

## **Quainton C.E. Primary School**

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

Welcome to our SEND information report which is part of the Buckinghamshire's Local Offer for pupils with SEND. All mainstream schools and nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, Special Educational Needs (Information) Regulations Clause 65 and to make their Special Educational Needs Report available on their website.

Quainton School is a small village school serving the needs of children in the surrounding area; we are an inclusive school offering a broad and balanced education. At Quainton School we strive to support all children in their learning, in order to enable them to achieve their full potential. Quality first teaching is essential in ensuring all children progress, however some children will require additional support to achieve this.

#### **Quainton School's SEND Policy:**

The school's SEND policy can be found on the school's website [Quainton.co.uk](http://Quainton.co.uk). It is reviewed annually by the Special Educational Needs and Disability Coordinator (SENDCO) and the Governing Body. At Quainton School children are identified as having SEND using a variety of methods:

- Concerns raised by parents
- Concerns raised by the class teacher
- Child not making age related expected progress
- A medical diagnosis
- Liaison with external health and education agencies
- Liaison with feeder schools and Nursery Schools

As a matter of routine, progress is measured regularly against targets by the class teacher, parents and SENDCO.

#### **The approach to teaching children with SEND at Quainton School:**

The teachers at Quainton School teach using 'Quality First Teaching' practices. All children in the class are taught by the teacher, they ensure effective differentiation and targets are personalised for each child. The teacher is responsible for tracking the children's progress, this is monitored by the SENDCO.

If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of our 'quality first teaching' expectation for all of our children. The additional support, 'intervention' will be tailored to meet the pupils needs, and target the area of difficulty. This support may be provided in class, in another area of the school, on a 1:1 basis or in a small group. The 'interventions' may be run by a class teacher or trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and their parents or carers.

While the majority of learners with SEND will have their needs met by school, some may require an EHC (Education and Health Care) Plan.

**Assessing the Impact of Intervention:**

The interventions used will be those that are proven to make a difference for learners. A baseline assessment will take place at the beginning of an intervention and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/ or intensity. The termly reviews will involve children, their parents or carers as well as a class teacher. A record of agreed actions will be kept on their SEN Support plan.

Where difficulties persist despite high quality intervention and appropriate adjustments, advice and support may be requested from other professions, with parent's consent. This might involve:

- Speech and language Therapy
- Occupational Therapist
- Advisory support Service
- Educational Psychologist
- Paediatrician

Where a child has a EHC plan, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, parent or carer, and all other professionals involved with the child.

**Transition:**

Transition is part of life for all learners, whether this involves moving to a new class or moving to a new school. We recognise that transition is an important time for children, but especially for children with SEND. We work closely with parents or carers, children and staff to ensure that these transitions run as smoothly as possible.

During year 6 information will be shared with the SENDCO of the new school. This information will outline the needs and support that has proven effective. Where possible the children will visit their new school on several occasions, and in some cases, staff from the new school will come to Quinton C.E Comb School to visit the pupil or staff from Quinton will accompany the pupil to their new school.

**SEND Training at Quinton School:** Relevant Continuing Professional Development (CPD) is given to staff in order to support the varied needs of children within our school. Specialist expertise is obtained by the school by engaging professional advice as necessary.

**Quinton School's consultation with parents and children:** Parents are kept fully informed about each child's targets and progress through parent consultation meetings with the class teacher and/or SENDCO. Support plans, Education Health and Care (EHC) Plans are also reviewed. Children are involved in their target setting and a review of their learning at regular intervals with the class teacher and/or SENDCO.

**Quainton School's Partnerships:** Following identification of need appropriate support services are engaged to meet the needs of families and children with SEND.

**Quainton School's arrangements for the transfer to other educational establishments:** Transition meetings and visits are arranged between different educational establishments – local schools, The Pupil Referral Unit (PRU) and Special Schools.

**Contact details for support:** Parents are kept informed of the contact details of any support service or educational providers through 1:1 discussion as appropriate.

**Who to Contact:**

If you are concerned about your child please initially speak to your child's class teacher. Further to this please contact our SENDCO, Mrs Howard. If you would like to give us feedback, including compliments and complaints about our SEND provision please contact us through the school office: [office@quainton.bucks.sch.uk](mailto:office@quainton.bucks.sch.uk). We aim to respond to any complaints within 7 working days.

If you would like impartial advice from Buckinghamshire's Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service. (Formerly Parent Partnership)

01296 383754      [parentp@buckscc.gov.uk](mailto:parentp@buckscc.gov.uk)

If you would like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEND, these are listed in the Family Information Service Directory:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page>

Buckinghamshire's Local Offer contains lots of information for parents. You can access this through the following website:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family.page?familychannel=5>

**Key Contacts:**

SENDCO	Mrs Howard
SEND Governor	Mrs Anna Campbell
Contact	<a href="mailto:office@quainton.bucks.sch.uk">office@quainton.bucks.sch.uk</a> 01296 655242