

King's Wood School & Nursery

Special Educational Needs Annual Report 2020-21

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.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record by signing in here to the Buckinghamshire Family Information Service website.

King's Wood School's SEND provision is provided in a mainstream environment and includes Additionally Resourced Provision (ARP) for children with Language Disorders. It is on an individual needs basis and includes, but is not limited to:

- ❖ Literacy interventions/small group support/1:1 support
- ❖ Numeracy interventions/small group support/1:1support
- ❖ Emotional, Social and Mental Health support
- ❖ Speech and Language support/programmes
- ❖ Physical/Occupational Therapy programmes

Pupils are identified as needing extra support from information such as:

- ❖ Concerns raised by parents/carers
- ❖ Information provided by pre-school settings
- ❖ Termly pupil progress meetings
- ❖ Regular assessments and tracking of pupil progress
- ❖ Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the Inclusion Manager
- ❖ Throughout the school, children are regularly assessed and SMART targets set accordingly
- ❖ Standardised testing is used to provide a Suffolk/Salford reading age to every child twice a year.
- ❖ Pupil progress in reading skills is monitored by Read, Write, Inc (phonics) levels and testing throughout Key Stage One
- ❖ Educational Psychologist can be requested by the Inclusion Manager to assess children to determine learning/emotional needs and suggest strategies to support them further
- ❖ Inclusion Manager and Learning Mentors can assess children for behaviour, social or emotional difficulties using Strengths and Difficulties Questionnaires (SDQ)
- ❖ For behaviour, social or emotional difficulties the Inclusion Manager may refer pupils to the Woodlands Pupil Referral Unit (PRU), School Nurse or Child and Adolescent

Mental Health Service (CAMHS) for further advice or seek support from the school's Learning Mentors

- ❖ Inclusion Manager may refer to outside agencies for assessment e.g. Speech and Language or Occupational Therapy
- ❖ Diagnostic screening by the Inclusion Manager or a specialist assessment teacher
- ❖ Access arrangements are made for exams where a specialist report identifies a need. Types of provision may include additional time. Where there is an identified medical need further arrangements may be made.

Pupils with medical needs

- ❖ If a pupil has an additional medical need a detailed care plan will be compiled with support from the school nurse in consultation with parents/carers. This is then shared with all staff who are involved with the pupil and appropriate support is put in place.

Monitoring and evaluating the effectiveness of provision for pupils with SEND is carried out by:

- ❖ Those children on SEND register who have an Educational Health Care Plan or are at Additional Support (previously School Action or School Action plus) have a Support Plan which details provision and is reviewed termly
- ❖ SMART targets/outcomes are identified for each child and progress towards them is assessed regularly
- ❖ If a pupil has needs related to a more specific area of their education then they will be given small group/1:1 support to address this. The length of time the intervention will run will vary according to the need. The effectiveness of all interventions is monitored regularly by the class teachers, staff who run them and the Inclusion Manager
- ❖ Termly data and information from class teachers, parents, learning support assistants and the pupil, where appropriate, is all used to assess the effectiveness of the provision and the progress of pupil with SEND
- ❖ Social, Emotional and Mental Health interventions are monitored termly using an SDQ
- ❖ The school has an attached Language ARP and pupils are assessed by the Link Speech and Language therapist regularly

The School/Nursery's approach to teaching

- ❖ Teachers are teachers of all pupils including those with SEND. This is achieved by quality first teaching which includes effective differentiation and monitoring of all pupils
- ❖ The school has a growth mind-set approach to teaching and learning
- ❖ Risk assessments are carried out and procedures are put in place to enable all pupils to participate in the curriculum
- ❖ Learning Support Assistants (LSAs) are given training on strategies to use to support pupils in the classroom and outside activities
- ❖ Lunch and playtime support is provided as deemed appropriate
- ❖ The school offers a lunch club once a week for children who are carers at home (supported by Young Carers)

- ❖ All teachers of ARP pupils are supported in planning and effective teaching by the teacher in charge of the ARP
- ❖ Emotional, social and mental health development is supported through various avenues including: the Inclusion Manager, Learning Mentors and Keyworker. Some pupils may require more targeted support which is offered through social skills groups and one-to-one play therapy. The school has specifically trained staff who deliver Nurture three afternoons a week and this is targeted at Year One pupils.

The School/Nursery facilities

The facilities we have at present are:

- ❖ 3 disabled toilets
- ❖ disabled parking bay
- ❖ Lift
- ❖ Ramps around the outside of the building

The School/Nursery training

The school/nursery's arrangement for training staff in relations to pupils with SEND is:

- ❖ The Inclusion Manager has gained the National Award for SEND Co-ordination and Post graduate certificate in SEND. Using this qualification enables her to train all staff in many areas of SEN. The Inclusion Manager continues to attend relevant training to keep up-to-date with changes and latest developments
- ❖ Specialist Speech and Language Teacher (Teacher in the ARP for SLCN) is consulted for specific concerns regarding speech and language
- ❖ Specialist training has been accessed through the Specialist Teaching Service, Educational Psychologist, Pupil Referral Unit, Occupational Therapy, Physiotherapy and Speech and Language Therapy
- ❖ The staff have had bereavement training from Child Bereavement Trust. Two members of staff have attended a range of courses to become a skilled specialist in this area
- ❖ We are an ELSA school (Emotional Literacy support)
- ❖ In 2014/15 the school achieved the Boxall Quality Mark Award for its Nurture group.
- ❖ In 2016/17 the school received a Gold Award for their Young Carers intervention.
- ❖ Training in specific medical needs is also provided by School Nurse and other relevant medical staff e.g. epilepsy, maintain hearing aids
- ❖ Individual staff have had further, or more specific training on how to support pupils with individual needs from specialists or through external training courses.
- ❖ Key staff are Team Teach trained

Specialist expertise

At times it can be necessary for the school to consult with outside agencies to access more specialised expertise. These include:

- ❖ Specialist Teaching Service (Language, Hearing Impaired, Physical Disability, Autism Support Team)
- ❖ Educational Psychologist

- ❖ Occupational Therapy
- ❖ Speech and Language
- ❖ Physiotherapy
- ❖ School Nurse
- ❖ Family Resilience
- ❖ Social Services
- ❖ CAMHS
- ❖ PRU
- ❖ Young Carers
- ❖ Child Protection Advisors

The School/Nursery's consultation

The school's arrangements to consult with and involve parents/carers of pupils with SEND about the education of their child are:

- ❖ For those children with an EHC plan a review is held annually
- ❖ Parent Evenings are held twice a year when parents/carers can meet with the class teacher. Additional appointments can also be made on these evenings with the Inclusion Manager
- ❖ Annual reports are provided and there is the opportunity to discuss any concerns with the class teacher and/or Inclusion Manager
- ❖ The Inclusion Team has an open door policy to address any parental needs/concerns
- ❖ Opportunities are provided to discuss Support Plans.
- ❖ As part of the Inclusion Team we have a Family Liaison Manager and PAFT worker. They provide parental support/guidance, including home visits
- ❖ The Family Liaison Manager facilitates a range of Adult Education and Parenting courses as well as individual one-to-one parenting advice

Consultation with children/young people about their education

-Prior to an Annual Review pupils are asked to complete their own report, detailing what they think has gone well and what could be even better

Teachers discuss progress towards individual targets with children

The School/Nursery's partnerships

The school's governing body involve other bodies (including health, social care, Buckinghamshire Council support services) to meet the needs of students with SEND and their families by:

- ❖ Using a range of outside agencies (see specialist expertise above)

The School/Nursery's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living includes:

- ❖ Discussion between previous or receiving schools/pre-school settings prior to the pupil joining/leaving
- ❖ An Induction Day takes place in July where pupils spend time with their new class teacher

- ❖ The Inclusion Manager will set up meetings with parents of pupils with SEND and new class teachers in order to facilitate transition if needed
- ❖ The Inclusion Manager meets with all class teachers in September in order to discuss the SEND needs of children in their new class
- ❖ Additional transition visits are put in place for individual pupils who need this
- ❖ The Inclusion Manager is always happy to meet with parents/carers prior to their child joining the school
- ❖ The Inclusion Manager will visit children with identified SEND needs in their current schools/pre-schools prior to them joining the school in order to assess their needs
- ❖ Secondary School staff visit Year Six pupils prior to them starting in September
- ❖ Information is co-ordinated by the Inclusion Manager so it can be passed onto the new school
- ❖ Individual meetings are held with the new school if a pupil has more specialised needs

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

- ❖ School website
- ❖ Individual discussions
- ❖ Annual Reviews
- ❖ Letters
- ❖ Home/School Communication books, where appropriate

The School's key contacts

The name and contact details of the school's Inclusion Manager:

Name: Mrs N Kendrew

Email: schooloffice@kingswood.bucks.sch.uk

Tel: 01494 521401

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

Name: Mrs J Freeman Head Teacher

Email: schooloffice@kingswood.bucks.sch.uk

Tel: 01494 521401

The school's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire Council is available at www.bucksfamilyinfo.org/localoffer