



# St Nicolas' C of E Combined School Annual Special Educational Needs Information Report and Local Offer

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## Our Vision

'Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community. We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.'

As a school we are committed to providing high quality teaching to ensure all pupils are able to flourish and thrive. Our pupils enjoy a varied and stimulating curriculum with lots of extra-curricular and enrichment opportunities. We are committed to the provision of special educational needs support across the curriculum. It is not a peripheral activity but part of the mainstream curriculum to all pupils and the responsibility of all teachers.

## What are special educational needs (SEN) or a Disability?

At our school, we use the definition from the SEND Code of Practice (2015). This states:

### Special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a child or young person who has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream setting in England.

### Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. The school is unable to accept students with physical disabilities that require adaptations to the environment (ramps, lifts, etc.) The school is unable to meet the needs of such students due to the inability to make alterations to the setting.

## The School's Policy

The special educational needs policy was reviewed and amended in 2024. The current policy is accessible via the school website along with the accessibility policy. They can be found at [stnicolastaplow.com/sendandinclusion](http://stnicolastaplow.com/sendandinclusion)

## SEND Provision

Our children follow a curriculum that aims to engage, challenge and inspire. Teachers differentiate lessons appropriately to meet the needs of all pupils including those with special educational needs. The learning environment is adapted by the class teacher to meet the needs of different learning styles and the teachers ensure that pupils can access the curriculum whatever their need may be.

However, some SEND children may need more individualised support which could include, but is not limited to:

- Environmental changes in the classroom such as visual timetables, seating arrangements, wobble cushions, reading overlays and desk supports. We also offer the use of laptops or iPads if this supports the child's needs.
- 1:1 teaching assistant support where appropriate
- TAs used for group and individual interventions – this provision is flexible and supports the child's access to a broad and balanced curriculum
- Small group or individually guided work with the class teacher or TA
- 1:1 RWI catch up sessions
- Pre teach Number concepts
- Pre teach of Spellings and Punctuation.
- 1:1 reading
- The school purchases support from specialist teaching services for individuals when required, for example ASD specialist teaching, cognition and learning or occupational therapists. Professionals provide intervention that may take the form of assessing pupils, liaising with class teachers and the SENDco to meet the needs of SEND pupils, and staff training.
- Play Therapy
- Elsa
- Social skills groups
- Mindfulness groups
- Individualised provision maps which detail individual targets for the children- designed on TES provision Map.
- **Transition to secondary school support** – the SENDco and the class teacher will liaise with the secondary school to ensure a verbal handover
- **Transition from nursery to primary school support** – visiting the nursery to understand the child's needs, a home visit to discuss the child's needs with the parents and relevant meetings with the parents, agencies and SEND professionals.
- **In-year transfer transition** - class buddy provided to help the child settle, monitoring by the TA and class teacher
- Reasonable adjustments can be made for children with disabilities to ensure they are able to access the taught curriculum

- Regular monitoring of SEND provision in the classroom by the SLT and the SENDco through learning walks, book scrutiny and data analysis to ensure high quality provision is being made
- Half-termly reviews of learning plans to ensure the children are making progress

For a very small percentage of pupils whose needs are significant and complex and the SEND support required cannot reasonably be provided from within the school's own resources, a request will be made to the local authority where the child is resident to conduct an assessment of education, health and care needs. This may result in an Educational Health and Care plan (EHCP) being provided.

### **Pupils with medical needs**

If a pupil has additional medical needs they will have a healthcare plan drawn up in consultation with the parents/carers and medical staff. Staff who work with the pupil will be briefed on the plan to ensure full support is given. Training will be provided to staff if necessary. Staff are already trained in asthma care and the use of epi-pens.

### **Mental health and well-being**

An evaluated PSHE (Personal, Social and Health Education) and SRE curriculum is in place across the whole school, following the SCARF scheme provided by Coram Life Education. This fulfils the guidance published by the DfE in July 2018. Pupil and parent voice strategies are in place and monitored regularly by the SLT. The school also offers regular check-ins with a named adult, social skills groups and mindfulness groups to support mental health and well-being.

### **How do we evaluate the effectiveness of our provision for pupils with SEND?**

- Data is collected at the beginning and end of each intervention to monitor progress
- Ongoing teacher and TA observations of the child within the classroom setting
- Regularly reviewed provision maps evaluating the impact of the provision
- Age-appropriate standardised testing
- Discussion with parents 3 times a year or when needed about their child's progress
- Discussion with outside agencies about the child's progress
- Regular learning walks to ensure provision is high quality
- Regular monitoring of procedures by the SEND governor
- Reviews of provision with teachers every 6 weeks.

### **How do we assess and review the progress of pupils with SEND?**

- Analysis of data through termly pupil progress reviews
- Pupil progress meetings with the head teacher, deputy head and SENDCO
- Analysis of progress steps
- Monitoring the relevant actions on the school development plan
- Visits from LA personnel, the School Improvement Officer and Ofsted inspections
- Feedback from parents and carers, pupils and staff, both formal and informal through meetings, written reports and questionnaires
- Meetings to produce learning plans and targets, revise provision and celebrate success

### **How does our school know if children need extra help?**

There are a few different ways children with SEND are identified by staff recognised by our school:

- The progress of all children is carefully tracked and monitored throughout the school enabling us to identify any pupil who make insufficient or less than expected progress.
- Through observations and professional dialogue between staff
- Formal and informal observations by the SENDCo
- Parental concerns raised
- Opinions of medical specialists
- Screening such as that completed on entry to the school, or as a result of a concern being raised indicating a gap in knowledge or skills. We also use 'Speech Link' screening to raise any speech and language difficulties.

The guidelines set out in the Code of Practice are also used to determine which area of need is appropriate.

### **What should a parent do if they think their child has a special educational need?**

If parents have any concerns relating to their child's learning and/or inclusion, then these should initially be discussed with the class teacher. This may then result in a referral to the school's SENDCo. Parents may contact the school's SENDCo or head teacher directly if they feel this is more appropriate. All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision given by the school.

### **How will pupils be involved in decisions regarding provision that can better meet their needs?**

Pupils will be involved in discussions involving aspects of provision. The school uses pupil centred profiles where the children can identify their strengths and abilities, their personal aims, and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the actions taken so far to meet their needs.

### **Bullying**

The school takes bullying very seriously with all pupils being treated equitably. An incident of bullying due to special educational needs will be addressed with an awareness of the need of the child(ren) or family involved. For further details of how we support children who are being bullied at school, please refer to our Anti-Bullying policy (available on the school website under Key Information, Policies).

### **Facilities**

- The school has a disabled toilet and safety markings around the grounds which are kept clear for the visually impaired
- We have a disabled parking space which ensures access to the hall
- The school has a medical room which can be made private for those who need to manage their own ongoing medical needs for example blood sugar monitoring for a diabetic
- We have a clear plan in place of how to adapt the school building so that it is as accessible as possible to all pupils

### Training

- In house training for staff co-ordinated by the SENDco or headteacher
- CPD programmes
- The SENDco is currently studying for the NPQ SEN
- Specialist expertise is obtained by the school to identify the child's needs by the relevant services

### Communication and Consultation

Parents and carers are kept informed from the initial stages of any concern or intervention, through meeting with the class teacher and SENDCo, when appropriate. Targets are set and reviewed in regular meetings between the class teachers, the parents, the SENDCo and SLT to ensure the children are fully supported and their needs are met. Where appropriate, children are involved in this process. Plans, provision maps and reports are shared with parents as part of an ongoing dialogue about the child's progress.

### Complaints

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following: • Your child's class teacher • The SENDCo • The Headteacher The school also has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "About Us, Key Information" tab.

### Contact details

#### Head teacher

Ms Rebecca Holmes

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#### SENDCO

Mrs Lucy Birch

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The local offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)