support Plan (for identified pupils)
- Individual provision maps (for identified pupils)

Involvement of Children/ Young People with SEND

We believe in ensuring that our decisions center on the needs of the individual and that the voice of the child plays a pivotal role in deciding what should happen to support a learner. Therefore, we use the following methods to ensure good communication:

- Daily pupil involvement in class-based assessment.
- Sharing and choosing of personal and academic targets.
- An active and elected School Council.
- Pupil page in End of Year report.
- Pupil contributions to School Support Plan (if needed).
- Person centered reviews (for pupils with EHCPs).
- Pupil attendance at Parents' Consultation meetings if requested by the parent.

The School's Partnerships

The School's involvement with other agencies (including Health, Social Care, Buckinghamshire County Council Specialist Support, voluntary and community Groups) to meet the needs of pupils with SEND and their families

The school actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire County Council including: the Specialist Teaching Service and the Pupil Referral Unit. The school also uses outside agencies such as Health (e.g. Occupational Therapists, Speech and Language Therapists, CAMHS) as well as Family Resilience Service and Social Care to ensure that the identified needs of individual children are met.

The school offers a wide range of extra-curricular activities, some of which are run by outside agencies. If a child has SEND, we will liaise with these agencies (with your permission) to ensure that the child's needs are met.

Pupils with SEND transferring to other education providers

- Detailed transition meetings with our feeder school teachers and SENCO
- Planned transition activities with our feeder schools
- Detailed transition meetings with their next school (For example, their Head of Year and the next school's SENCO)
- Participation in planned transition activities with our local secondary schools
- Use of data from other settings, i.e. our feeder schools, to inform provision
- Provide next setting with up-to-date and detailed assessment records
- Provide next setting with up-to-date SEND history
- Attendance at transition review meetings as appropriate
- Organise transition review meetings for pupils in Year Five
- Open door policy offered to parents to discuss future school options or from prospective parents looking potentially at Highworth Combined as a setting for their child.

Highworth Combined School collaborates between the following education providers and other settings:

- Kingswood School
- Wycombe High School
- Highcrest Academy
- St. Mary's All Saints, Beaconsfield
- Ash Hill Primary School
- Holmer Green First and Junior Schools
- Seer Green C of E Combined School
- Manor Farm Primary School

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

- School Prospectus
- School Website: www.highworth.bucks.sch.uk
- Parent Information Evenings
- Staff Photograph presentation and information TV in main reception
- Parents' Consultation Evenings (where an appointment with the SENCO may be requested)

Bucks Family Information Website: familyinfo@buckscc.gov.uk

The School's/Nursery school's key contacts

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

Name: Mrs Joanna Peters

BA (Hons), PGCE, PG Cert SEN, NA Senco, PG Dip Ed

Email: office@highworth.bucks.sch.uk

Tel: 01494 525534

The Contact for Compliments, Concerns or Complaints from Parents of Pupils with SEND

We would always encourage parents to initially seek a meeting with their child's class teacher as they are often the best placed person to resolve any issues. However, if after talking to their class teacher, a parent is still unhappy they should contact the SENCO, Deputy Head teacher or Headteacher as listed below.

Name: Mrs Joanna Peters (SENCO), Mrs Clare Pankhania (Head teacher) or Mrs Day (Inclusion Manager and Deputy Head)

Email: office@highworth.bucks.sch.uk

Tel: 01494 525534