



Stoke Mandeville Combined School

Caring, Inspiring and Achieving Together

Special Educational Needs and Disabilities Annual Report 2021-22

As a maintained school in Buckinghamshire we are supported by Buckinghamshire Council to ensure that all children, regardless of any specific needs, make the best possible educational progress. We are supported to be as inclusive as possible, with the needs of children with Special Education Needs and Disabilities (SEND) being met in mainstream schools whenever possible.

What is the local offer?

Following Government's guidelines, Local Authorities have 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 clearly see 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, showing how we provide for children with SEND.

At Stoke Mandeville 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 there are occasions during their school life when additional support may be needed to help them to achieve their targets.

1. **SEND provision at Stoke Mandeville Combined School** is on an individual needs basis and covers the 4 main areas of need as established by the SEND Code of Practice (2015)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

What does this look like?

- Interventions are personalised to the child's needs and shared 3 times a year on an Individual Provision Map (IPM)
- Social skills sessions are provided for pupils who need more targeted support.1.4.
- Emotional Literacy Support is offered to children by a trained Teaching Assistant to help deal with difficulties like anxiety, friendship issues, grief and other emotion
- A nurture group offers extra support for selected children in Key Stage 1. It runs twice a week for at least two terms.
- Teaching Assistants are generally based in class to support children alongside quality 1st Teaching, meaning that all children have access to a wide and engaging curriculum alongside their classmates.
- Occasionally Teaching Assistants lead small focus group support to deal with a specific issue. This is time limited to ensure that children are not missing class based learning
- 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.



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- Where a pupil needs more specialised support, external agencies and other professionals may become involved (see school's partnerships – section 7).
- A Personal Emergency Education Plan (PEEP) will be written for looked after children who have SEND.
- 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.

2. Stoke Mandeville School Additionally Resourced Provision for Hearing Impairment

Stoke Mandeville School has an Additionally Resourced Provision (HI-ARP) for Hearing Impairment which has places for 8 children with Education, Health and Care Plans relating to Hearing Impairment. The ARP takes children, on the recommendation of the Local Authority, from rising 5 to 11 years.

Language and Communication

The HI-ARP provides Hearing Impaired Specialist Teaching, Hearing Impaired Support Assistants and Speech and Language Therapy using whichever communication mode or language each child prefers: spoken English, sign Supported English or British Sign Language.

Organisation

Children from the HI-ARP are fully included in the school; they are taught in their mainstream classes and at times may be taught in the HI-ARP, in small groups and individually, depending on their needs. We also have a policy of reverse integration, which means that some children, who do not have a hearing impairment, will work in the HI-ARP alongside their HI peers. Within the HI-ARP there is a Teacher of the Deaf, and a team of Specialist Teaching Assistants. The teachers in the HI-ARP assess the needs of the children, oversee all programmes of work, provide specialist teaching and work alongside the mainstream teachers. This involves adapting the curriculum; providing advice and information; working in partnership with other professionals including audiologists and cochlear implant teams; and providing Deaf awareness training to all staff. We have Specialist Speech and Language Therapists who provide therapy on an individual and small group basis.

Personal Amplification and Technology

The children's personal amplification – hearing aids and cochlear implants - are monitored on a daily basis. In addition, children are provided with radio aids and there is a sound field system installed in the classrooms which benefits both deaf and hearing children.

3. How are SEND pupils identified?

- The school's policy for the early identification of children who have an additional need is based upon teacher, parent/carer, medical and outside agency recommendations
- Concerns are raised by parents/carers or the child/young person with the class teacher
- Or information from providers/feeder schools is passed on to us prior to transfer to ensure that we can understand their needs even before they begin
- Or class teachers identify pupils who are not meeting targets or whose progress is less consistent than expected and inform the SENDCO, who will involve external agencies if appropriate.



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- Or SENDCO analysis of termly assessment data alongside the class teacher identifies a need
- Or information from medical professionals and other outside agencies is passed to the SENDCO
- Observations and assessments are then carried out by the SENDCO
- The SENDCO will meet with the parents/carers to discuss the level using the graduated approach after the class teacher has already put in place extra provision for two terms (in the cases where the children do not “catch up” to their own expected levels despite the extra provision)
- If the child continues to fall behind their peers we will place them on the SEN register and if necessary apply for further support

How do we monitor this?

- In consultation with the pupil and parent/carers, provision maps (individual 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.
- Termly data and information from class teachers, parents and the pupil are all used to assess the effectiveness of the provision and the progress of pupils with SEND.

4. How do we teach SEND pupils?

- High quality class teaching is our best provision to ensure that all children achieve their very best. We promote inclusion and value every child as an individual so the adjustments we make are specific to the child.
- When necessary pupils have individualised resources and Teaching Assistants to provide further support.
- All children are encouraged to participate in extra-curricular activities and we are keen to make any necessary “reasonable adjustments” to ensure they can participate.
- Support is available to help children with their well-being and mental health as all adults are available to talk to the children about their needs and worries (whether these come from in school or home) as “Happy children learn”
- Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered through social skills groups, the Mental Health Support Team (Aylesbury) and in a small number of cases PCAMHs support may be needed.
- 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.

5. What training do we have?

- The SENDCO has the National Award for Special Education Needs Co-ordination at Oxford Brookes University.
- The teacher in charge of the ARP holds the Post Graduate Diploma Teachers of Children with Hearing Impairment.



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- The school makes effective use of INSET training and Staff Meetings to share best practice and ensure effective provision for these children. This may be led internally by Senior staff or SENDco, or may be led by an outside agency
- Specialist expertise is available through Buckinghamshire Councils Specialist Teaching Service, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Mental Health Services and other agencies

5. The School's facilities

- The school's main buildings are Disabilities Discrimination Act compliant. Every building has ramp access on at least one entrance/ exit.
- There is a sound field system fitted in every classroom and the school hall.
- Radio microphones are used by all Hearing Impaired children and their class teachers.
- The school has a toilet adapted for disabled users.
- A disabled parking bay is 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.
- Please see the School's Accessibility Plan on our website <https://www.stokemandeville.bucks.sch.uk/policies> for further details on our facilities.

7. The School's arrangements for consultation

- If parents have a specific concern they should contact the Class Teacher 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 the class teacher/SENDCo, themselves and their parent/carer.
- The school consults with the children about their education to make effective use of pupil voice, ensuring the children have input into decisions about their own learning.
- Parent evenings are held twice a year when parents/carers can meet with class teachers.
- Pupils with SEN Support plans or EHC Plans and their parents/carers meet with the SENDCO/ class teacher termly. Any child with an EHC Plan will also have an annual review.

8. Who do we work in partnership with?

8.1 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, Communication and Interaction Difficulties
- Hearing impairment and Physical Disabilities, Communication and Interaction Needs.
- Child Protection Services



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- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Bucks Mental Health Support Team
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil referral Unit
- Bucks Council SEND Team
- Nurture Group
- Psychology 4 Learning

9. 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.
- Additional transition days may be set dependent on individual circumstances.
- Additional emotional support may be provided when deemed necessary

11. The school's Key Contacts:

SENDCO: Ms Melanie Hayden

Email: sendco@stokemandeville.bucks.sch.uk

Tel: 01296 612371

Teacher in charge of ARP: Mrs Emma Tattersall

Email: etattersall@stokemandeville.bucks.sch.uk

Tel: 01296 612371

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

Headteacher: Mrs Eileen Stewart

Email: office@stokemandeville.bucks.sch.uk

Tel: 01296 612371

Please ask in the School Office if you wish to see any of our policies.



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Information for the Local Offer for Buckinghamshire County Council is available at <https://familyinfo.buckinghamshire.gov.uk/send/about-local-offer/>

The Bucks Local Offer provides information and advice on Special Educational Needs and Disabilities, both within and outside the local Authority.

Melanie Hayden

November 2021