



# Little Missenden CE Infant School

## Special Educational Needs (Information)

### Regulation Annual Report 2025-26

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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 SEND meet the definition of disability but this report covers all of these learners.

All mainstream schools and maintained nursery schools are required by law to produce a Special Education Needs Report on an annual basis (Special Educational Needs (Information) Regulations Clause 65). By law, this information must be made available to parents on the school website.

Please take time to read our annual report below along with our SEND policy which can be found on our website at [www.littlemissendenschool.co.uk](http://www.littlemissendenschool.co.uk)

If you would like further information or to discuss your child's particular needs, then our SENDCo would be happy to meet with you. This can be arranged by contacting one of the team in our school office.

Telephone: 01494 862021

Email: [office@littlemissendenschool.co.uk](mailto:office@littlemissendenschool.co.uk)

The school's SENDCo is: Mrs M Green

The school's SEND Teacher is: Mrs C Gresswell

The school's SEND Governors are: Mr S Sneesby and Mrs C Dean

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## 1. What type of SEND is provided for?

We believe in providing a broad, enriching and enjoyable curriculum that caters for children's individual strengths and needs. We recognise that some children require additional support to thrive at school and we 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 caters for children with SEND by making reasonable adjustments based on the child's individual needs. We currently have provision in place for children with communication and interaction needs, specific learning difficulties and speech and language difficulties. We will always seek to understand a child's strengths and challenges and make reasonable accommodations and adjustments to support them. We strongly encourage parents to make an appointment with the Headteacher before applying for a school place to ensure the right support can be accessed and provided.

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

## 2. What is the School's Inclusion Policy?

### 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 provision for pupils with SEND is addressed in the following ways:

- By scrutinising children's work and by reviewing provision.
- Monitoring the quality of teaching and the implementation of interventions to ensure that they are effective and have impact on raising attainment.
- Discussions with, and surveys by pupils, staff and parents.
- Ongoing review of SEND Support 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.

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

- Daily ongoing assessment as part of everyday teaching; formative assessment
- 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.

**3. What is the school's approach to teaching pupils with SEND?**

We follow the Graduated Approach to teaching pupils with SEND. Every SEND pupil is given a SEND Support Plan and enters the termly cycle of Assess, Plan, Do Review (APDR). Short-term targets are set based on pupil assessment and analysis of needs and appropriate provision is put in place. The short-term targets are designed to work towards longer-term outcomes agreed with parents.

**We adapt the curriculum & learning environment in the following ways:**

- We adapt teaching and learning strategies according to need
- We provide scaffolds and models to support task initiation and completion
- We will, if necessary, differentiate the curriculum and learning tasks
- 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 scaffold learning in specific subject areas e.g. word banks, task organisers and 'chunked' learning tasks 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.

**We provide additional support for learning in the following ways:**

- The class teacher may deploy a Teaching Assistant (TA) 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. Targeted intervention programmes vary in length and are detailed on the child's SEND Support Plan. The interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.

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- 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 the SEND Support Plan. In some cases, specialist teachers may support children in class.
- Teachers and TAs listen to readers in school on a regular basis.

**We encourage participation in activities that are available to all pupils through the normal school curriculum. These include:**

- A range of clubs, lunchtime and after school 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.
- A 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.

**We support the emotional and social development of pupils with SEND:**

- We recognise it is essential that children feel happy, safe and secure if they are to learn effectively.
- TAs will 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.
- Our PSHE curriculum covers many aspects of emotional and social well being
- Daily collective worship and the direct teaching of our school vision and values.

#### **4. What facilities does the school offer SEND pupils to support inclusion?**

- We are always willing to discuss individual access requirements with a view to making reasonable adjustments to the environment.
- The school is all on one level and is accessible to wheelchair users.
- We have a disabled toilet facility.
- We will strive to access specialist equipment via the local authority's SEND team if needed

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## 5. What staff training does the school provide in relation to SEND?

- The school 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 the “National Award for SEND Co-ordination” qualification and also works closely with other local SENDCos as part of the Chiltern Area Partnership.

We access further specialist expertise by:

- Working with the Chiltern 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. These agencies include but are not limited to:
  - ⇒ 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. How does the school involve the parents and children in their education?

We recognise the importance of engaging and involving parents in their child's learning and we value parent input. Formal arrangements to achieve this include:

- 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

We also acknowledge and value the importance of involving pupils in their own education and SEND Support Plans. We encourage 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. How does the school support children who are looked after by the local authority and have SEND?

The designated teacher for Children Looked After (CLA) is Michelle Green.

- The designated teacher will support all staff in understanding the particular challenges faced by SEND pupils who are also CLA.
- The designated teacher works closely with the SENDCo to ensure appropriate provision is in place for the child.
- We work in partnership with The Virtual School to provide regular and rigorous monitoring of the child's academic progress as well as their physical and emotional well-being.
- We will request additional funding where necessary to facilitate access to more specialist support as needed.

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## 8. What partnerships are in place to support SEND pupils

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 governors for SEND are **Mr S Sneesby and Mrs C Dean**

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

The Governing Body work in partnership other agencies to support SEND pupils, including Buckinghamshire Health and Social Care and Buckinghamshire iSEND team.

## 9. How does the school support transition and transfer to different settings

We recognise the importance of sharing information to allow professionals to plan appropriately for pupils with SEND. We foster close relationships with other local schools and are proactive in planning appropriate transition activities, including:

- Detailed discussions between the previous or receiving schools prior to the pupil leaving or joining.
- Arranging a transition session where SEND pupils can spend time with their new class and teacher.
- Arranging additional visits 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.

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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).

#### **10. Who should I contact at school regarding matters relating to SEND?**

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

Name: Mrs M Green

Email: [office@littlemissendenschool.co.uk](mailto:office@littlemissendenschool.co.uk)

Tel: 01494 862021

- The name and contact details of the school's SEND Teacher

Name: Mrs C Gresswell

Email: [office@littlemissendenschool.co.uk](mailto:office@littlemissendenschool.co.uk)

Tel: 01494 862021

#### **11. Who should I contact regarding complaints or compliments relating to SEND matters?**

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 Governors**

Name: Mr S Sneesby and Mrs C Dean

Email: [office@littlemissenden.bucks.sch.uk](mailto: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](http://www.littlemissendenschool.co.uk)

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## 12. Links to the Buckinghamshire 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](mailto:familyinfo@buckinghamshre.gov.uk)

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