



Grendon Underwood Combined School

Special Educational Needs and Disabilities Annual Report 2021

What is the local offer?

The children and families act (2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 -25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we provide for children with SEND.

At Grendon Underwood Combined School we strive to support **all** children to enable them to achieve their potential at school. Quality First Teaching is vital: however for some children additional support may be needed to help them to achieve their targets.

Our SEND policy can be found on the school website.

1. The SEND provision at Grendon Underwood Combined School is on an individual needs basis and includes but is not limited to:

- Time limited interventions personalised to the child's needs (English, Maths and other subjects), where school has identified areas for development. In Early Years Foundation Stage the children are monitored for progress against the Seven Areas of Learning and Development.
- Additional 1:1 support in specific subjects may be provided in exceptional cases.
- Adapted resources
- Social skills sessions are provided for pupils who need more targeted support.
- TAs support in class, with small focus groups support and 1:1 sessions. The type of support depends on the pupils' needs and the requirements of the subject teacher.
- Where a pupil needs more specialised support, external agencies and other professionals may become involved (**see school's partnerships – section 7**).
- A Personal Education Plan (PEP) for looked after children who have SEND.
- Access arrangements may be made for exams where a specialist report identifies a need. Types of provision may include the use of a laptop or additional time. Where there is an identified medical need further arrangements may have to be made.

The school's Accessibility plan can be found on the school website.

- 1.8. If a pupil has an additional medical need a detailed care plan will be compiled with support from the school and appropriate medical professionals, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

The school's administration of medicines policy can be found on the school website.



2. Pupils are identified as needing extra support from information such as:

- Concerns raised by parents/carers or the child/young person
- Information from providers/feeder schools is passed on prior to transfer.
- Observations and assessments carried out on entry.
- Class teachers identify pupils who are not meeting targets or whose progress is slower than expected and inform the Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will involve external agencies if appropriate.
- Ongoing, statutory and termly assessments are analysed by the SENDCo and the Head Teacher to identify barriers to achievement and to determine needs and provision.
- Information from medical professionals

How we monitor provision:

- In consultation with the pupil and parent/carer, provision maps (individual short-term outcomes) are written by the class teacher and are overseen by the SENDCo; these are reviewed termly. Provision maps are also used to show how support is targeted and the effectiveness of the interventions. In Muddy Boots Nursery, SEN Support Plans are developed for children requiring extra support and these will include short term outcomes.
- Termly data and information from class teachers, parents and the pupil 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 believe that high quality first teaching (QFT) that is appropriately differentiated for individual pupils is the first step in responding to possible SEN.
- We promote inclusion to include children with SEND both inside the classroom and during extra-curricular activities and trips.
- Risk assessments are carried out and school will ensure that all pupils participate to the best of their abilities.
- Teaching staff are given training on strategies to use in the classroom with pupils who have specific needs.
- Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered through social skills groups, and school can also refer to CAMHS (Child and Adolescent Mental Health Service) when needed. Children's mental health and well-being is also included in our curriculum and is targeted through assembly time and PSHE sessions.
- Pupils with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their class teachers and SENDCO using monitoring and evaluation procedures relevant to the age of the child. These are then used to develop strategies to improve teaching to ensure pupils are able to fully access the curriculum.



4. The School's facilities

- The school's main buildings largely comply with the Disability Discrimination Act (DDA). The school has a toilet adapted for disabled users.
- Two disabled parking bays are available in the school car park offering easier access for pupils and parents/carers.
- 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 a qualified teacher who is currently completing the NASENCo award.
- Specialist training has been accessed through the Specialist Teaching Service, the Educational Psychology service and the Cognition and Learning team.
- Individual staff have had further, or more specific training, on how to support pupils with individual needs, from specialists or through external training courses.

6. The School's arrangements for consultation

- If parents have a specific concern they should contact the Class Teacher or Nursery Leader in the first instance, who will liaise with the SENDCo as appropriate.
- Each pupil who has been identified as having special needs will have a provision map that is written in conjunction with them and their parent/carer.
- Assessment data is shared on a termly basis and will inform parents/carers of their child's/ young person's progress.
- Parent evenings are held twice a year when parents/carers can meet with class teachers. There are also opportunities to meet with the children's Key Workers in Muddy Boots.
- Pupils on the SEND register and their parents/carers are invited to meet with the SENDCo and/ or class teacher termly. Any child with an EHC Plan will also have an annual review.

7. The School's partnerships

- 7.1 The school's governing body involve other bodies (including health, social care, Bucks County Council (BCC) support services) to meet the needs of pupils with SEND and their families by using the following outside agencies:
 - Specialist Teaching Service to support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
 - Child Protection Services
 - Educational Psychology
 - CAMHS
 - School Nurse
 - Community Paediatrics
 - Social Care
 - Family resilience



- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil referral Unit
- Virtual School
- BCC SEND Team

8. The school's arrangements for pupils with SEND transferring between other education providers:

- We use our best endeavours to ensure that all relevant information is passed between schools as quickly as possible.
- Staff from each setting will contact one another and share key information to assist with the process.
- Additional transition days may be set dependent on individual circumstances.
- Additional emotional support may be provided.

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

- The School website.
- 1:1 discussions.
- Termly reviews.

10. The school's Key contact:

SENDCO: Mrs Sophie Stainer

Email: sendco@gucs.org.uk

Tel: 01296 770388

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

Headteacher: Mrs Caroline Tomlinson

Email: head@gucs.org.uk

Tel: 01296 770388

The school's complaints policy can be found on the school website.

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

Sophie Stainer

October 2021



Children on the SEND register – October 2021

Year Group	EHCP	SEN Support	Total
Reception	0	0	0
Y1	0	1	1
Y2	1	0	1
Y3	0	1	1
Y4	3	3	6
Y5	0	2	3
Y6	0	2	2