



The Buckingham School Special Educational Needs Annual Report.

At The Buckingham School we strive to support **all** children to enable them to achieve their potential at school. High Quality teaching is vital, however, for some children there are occasions during their school life when additional support may be needed to help them to achieve their targets.

Our SEND policy can be found here: www.buckinghamschool.com/policies

1) The SEND provision at The Buckingham School is on an individual needs basis and includes but is not limited to:

- Literacy and Numeracy 'catch up' sessions are carried out by either a trained teacher or a Teaching Assistant (TA) for students who are identified on entering year 7 as having weak literacy or numeracy skills from their Key stage 2 assessments.
- Reading intervention to increase reading accuracy and fluency for students with a reading age below 9 years and 6 months is given on a one to one basis or in small groups.
- Additional 1:1 support in specific subjects is provided in exceptional cases.
- Social skills sessions are provided for students who need more targeted support, These are carried out in conjunction with the specialist teaching service and our own qualified staff.
- TA's are used for in-class support, small focus group, speech and language therapist support, interventions and for 1:1 sessions. The type of support depends on the students' needs and the requirements of the subject teacher.
- Access arrangements are made where applicable and where a student is eligible i.e. there is evidence to support a history of need and the approved specialists' report. Where there is an identified medical need further arrangements may have to be made.
- Where a student needs more specialised support, external agencies and other professionals may become involved.

The school's Accessibility policy can be found here:

www.buckinghamschool.com/policies

Students with medical needs

- If a student has an additional medical need a health care plan will be compiled with support from the school trained first aider in consultation with parents/carers. Medical needs are discussed with all staff who are involved with the student and appropriate support is put in place.

The school's Administration of Medicines policy can be found here:

www.buckinghamschool.com/policies

2) Students are identified as needing extra support from information such as:

- Concerns raised by parents/carers or the child/young person
- Information from feeder schools is passed on prior to transfer into Year 7.
- Baseline reading and spelling tests are carried out on entry.
- Subject staff, form tutors and Heads of Year (HOY) identify students who are not meeting targets or whose progress is slower than expected and inform the SENDCO if appropriate.
- Baseline assessment carried out in the first term of year 7
- Screening is carried out by the SEND Manager on identification of students with suspected dyslexia. If other specific learning difficulties are suspected then other external agencies may be involved. The SENDCO analyses termly assessment data to identify students who are not meeting their targets.

How we monitor provision:

- In consultation with the student and parent/carer, support plans are written by the SEND Manager and are overseen by the SENDCO; these are reviewed regularly. Provision maps are also used to show how support is targeted and the effectiveness of the intervention.
- Termly data and information from subject teachers, parents and most importantly, the student is all used to assess the effectiveness of the provision and the progress of pupils with SEND.

3) The school's approach to teaching

- We promote inclusion to include children/young people with SEND both inside the classroom and during extracurricular activities and trips.
- Risk assessments are carried out and procedures are put in place to enable all students to participate where possible.
- Teaching staff are given training on strategies to use in the classroom with students who have specific needs.
- Emotional and social development is supported through various avenues including the form tutor and HOY, subject teachers, the SENDCO, SEND Manager, Inclusion unit and TA's that may be supporting the student. The school uses a variety of support both internal and external. Peer mentors, Welfare and Attendance Director and Manager, specialist staff within STEP (Support, Teach, Engage, Progress) department. In addition, we will use an Educational Psychologist and the support of CAMHS to further support the school where necessary. We also work closely with the School Nursing Team.
- Students with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their subject teachers and SENDCO during their regular reviews.

4) The School's facilities

- The school's main buildings are DDA compliant.
- The main buildings are accessible for wheelchair users and there are lifts available in all buildings to higher floors. Ramps are in place to allow access to areas where there would have been a raised curb or steps.
- Each building has a toilet adapted for disabled users.
- Disabled parking bays are nearest to the main reception to provide easier access for students and parents/carers.
- In order to make the school site more accessible for students who are visually impaired, yellow lines have been painted on areas that have been identified during a risk assessment that was carried out by a specialist teacher.
- Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

5) Training for staff to help them support children/ young people with SEND.

- The SENDCO has gained the National Award for SEND Co-ordination.
- The SEND Manager has Advanced Professional Practice in Education (SEND).
- Specialist training has been accessed through the Specialist Teaching Service, Speech and Language Therapist (SALT) and Educational Psychologist Service (EPS).
- Individual staff have had further, or more specific training on how to support students with individual needs from specialists or through external training courses.

6) The School's arrangements for consultation

- If parents have a concern about a specific subject they should contact the Curriculum Leader of each department in the first instance. If the concern is pastoral then the Head of Year should be contacted. Specific concerns which relate to the students special need or disability should be raised with the SENDCO and/or SEND Manager.
- Each student who has been identified as having special needs will, where applicable, will have a support plan that is written in conjunction with them and their parent/carers.

- Assessment data is sent out on a half termly basis and will inform parents/carers of their child's/ young person's progress.
- Parent evenings are held once a year when parents/carers can meet with subject teachers and the SENDCO or SEND Manager.
- Students are asked to set personal targets in discussion with their form tutors each term and these are written into their planner.

7) The School's partnerships

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

- Specialist Teaching Service to support students with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- School Nursing Team
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Aspire (Pupil referral Unit formerly known as Blueprint)
- County SEND Team
- Adviza (formerly known as Connexions for careers guidance)

8) The school's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living is:

Year 6 to 7

Prior to children leaving their primary school information is gathered from the class teacher/ SENDCO as to the type of support they will need. The Head of Year (HOY) 7 and SEND Manager plus a member of the Senior leadership team visits each feeder school and meets with the class teacher and the children. In some instances, it may be felt that the child would benefit from transition support which is arranged by the SEND Manager in liaison with the primary school. A programme of support is organised for identified children in the half term leading up to the induction days in July. The child and parent/ carer would also be given the opportunity to visit the school on more than one occasion prior to the induction day where applicable.

Post 16

- Careers guidance is given to support an SEND student.
- If the student is leaving to attend a new school or college they are supported during the transition on an individual basis and the SENDCO/SEND Manager would liaise with the new setting.
- The school does collaborate between the following education providers and other settings where it is deemed appropriate for the individual student:
 - Aspire Home Tuition service/Outreach service
 - Hospital outreach services
- **The school communicates the contact details for the support listed above to students with SEND and their families via:**
 - The School website
 - 1:1 discussions.
 - Annual reviews

9) The school's key contacts:

Helen Tyrrell: SENDCO and Deputy Headteacher

Julie Branch: SEND and Learning Support Manager

- Email: htyrrell@buckingshamschool.org
- Email: jbranch@buckingshamschool.org
- Tel: 01280 812206 (ext. 248 or 266)

10) The contact for compliments, concerns or complaints from parents of students with SEND is:

Miss Angela Wells: Headteacher

- Email: via her PA (Mrs Alison Allen)
aallen@buckingshamschool.org
- Tel: 01280 812206

The school's complaints policy can be found here:

www.buckingshamschool.com/policies

The school's link to the Bucks Local Offer Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer