



Chestnut Lane School

Special Educational Needs and Disability (SEND) Annual Information Report 2022

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report readily available.

The Buckinghamshire SEND Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer please call 01296 383 293 or visit the website: <https://familyinfo.buckinghamshire.gov.uk/send/>

Name of SENCO: Mrs Gemma Rehal

Contact email: senco@chestnutlane.bucks.sch.uk

Contact Phone Number: 01494 727415

Name of SEND Governor: Mrs Ann Rowland

School Provision Offer link: <https://chestnutlane.bucks.sch.uk/parents/policies>

Annual Report Period: September 2021 – July 2022

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Keeping expectations high and achievable.
- ✓ Making reasonable adjustments where necessary.
- ✓ Refer to Teaching, Learning and Curriculum Policy.

Our Graduated Response for Learners:

- ✓ We follow the SEND Code of Practice: 0 – 25 years (DfE 2015) graduated response.
- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up.

- ✓ Identification of children/young people requiring SEND Support and initiation of 'assess, plan, do, review' cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our SEN register.
- ✓ Aim to ensure all children and young people receive an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.
- ✓ This process will help inform if any amendments or additions need to be made.

How we identify children/young people that need additional or different provision:

- ✓ Observations of the child, including analysis of incidents and learning behaviours.
- ✓ Information from previous setting and/or information from outside experts.
- ✓ Concerns raised by the class teacher or parents – shared with SENCo.
- ✓ Ongoing curriculum assessments – clear targets set.
- ✓ Tracking progress using attainment data.
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and wellbeing. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Provision Offer and Whole School Mental Health and Wellbeing Policy. Our measures to prevent bullying can be seen in our Anti-bullying Policy.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Consultations/Reports	All pupils	Termly
Home-School Liaison Book	Individual children	Daily
Assess, Plan, Do, Review meetings (Face-to-Face or Virtual)	Pupils on School SEN Register	Termly
SEND Survey	All parents of pupils on SEN Register	Annually
Annual Reviews	Pupils with EHC Plans	Annually
Parent / Headteacher Meetings	Individual children	When required
General SEND Meetings	Pupils on School SEN Register	When required

The Assess, Plan, Do, Review Cycle:

For children/young people on our SEN Register, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

During the 2021/22 academic year, we provided everything on our School Provision Offer for children/young people on our SEN Register. Please refer to our School Provision Offer (linked above).

During the 2021/22 academic year, we had 11 children receiving SEN Support or with an Education, Health and Care Plan.

We monitored the quality of SEND provision by:

- Baseline and impact assessments for all interventions in place.
- Completing whole school impact maps every 6-8 weeks and RAG-rating below, expected or better progress, per individual.
- Reviewing short-term outcomes on SEN Support Plans every 6-8 weeks, identifying those which are achieved, partially achieved or not achieved.
- Using the above to make amendments to provision, as necessary.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ First Aid
- ✓ Support for medical needs

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff
- ✓ External services (See School Provision Offer)
- ✓ Teaching and Learning resources
- ✓ Sensory resources
- ✓ Wellbeing provision
- ✓ Staff training & CPD

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
SENCo (planning your year)	SENCo and Assistant SENCo	SEN Services Southwest
Supporting pupils with medical needs	Headteacher/SENCo, Deputy Headteacher and Administration Manager	Bucks Council
SEN Teaching Advanced Level 4	Assistant SENCo	Oplex
Makaton Level 1 and Level 2	SEN Learning Support Assistant	Holtspur School
Developing Social Skills	Learning Support Assistants	Bucks iSEND
ASD Awareness	Learning Support Assistants	Bucks CAHMS
Unmasking Anxiety for Autistic Pupils	SEN Learning Support Assistants	Bucks iSEND
Speech and Language	Class Teacher	Bucks Council

Creating an Inclusion Friendly Classroom	SEN Learning Support Assistants	Bucks iSEND
First Words	SEN Learning Support Assistants	Apex Ability
Phrases and Sentences	SEN Learning Support Assistants	Apex Ability
Top Tips to Boost Vocabulary	PP Learning Support Assistant & Class Teacher	Bucks Council
Magic Behaviour Management	Class Teacher and Assistant SENCo	BASL
Annual Reviews	Assistant SENCo	Bucks Council
SEN Code of Practice	SENCo and Assistant SENCo	SEN Services Southwest
Autism, communication and social interaction	Class Teacher	Apex Ability

During the 2021/22 academic year the role of the Assistant SENCo was developed, following Level 4 qualification (as above). Liaison with a local assisting SENCo took place, and a job description was created. This role will begin from September 2022.

Whole Staff / Group Training this year:

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking CPD</u>	<u>Training Received from</u>
Ordinarily Available Provision	Class Teachers	SENCo
SEN Support Plans	Class Teachers	SENCo
Zones of Regulation	Early Year Staff	Class Teacher
'Magic Behaviour Management	Class Teachers	Assistant SENCo
EYFS & KS1 Wellbeing & Mental Health	All Classroom Staff/INSET	Bucks Mind

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

This year, 3 children requiring SEN Support or an Education, Health and Care Plans joined us from other schools.

5 children on our SEN Register in 2021/22 made a successful move to other schools.

We ensured that the transition into our Nursery was smooth by offering home visits, seeking and reviewing information from parents/guardians, arranging pre-admission conversations, and communicating with any setting (key workers & SENCos) that the child attends, including pre-school visits. Arranging stay and play sessions with parents/guardians at the start of school year, and staggered starts.

We supported the transition from our Nursery, and other local nurseries, into our Reception class by seeking and reviewing information from parents/guardians, arranging pre-admission conversations, and communicating with any setting (key workers & SENCos) that the child attends, including pre-school visits. Arranging stay and play sessions to allow the children to meet their new teacher and peers, and staggered starts at the beginning of the school year.

We helped children to make the move from the Early Years Foundation Stage to KS1 by organising specific days and times for the children to spend time in their new classrooms, with their new teacher. We also explored different relationship building activities, and gave children the opportunity to ask questions. Liaison between class teachers took place, to share strategies and handover information and resources.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our school website where you will find our complaints procedure.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs Gemma Rehal (Headteacher).

The Designated Teacher for looked after and previously looked after children in our school is Mrs Gemma Rehal (Headteacher).

Our Accessibility Plan can be found on our website.

Our SEND Policy and School Provision Offer can be accessed on our website.

Details about our curriculum, including how it is made accessible to children with SEND, can be viewed within our Teaching, Learning & Curriculum Policy on our school website.

Details of how we keep children safe can be found in our Child Protection Policy which can be viewed on the school website.