



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 some additional support may also 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 Higher Level Teaching Assistant (HLTA) 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 groups, speech and language support, interventions and for 1:1 support where appropriate and required. The type of support depends on the student need.
- Exam access arrangements are made where applicable and where a student is eligible i.e. there is teacher evidence in place to support a history of need and normal way of working, and an 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's lead 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.buckinghamsschool.com/policies **Success for All through Achievement, Challenge & Enjoyment**

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 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 whose progress is slower than expected. They will implement additional support / strategies at subject / pastoral level. Following this, if progress is not seen, staff will inform the SENDCO/SEND Manager as appropriate.
- Baseline assessment carried out in the first term of year 7
- Screening is carried out by the SEND Manager to identify students with suspected dyslexia. If other specific learning difficulties are suspected, then other external agencies may become involved.
- The SEND Manager also analyses termly assessment data to identify SEND 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 mapping is also used to show how support is targeted and the effectiveness of the intervention. The voice of the student is gathered and shared with staff via pupil passports.

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

Implementation of Quality First Teaching for all students. Teachers receive specific student information and strategies, and a range of CPD to support this.

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.

Emotional and social development is supported through various avenues including the Form Tutor and Head of Year, subject teachers, the SENDCO, SEND Manager, and TA's that may be working with the student. The school uses a variety of support both internal and external, including peer mentors, staff from our Student Support Team, CAMHs and Educational Psychologists 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 (Disability Discrimination Act) 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.

A disabled parking bay near to the main reception provides easier access for students and parents/carers with disabilities.

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 is completing the National Award for SEND Co-ordination.
- The SEND Manager has the Certificate in Advanced Professional Practice in Education (SEND).
- Specialist support and training has been accessed through the Specialist Teaching Service, ASD Specialists and the Speech and Language Therapist (SALT).
- There is a new and ongoing SEN CPD programme for teaching staff.
- The HLTAs/TAs all have specific areas of specialism, qualifications and like teachers ongoing CPD.

6) The School's arrangements for consultation

If parents have a concern about a specific subject, they should contact the Curriculum Leader of that 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 is identified as having special needs will, where applicable, have a support plan that is written in conjunction with them and their parent/carer.

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/tutors and the SEND Manager, if they so wish.

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 (supporting ASD, SLCN, C&L, PD and sensory needs)
- Child Protection Services
- CAMHs (Child and Adolescent Mental Health Service)
- School Nursing Team
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy

- Speech and Language Therapy
- Counsellors
- Educational Psychologists
- Aspire (Pupil referral Unit formerly known as Blueprint)
- Local Specialist Schools
- 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 Y6 class teacher/ SENDCO as to the type of support they will need. The Head of Year (HOY) 7 and SEND Manager, members of the Student Support Team, plus a member of the SLT visit each feeder school.

In some instances, and where identified by the primary school, a Y6 child can be identified to receive some transition support prior to the two formal Inductions days. In which cases a programme of support sessions is planned and parents notified by the primary school.

A parent/ carer can also be given the opportunity to visit the school prior to the Induction days.

Post 16

- Careers guidance is given to support SEND students.
- If a 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 where required.

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

- The School website
- 1:1 discussion.
- Annual reviews

9) The school's key contacts:

Anita Baxter: Assistant Headteacher and SENDCO

Julie Branch: SEND Manager

Email: abaxter@buckinghamschool.org

Email: jbranch@buckinghamschool.org

Tel: 01280 812206 (ext. 248 or 266)

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

Mr A. McGinnes: Headteacher

Email: via his PA (Mrs Alison Allen)

aallen@buckinghamschool.org

Tel: 01280 812206

The school's complaints policy can be found here:

www.buckinghamschool.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