



Stoke Mandeville Combined School

Caring, Inspiring and Achieving Together

Special Educational Needs and Disabilities Annual Report 2024-25

What is the local offer?

The children and families act (2014) outlines the Government's requirement for 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 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. The SEND provision at Stoke Mandeville Combined School is on an individual needs basis and includes but is not limited to:

1.1. Interventions personalised to the child's needs (Literacy, Numeracy 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 targeted support to understand spoken communication.

1.4. Emotional Support is offered to children by trained Teaching Assistants to help deal with difficulties like anxiety, friendship issues, grief and other emotions

1.5. Nurture groups offer extra support for selected children in Early Years and Key Stage 1. They run twice a week for at least two terms.

1.6. TAs are used for both in-class support and small focus groups. The type of support depends on the pupils' needs.

1.7. 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.

1.8. Where a pupil needs more specialised support, external agencies and other professionals may become involved (see school's partnerships – section 7).

1.9. A Personal Emergency Education Plan (PEEP) for looked after children who have SEND will be co-produced with Guardians and the Virtual School.

1.10. 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.



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2. Stoke Mandeville School Additionally Resourced Provision for Hearing Support (HS)

Stoke Mandeville School has an Additionally Resourced Provision (ARP) for Hearing, which has places for 10 children with Education, Health and Care Plans relating to levels of Deafness. The ARP takes children, on the recommendation of the Local Authority, from rising 5 to 11 years.

Language and Communication

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

Organisation

Children are fully included in the school; they are taught in their mainstream classes and at times may be taught in the 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 deficit, will work in the ARP alongside their HS peers. Within the ARP there is a Teacher of the Deaf, and a team of Specialist Teaching Assistants. The teacher in the ARP assesses the needs of the children, oversees all programmes of work, provides specialist teaching and works with 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 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. Ways in which SEND pupils and pupils who need extra support are identified:

- 3.1. Concerns raised by parents/carers or the child/young person
- 3.2. Information from providers/feeder schools is passed on prior to transfer.
- 3.3. Observations and assessments carried out on entry.
- 3.4. Class teachers identify pupils who are not meeting targets or whose progress is less consistent than expected and inform the SENDCO. A set of individual targets will be co-produced with the teacher, parents/carers and the child. SENDCO will monitor progress. Should the targets be met and no more difficulties assessed that is the end of any intervention. Should the child need ongoing support they will be put on the SEND register.
- 3.5. Ongoing and statutory assessments are analysed to identify needs.
- 3.6. The SENDCO analyses termly assessment data to identify pupils who are not meeting their targets.



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3.7. Information from medical professionals

3.8. We use the graduated approach to determine provision so will offer interventions for 2 terms to help a child “catchup” to their peers. If the child continues to fall behind their peers we will place them on the SEN register.

How we monitor provision:

3.8. In consultation with the pupil and parent/carer, provision maps (Assess, Plan, Do Review - **APDRs**) are written by the class teacher and are overseen by the SENDCO; these are reviewed termly. APDRs are also used to show how support is targeted and the effectiveness of the intervention.

3.9. Termly data and information from class teachers, parents and the pupil is used to assess the effectiveness of the provision and the progress of pupils with SEND.

4. The school’s approach to teaching

4.1. High quality class teaching is our best provision for all children. We promote inclusion for all children with SEND both inside the classroom and during extra-curricular activities and trips.

4.2. Risk assessments are carried out and school will make their best endeavours to put in place procedures to enable all pupils to participate.

4.3. Teaching staff are given training on strategies to use in the classroom with pupils who have specific needs.

4.4. Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered through social skills groups, MHST interventions (Mental Health Support Team) and in a small number of cases CAMHs support may be needed.

4.5. 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.

5. The School’s facilities

5.1. The school’s main buildings are Disabilities Discrimination Act compliant. Every building has ramp access on at least one entrance/ exit.

5.2. There is a sound field system fitted in every classroom and the school hall.

5.3. Radio microphones are used by all Deaf children and their class teachers.

5.4. The school has a toilet adapted for disabled users.

5.5. A disabled parking bay is available in the school car park offering easier access for pupils and parents/carers.

5.6. 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.



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6. Training for staff to help them support children/ young people with SEND

- 6.1. The SENDCO has the National Award for Special Education Needs Co-ordination at Oxford Brookes University.
- 6.2. The teacher in charge of the ARP is completing the Post Graduate Diploma Teachers of Children with Hearing Impairment.
- 6.3. Specialist training has been accessed through the Specialist Teaching Service, the Educational Psychology service and Therapies.
- 6.4. Individual staff have had further, or more specific training, on how to support pupils with individual needs, from specialists or through internal and external training courses.

7. The School's arrangements for consultation

- 7.1. If parents have a specific concern they should contact the Class Teacher in the first instance, who will liaise with the SENDCo as appropriate.
- 7.2. Each pupil who has been identified as having special needs will have an APDR that is written in conjunction with the class teacher/SENDCo, themselves and their parent/carer.
- 7.3. Internal assessment data informs staff termly and where appropriate is shared with parents.
- 7.4. Parent evenings are held twice a year when parents/carers can meet with class teachers.
- 7.5. Pupils with EHC Plans or APDRs and their parents/carers are invited to a further termly meeting with the class teacher. The Sendco may be invited to this meeting by parents. Any child with an EHC Plan will also have an annual review.

8. The School's partnerships

8.1 The school's governing body involves 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, Communication and Interaction Needs.
- Child Protection Services
- 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



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- 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:

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

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

- 10.1. The School website.
- 10.2. 1:1 discussions with parents/carers.
- 10.3. Termly reviews.
- 10.4. Letters to parents regarding interventions.
- 10.5. Discussions with the class teachers and or SENDCo
- 10.6. Letters from outside professionals

11. The school's Key contacts:

SENDCO: Ms Melanie Hayden
Email: sendco@smcs.org.uk
Tel: 01296 612371

Teacher in charge of ARP: Mrs Emily King
Email: eking@smcs.org.uk
Tel: 01296 612371

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

Headteacher: Mrs Eileen Stewart
Email: office@smcs.org.uk
Tel: 01296 612371



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

Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer

Melanie Hayden

October 2024