



Little Missenden CE Infant School

Special Educational Needs (Information) Regulation Annual Report 2023-24

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](#).

This document has been co-produced by Bucks parents of children and young people with SEND.

At Little Missenden CE Infant School, we believe everyone in our school community deserves respect and kindness. It is the foundation of our school vision, founded on Ephesians 3:17, 'Rooted and grounded in love.' Through this we seek to nurture and support all within our school community, enabling them to take root and grow from the foundations of love in order to reach the fullness of their potential, flourishing and living lives displaying the values of friendship, thankfulness, honesty, forgiveness, compassion and trust.

Pupils come to the school with a variety of needs which the school will assess and aim to meet. By recognising those needs and differentiating our resources and practice, we aim to provide an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all learners with disabilities have special educational needs and not all learners with SEN meet the definition of disability but this report covers all of these learners.

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1. The type of SEND provision that Little Missenden CE Infant School caters for is:

A quality education for all pupils, including those with SEND and all children are valued equally. We believe in providing a broad, enriching and enjoyable curriculum that caters for children's individual strengths and needs. We recognise that some children will require additional support or challenge and to achieve this we will strive to eliminate any barriers to learning which could hinder or exclude individual pupils. We believe that all children should feel safe and valued in school and we will work hard to eliminate prejudice and discrimination. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

Little Missenden CE Infant School directly caters for children with SEND needs based on individual needs such as Speech and Language and we are happy to discuss individual requirements. We strongly encourage parents to make an appointment with the Headteacher before applying for a school place to ensure specialist provision can be put in place.

The school's Accessibility policy can be found by clicking [here](#).

2. Little Missenden CE Infant School's Policy

• The school's policy (including pupils who do and do not have an EHC Plan) for:

a) Identifying and assessing pupils with SEND is addressed in the following ways:

- By the regular monitoring of progress which prompts concerns about a pupil's development in one or more specific curriculum areas.
- By considering a pupil's level of attainment compared with the expected attainment for their age.
- By considering concerns raised by parents/carers/teachers or the child.
- By considering changes in a pupil's behaviour.

b) Evaluating the effectiveness of its provision for pupils with SEND is addressed in the following ways:

- By scrutinising children's work and by reviewing provision.
- Teaching and the implementation of interventions are monitored to ensure that they are effective and have impact on raising attainment.
- Discussions with, and surveys by pupils, staff and parents.
- Ongoing review and adaption of provision plans by the SENDCo.
- Evaluative visits by the SEND Governor and Chairman of Governors.
- Data analysis and progress tracking by the Headteacher and all staff, for example through pupil progress meetings.

c) Assessing & reviewing the progress of pupils with SEND is addressed in the following ways:

- Assessed on a daily basis as part of everyday teaching.
- Progress and attainment monitoring - Termly progress meetings identify all children's current attainment and the amount of progress they are making.
- Children with support plans or EHC Plans are assessed regularly and their progress reviewed termly against their personal targets.
- Assessments may be carried out by outside agencies such as the Speech and Language team or Educational Psychologist if the school considers it is appropriate.

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3. Little Missenden CE Infant School's Approach to Teaching

- **The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan) is characterised:**

a) By adapting the curriculum & learning environment in the following ways:

- Through the class teacher's differentiation of work when a child has been identified with SEND to enable them to access the curriculum more effectively.
- Children with SEND are set specific targets according to their area of need. These targets are set out within a Support Plan or Education, Health Care Plan (EHC Plan). Progress in relation to the targets set is monitored closely by the class teacher and reviewed by the SENDCo termly.
- Specialist equipment may be given to pupils as appropriate e.g. pencil grips, writing slopes or sensory cushions.
- A range of curriculum resources are used to support specific subject areas e.g. Coloured overlays or word banks can be used in English lessons.
- Adaptations are made to the learning environment to accommodate individual pupils e.g. seating position or the provision of large print.

b) With the provision of additional support for learning in the following ways:

- By the class teacher deploying Teaching Assistants (TAs) to work with pupils on a 1:1 basis or within small groups in order to target more specific needs. TAs also support pupils within the classroom alongside the class teacher.
- Intervention groups are run by TAs to target specific areas of the curriculum such as phonics, handwriting, basic literacy and numeracy skills. Intervention programmes vary in length but are detailed on the Support Plan. The interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Some pupils with SEND may require more expert support from an outside agency such as the Specialist Teaching Service. A referral will be made, with parental consent, to the most appropriate agency. After a period of assessment, specialists will make recommendations which will be included in a Support Plan. In some cases specialist teachers may support children in class.
- Teachers and TAs listen to readers in school on a regular basis.

c) Through activities that are available to pupils with SEND in addition to those available through the normal school curriculum:

By actively encouraging children to take part in activities and school trips including:

- A range of clubs.
- Topic linked school trips.
- A range of visitors and curriculum enrichment activities.
- A strong emphasis on child initiated learning in Reception allowing children to apply skills and work at their level on things that interest them.
- Wide range of performance opportunities inside and outside of school including class assemblies, Christmas productions, country dancing performances etc.

Appropriate support and procedures are put in place so that all children can participate in extra-curricular activities. Risk assessments are carried out for pupils with SEND. If it is deemed that an intensive level of 1:1 support is required an additional adult will accompany the child during the activity.

d) Through improving the emotional and social development of pupils with SEND:

This is achieved by recognising that it is essential that children feel happy, safe and secure if they are to learn effectively.

- TAs sometimes run small group interventions and nurture groups designed to develop social skills
- Playground Buddies support other children at break and lunchtimes for children who find playtimes a challenge.
- The PSHE curriculum covers many aspects of emotional and social well being
- Daily collective worship and the development of our school vision and values.

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4. Little Missenden CE Infant School's Facilities

- **The school's facilities to include pupils with SEND and the arrangements for providing new or specialist equipment & facilities include:**

Our willingness to discuss individual access requirements.

- The school is all on one level so is accessible to wheelchair users.
- We do not have a disabled toilet facility but one toilet is 'disabled ready' if there is a need to adapt it.

If any individual has a need for specialist equipment or facilities the SENDCo will be happy to discuss this and liaise with the local education authority's SEND Department.

5. Little Missenden CE Infant School's Training

- **The school's arrangements for training staff in relation to pupils with SEND include:**
- Ensuring that the SENDCo attends regular training in all aspects of legislation and practice related to SEND
- Whole school staff training for teachers and TAs is organised which reflects the needs we are catering for in the school.
- Staff may receive individual training from external sources related to any child with SEND they may be supporting e.g. supporting children with Speech and Language needs.
- An induction programme is provided for newly appointed TAs which includes outlining policies and enables the new member of staff to shadow experienced TAs.
- Appropriate staff are trained in line with any medical needs that are set out within Health Care Plans e.g. epipen training.

The school SENDCo has gained the "National Award for SEN Co-ordination" qualification and also works closely with other local SENDCos as part of the Chiltern Area Partnership.

Specialist expertise is obtained by the school by:

- Working with the Children Area Partnership and other local schools who provide specialist SENDCo support. Meetings are held between the SENDCos to provide help and advice for children with Support Plans or EHC plans where appropriate.
- Consulting with outside agencies to receive their more specialised expertise. The agencies used by the school include:
 - Educational Psychologist
 - Specialist Teaching Service
 - CAMHS (Child & Adolescent Mental Health Service)
 - Community Paediatricians
 - Occupational Therapist
 - Speech & Language Therapist
 - School Nurse
 - PRU (Pupil Referral Unit)
 - PACE centre
 - Family Resilience
 - Social Services
 - ECPC (Education of Children in Public Care Team)
 - The Education Welfare Specialist Unit

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6. Little Missenden CE Infant School's Consultation Procedures

- **The school's arrangements to consult with and involve:**

- a) **Parents/carers of pupils with SEND about the education of their child/ young person is:**

Achieved by considering that it is important to engage parents in their children's learning and value their input. The following processes are in place to consult with parents and carers:

- Parent consultation meetings
- Daily contact with teachers at the beginning and end of the school day.
- Annual written reports
- Appointments can be made with the class teacher, SENDCo and Headteacher to discuss individual pupils in detail at any time during the school year.
- The class teacher or SENDCo holds termly meetings with parents to discuss current provision and targets.
- Parent information meetings
- Parent Survey

- b) **Children/ young people about their education is:**

By encouraging all pupils to contribute to their own education by:

- 1:1 discussions with teachers and TAs.
- Pupil survey
- School Council.
- Taking an active role in their own annual reviews.

7. Little Missenden CE Infant School's Partnerships

- **The school's governing body/ proprietor involve other bodies (incl health, social care, Buckinghamshire Council support services, voluntary & community groups) which meet the needs of pupils with SEND and their families:**

The Governors of Little Missenden CE Infant School are responsible for entrusting a named person to monitor arrangements for children with SEND. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the school's Inclusion Policy and accessibility plan annually.

The school's named governor for SEND is **Mrs M Dickinson**

The designated governor meets with the SENDCo on a regular basis to discuss any matters relating to SEND including the involvement of outside agencies.

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8. The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

Achieved by many strategies that are in place to enable the smooth transition of pupils with SEND. These include:

- Detailed discussions between the previous or receiving schools prior to the pupil leaving or joining.
- All pupils attend a transition session where they spend time with their new class and teacher.
- Additional visits are arranged for pupils who require extra time in their new school.
- The SENDCo will meet with parents/carers prior to their children joining the school.
- Relevant staff may visit other settings to talk to staff prior to a pupil joining the school.
- The SENDCo will liaise with SENDCos from other settings to ensure all information is passed on efficiently.
- The SENDCo and any other relevant staff may attend a pupil's Annual Review prior to joining the school.
- Little Missenden School staff visit prior to pupil's leaving their present pre-school, nursery, or school if transferring between schools, to speak to staff and pupils.

The school fosters collaboration between the following education providers and other settings:

- Pre-school and nursery settings where children are transitioning into Reception.
- Junior schools where pupils are transitioning into Year 3.
- Special Schools where children may be transitioning to or from age appropriate year groups.
- Any school where children are transitioning to or from Little Missenden.
- Other specialist provision e.g. PRU (Pupil Referral Unit).

9. The school communicates the contact details for the support listed above and any appropriate additional support service information to pupils with SEND and their families by:

- 1:1 discussions.
- Information available from the Local Authority.
- School website.
- Welcome packs to new parents.
- BFIS Website.

10. Little Missenden CE Infant School's Key Contacts

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

Name: Mrs M Green

Email: office@littlemissendenschool.co.uk

Tel: 01494 862021

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

The class teacher is the initial point of contact for responding to parental concerns. Parents can also contact the SENDCo for concerns relating to pupils with SEND.

If parents have spoken to both the class teacher and SENDCo they may then wish to pass their views to a Governor.

SEND Governor

Name: Mrs M Dickinson

Email: office@littlemissenden.bucks.sch.uk

Tel: 01494 862021

Little Missenden CE Infant School's Complaints policy can be found on our school website.
www.littlemissendenschool.co.uk

Little Missenden CE Infant School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at [Special educational needs and disabilities \(SEND\) | Family Information Service \(buckinghamshire.gov.uk\)](#)

The Buckinghamshire 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 Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckinghamshre.gov.uk

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