The John Hampden School Wendover Special Educational Needs Annual Report.

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 The John Hampden School Wendover we strive to support **all** children to enable them to achieve their potential at school. Quality First 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 is updated annually and can be found here: (www.johnhampdenwendover.co.uk)

1. **The SEND provision at The John Hampden School Wendover is on an individual needs basis and includes but is not limited to**:
   - 1.1. Interventions personalised to the child's needs (English, Mathematics, Phonics and other subjects), where school has identified areas for development
   - 1.2. Additional 1:1 support in specific subjects may be provided in exceptional cases.
   - 1.3. Social skills sessions are provided for pupils who need more targeted support.
   - 1.4. LSAs/TAs are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the pupils' needs and the requirements of the class teacher.
   - 1.5. Access arrangements may be made for tests/assessments 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.
   - 1.6. Where a pupil needs more specialised support, external agencies and other professionals may become involved.
   - 1.7. A Personal Education Plan (PEP) for looked after children who have SEN.

   The school's Accessibility policy can be found under Key Information on the school website

   Accessibility Plan

September 2020

Pupils with medical needs

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 Supporting Pupils with Medical Needs policy can be found here:

Supporting Pupils With Medical Needs

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

2.1. Concerns raised by parents/carers or the child/young person
2.2. Information from other providers/pre-schools is passed on prior to transfer.
2.3. Observations and assessments carried out on entry.
2.4. Class teachers identify pupils who are not meeting targets or whose progress is slower than expected and inform the SENDCO if appropriate.
2.5. On-going and statutory assessments are analysed to identify needs.
2.6. If other specific learning difficulties are suspected then other external agencies may be involved.
2.7. The SENDCO analyses termly assessment data to identify pupils who are not meeting their targets.
2.8. Information from medical professionals

How we monitor provision:

2.9. In consultation with the parent/carer and the pupil, provision maps 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 intervention.
2.10. 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

3.1. We promote inclusion to include children/young people with SEND both inside the classroom and during extra-curricular activities and trips.
3.2. Risk assessments are carried out and the school will make their best endeavours to put in place procedures to enable all pupils to participate.
3.3. Teaching staff are given training on strategies to use in the classroom with pupils who have specific needs.
3.4. Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered through social skills groups and in a small number of cases CAMHs support may be needed.
3.5. 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

4.1. The school's main buildings are DDA compliant as far as is reasonably practicable.
4.2. The school has a toilet adapted for disabled users.
4.3. There is a short flight of steps within the school which provides internal access to the hall from some classrooms. There is an external ramp which provides wheelchair access to the whole school and a moveable ramp which is used to provide access through all external doors as there is always a step up into the building.
4.4. A disabled parking bay is provided nearest to the main entrance to provide easier access for pupils and parents/carers.
4.5. In order to make the school site more accessible for pupils who are visually impaired, yellow lines have been painted on areas that have been identified during regular Health, Safety and Accessibility inspections.
4.6. Signage has been produced so that it can be read by pupils with visual impairment
4.7. 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.

5.1. Our SENDCO has gained the National Award for SEN Co-ordination
5.2. Specialist training has been accessed through the Specialist Teaching Service, the Educational Psychology Service, Cognition and Learning.
5.3. 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

6.1. If parents have a specific concern they should contact the Class Teacher in the first instance, who will liaise with the SENDCo as appropriate.
6.2. 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.
6.3. Assessment data is shared on a termly basis and will inform parents/carers of their child's/ young person's progress.
6.4. Parent evenings are held twice a year when parents/carers can meet with class teachers.
6.5. Pupils with EHC plans and parents/carers meet with the SENDCO and class teacher termly.

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 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 (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil referral Unit
- County SEN Team

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

Whenever a child transfers in or out of our school:

8.1. We use our best endeavours to ensure that all relevant information is passed between schools as quickly as possible.

8.2. Staff from each setting will contact one another and share key information to assist with the process.

8.3. Additional transition days may be set dependent on individual circumstances.

8.4. 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:

9.1. The School website.

9.2. 1:1 discussions.

9.3. Termly reviews.

10. The school's Key contacts:

JOHN HAMPDEN SCHOOL WENDOVER SENDCO: Miss Jo Francis

- **Email: office@jhampden.bucks.sch.uk**
- **Tel: 01296 622629**

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

Headteacher: Mrs Sue Barnes

- **Email: office@jhampden.bucks.sch.uk**

- **Tel: 01296 622629**

The school's complaints policy can be found here:

(www.johnhampdenwendover.co.uk)

The school's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire Council is available at Local Offer

September 2020