

# King's Wood School and Nursery Special Educational Needs Regulation Annual Report - 2017

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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.

The annual SEN Information Report will form part of the school's Local Offer and should be made available on the Buckinghamshire Local Offer website, linked to the school/nursery record. The record administrator can upload the report by [signing in to the Buckinghamshire Family Information Service \(BFIS\) website](#), or the report can be sent to [familyinfo@bucksc.gov.uk](mailto:familyinfo@bucksc.gov.uk) for the BFIS team to upload on behalf of a setting.

**1. The SEND provision at King's Wood School and Nursery is provided in a mainstream environment and is on an individual needs basis and includes but is not limited to:**

- Literacy interventions/1:1 support
- Numeracy interventions/1:1 support such as Numbers Count
- Emotional, Social, and Mental Health interventions
- Physical/ Occupational Therapy programmes
- Speech and Language support/programmes

The school's SEN policy can be found on the school's website :  
<http://www.kingswood.bucks.sch.uk/>

**2. King's Wood School and Nursery policy (including pupils who do and do not have an EHC Plan) for identifying and assessing pupils with SEND is:**

**identifying and assessing pupils with SEND is:**

- Concerns raised by parents/carers.
- On entry to school, all children are assessed. This can be used to determine any Special Educational Need.
- Feedback from feeder school/nurseries.
- Throughout the school, children are regularly assessed and SMART targets set accordingly.
- Five times a year pupil progress meetings take place - this is an opportunity to assess those children that are falling behind and for discussion between class teacher, SENCO, Inclusion Manager and Head teacher.
- Standardised testing is used to provide a Suffolk/Salford reading age to every child twice a year.
- Pupil progress in Reading skills is also monitored by RWI levels and testing throughout KS1 and for Lower achievers in KS2.

- Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the SENCO or Inclusion Manager as they arise.
- The Educational Psychologist can be asked by the SENCO to assess children to determine learning needs and suggest strategies to support them further.
- SENCO may refer to outside agencies for support e.g. SALT and OT.
- For behaviour, social or emotional difficulties the Inclusion Manager may refer pupils to the Woodlands Pupil Referral Unit/ School Nurse/CAMHS or the school Learning Mentor.
- Learning Mentor and Inclusion Manager can assess children for behaviour, social or emotional difficulties using Boxall profiles or Strengths and Difficulties Questionnaires (SDQ).
- Diagnostic screening by Cognition and Learning Team or by SENCO/Inclusion Manager.
- Access arrangements are made for exams where a specialist report identifies a need. Types of provision may include use of a laptop or additional time. Where there is an identified medical need further arrangements may have to 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. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

### **3. Evaluating the effectiveness of its provision for pupils with SEND is:**

- Each pupil's education is planned by the class teacher; the child's provision is differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the class teacher or learning support assistants in class.
- Every SEN intervention is given a termly SMART target which is then monitored through termly feedback sessions with the Inclusion manager/Senco/LSA . The targets are discussed and data collected to evaluate the provision. Pre and post intervention testing or comparison to baselines will be used to evaluate the impact of the intervention.
- If the pupil has needs related to a more specific area of their education then they will be placed in a small focus group/one-to-one to address this. The length of time of the intervention will run will vary according to the need.
- Termly data and information from class teachers, parents and learning support assistant and the pupil when 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.

#### **4. The School's/Nursery approach to teaching**

- Teachers are teachers of all pupils including those with SEND (including pupils who do and do not have an EHC plan) This is achieved by quality first teaching which includes effective differentiation and monitoring of all pupils.
- Appropriate adjustments to the curriculum are made based on a child's needs.
- Risk assessments are carried out and procedures are put in place to enable all pupils to participate such as swimming for Hearing Impaired children.
- Environments are regularly checked by external specialist in relation to any special needs such as Visual impairment, Physical disability or Hearing impairment.
- Teaching and learning support assistants are given training on strategies to use in the classroom/playground.
- Emotional, social and mental health development is supported through various avenues including: the Inclusion Manager, SENCo, Learning Mentors. Some pupils may require more targeted support which is offered through social skills groups/one-to-one play therapy and in a small number of cases CAHMS/PRU/CAHBS support. The school has specifically trained staff who deliver Nurture groups three afternoons a week and this is currently targeted at Year One pupils. This is then used to equip pupils with strategies that they can use independently to enable them to access the curriculum fully within the classroom and become resilient learners.
- The school provides lunch and playtime support as deemed appropriate.
- There are lunch and playtime clubs run by the Sports Coach and Music specialist which are available to all pupils including those with SEND.
- The school also offers a Lunch Club for Young Carers (supported by Young Carers)
- All teachers of ARP pupils are supported in planning and effective teaching by the Teacher in the ARP.

#### **5. The School's/Nursery facilities**

As a school we are happy to discuss individual access requirements.

- The facilities we have at present are:
  - Stair lift
  - Lift
  - Disabled toilets
  - Ramps around the outside of the building
  - Disabled Parking bay

#### **6. The School's/Nursery training**

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

- The Inclusion Manager and SENCo have gained the National Award for SEN Co-ordination and Post graduate certificate in SEN. Using this qualification enables them to train all staff in many areas of SEND. They continue to attend relevant training to keep up to date to changes and latest developments.

- Specialist Speech and Language Teacher (Teacher in the Additionally Resourced Provision for SLCN) is consulted on for specific concerns regarding speech and language.
- Learning Mentor is a play therapist and provides regular training on emotional, social and mental health.
- Specialist training has been accessed through the Specialist Teaching Service, Educational Psychologist, Cognition and Learning, PRU, Occupational Therapy and CAMHS.
- Individual staff have had further, or more specific training on how to support pupils with individual needs from specialists or through external training courses.
- The staff have had bereavement training from Child Bereavement Trust. Two members of staff have attended a range of courses with Child Bereavement UK during 15/16 to become a skilled specialist in this area.
- Some of the Inclusion Team are currently undergoing research and training to support children who have a parent in prison and one of the Learning Mentors has completed a Counselling qualification.
- We are an ELSA school (Emotional Literacy support)
- The Inclusion Manager has received training on Build 2Express which is a Lego based intervention and is now used by the Inclusion Team to facilitate children's SEMH
- The relevant year groups have had training by medical professionals about epilepsy and how to administer emergency medication and how to look after and maintain hearing aids.
- 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 and are about to embark on research work with SIBS to work with children who care for siblings with needs.
- The staff regularly attends in house training from Inclusion Team or from Bucks Learning trust or other outside agencies.
- Key staff are Team Teach trained.

#### 7. **Specialist expertise is obtained by the school/nursery school by:**

- At time it may be necessary to consult with outside agencies to receive their more specialised expertise. These have included:
  - Specialist Teaching Service (Language, Hearing Impaired and Autism, Physical Disability)
  - Child Protection Advisors
  - Educational Psychologist (Traded and Linked)
  - Social Services
  - CAHMS/Barnardo's Buddies
  - Wycombe Hospital Paediatric Team
  - School Nurse
  - Occupational Therapy
  - Speech and Language
  - CAHBS
  - PRU
  - Family Resilience
  - Physiotherapy
  - MIND
  - Young Carers
  - SIBS
- The school has access to termly advice clinics from the link OT, SaLT, CAMHS, Young

Carers and the EP service. This is an opportunity for all staff to discuss concerns.

## **8. The School's/Nursery consultation**

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

- Three times a year the school's Inclusion Team offer an appointment to parents/carers of those children on the SEN Register to meet with them and the class teacher to discuss the current provision and evaluate the effectiveness. This also gives an opportunity to discuss any concerns and referrals that may need to happen.
- We seek to involve parents in drawing up SEN support plans. Parents are asked to contribute to these via a meeting with the Inclusion Team or, when this is not possible the SEN support plan is sent home for consultation. The plans are reviewed at least three times each year and updated plans are discussed at parents evening and sent home to parents.
- Pupils also contribute to their SEN support plan and 'All About Me' profiles. All pupils have opportunities to detail the progress they feel they have made and what next steps need to be put in place.
- Parent Evenings are held three times a year when parents/carers can meet with the class teacher.
- For those children with a Statement of Special Educational Need or an EHC plan, a formal review is held annually. These children also have the SEN support plans detailed below.
- The Inclusion Team have an open door policy to address any parental needs/concerns.
- As part of the Inclusion Team we also have an attached Family Liaison Officer (FLO) and PAFT worker. They provide parental support/guidance including home visits.
- The FLO facilitates a range of Adult education and parenting courses as well as individual 1 to 1 parenting advice.

Listening to Children/young people about their education is:

- Prior to an Annual Review and School Action Plus meetings children are requested to complete a pupil comment sheet detailing what progress they feel they have made and what next steps need to be put in place.
- Pupils with Behaviour plans meet with the Inclusion Team at the beginning of each term to discuss the pupil's targets and the reward system that they would like to be put in place. It may however be necessary to meet with a pupil/parent on a more regular basis.

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

The school's/nursery governing body involve other bodies (including health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by

- A meeting is held with the parents about the role of the outside agency and then a referral is drawn up jointly with the parent.
- Using a range of Outside Agencies.

## **10. The school's/nursery arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is.**

Many strategies are in place to enable the transition to be as smooth as possible. These include:

- Discussion between the previous or receiving schools/nurseries prior to the pupil joining/leaving. A visit is held between Nursery/ Reception staff and Inclusion Team and current educational setting.
- All pupils attend a Transition session in July where they spend some time with their new class teacher.
- The Inclusion Manager is responsible for the transition of all pupils across the school and this provides a cohesive process.
- Additional visits are also arranged for pupils who need additional time.
- The Inclusion Team are always happy to meet with parents/carers prior to their child joining the school and if possible to see them in their current setting.
- Secondary School staff visit Year Six pupils prior to them starting in September and meet with Year 6 staff and Inclusion Manager.
- The Inclusion Team liaise with the Secondary School to pass on information regarding SEND pupils.
- Where a pupil has more specialised needs a separate meeting will be arranged.
- The Inclusion Team in the Summer Term run a Transition programme for specific children; this is based on those who have emotional, social and mental health concerns.

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

- School website
- One-to-one discussions
- Annual Reviews
- Letters
- Bulletin Board
- Home/School Books, where appropriate

### **The School's/Nursery school's key contacts**

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

Name: Mrs W Taylor (Inclusion Manager) and Mrs N Kendrew (SENCo)

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

Tel: 01494 521401

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

Name: Mrs J Freeman

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

Tel: 01494 521401

The school's/nursery Complaints policy can be obtained through the School Office.

### **The School's/Nursery school's link to the Bucks Local Offer**

Information for the Local Offer for Buckinghamshire is available at

[www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

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 contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email

[familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk)