



Cadmore End
Church of England | Combined School

Cadmore End CE Combined School SEND Information Annual Report 2023-2024

Cadmore End CE Combined School Vision Statement

To be the Nursery and Primary school of choice; providing a happy, safe and high quality education. We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs, delivering an exceptional, personalised journey, enabling them to flourish in our family, our community and in the future.

Our School Values

'From small beginnings come great things.'
The parable of The Mustard Seed.
Matthew 13:31-32

Respect Love Empathy Faith Courage Honesty

All mainstream schools and maintained nursery schools are required by law to produce an annual SEND Information Report and make this Report available on their website. The annual SEND Information Report will form part of Cadmore End CEC School's Local Offer and this will be available on the Buckinghamshire Local Offer website, linked to the school/nursery record.

This policy is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice**.

The SEND Code of Practice guidance for parents/carers can be found at: [SEND: guide for parents and carers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice)

The following information relates to our school's provision for children and young people with Special Educational Needs and Disabilities (SEND). It is updated annually.

About our school

Cadmore End CE Combined School is a mainstream Primary School where all staff are committed to constantly improving the quality of the educational provision for pupils who experience barriers to learning. The school provides all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. As a school, we strive to provide the very best education for each pupil during their time with us at Cadmore End.

Definition of SEND / Who does the policy relate to

At Cadmore End, we recognise that any child may at some time require access to additional support for their learning, language or other needs. We aim to intervene quickly when there are concerns however, we do not automatically identify pupils as having SEND in this instance. The school follows the guidance in the:

SEND Code of Practice (Sept 2014) Definition of SEND / Who does the policy relate to. Definition of SEND

'A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 mainstream schools or mainstream post-16 institutions. SEND Code of Practice (2014, p 4).

Definition of disability

Many children and young people who have SEND may also 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' SEND Code of Practice (2014, p5).

Areas of Special Educational Needs at Cadmore End

- **Speech and language difficulties**
- **Autism**
- **Moderate Learning difficulties**
- **Dyslexia**
- **ADHD**
- **Social, Emotional and Mental Health difficulties**
- **Attachment difficulties**
- **Gross and Fine Motor skills**
- **Developmental Co-ordination difficulties**
- **Sensory needs**

Communication and Interaction	Cognition and Learning
Social, Emotional and Mental Health	Sensory, Physical (including medical needs)

• **Cognition and Learning needs:** includes children who have learning difficulties and difficulties such as, dyslexia, dyspraxia and dyscalculia.

• **Social, Emotional and Mental Health needs:** this includes behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression), and those with specific diagnoses such as attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.

- Sensory and/or Physical needs: this includes children who have visual or hearing needs, or a physical disability that affects their learning

There are other kinds of special educational need, which do not occur as frequently and with which we are less familiar, were this is the case we will try to access training and advice so we can meet these needs.

The school also currently meets the needs of pupils with Education, Health and Care plans with the following kinds of special educational need:

- Speech and language difficulties - significantly delayed receptive and expressive language
- Autism
- Moderate learning difficulties

How do we identify and give extra help to children and young people with SEN?

The school attributes great importance to the early identification, assessment and provision for any child who may have special educational needs. The earlier a child's needs are identified, the more likely it is that they will respond positively to support and intervention, and therefore be able to fully access the curriculum and the school community.

Children are identified as needing additional or different support through a variety of ways. These include

- a child attaining below age related expectations
- a child making little or limited progress
- concerns are raised by a parent or carer
- concerns are raised by teacher or TA
- concerns are raised by the child
- there is a change in a child's behaviours or progress
- liaison with external agencies, including Health services
- liaison with previous school or setting

Other ways in which children who have SEND might be identified are:

- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes
- self-help skills, social and personal skills inappropriate to the child's chronological age
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- other professionals concerns e.g. from medical services, Educational Psychologist, Social Care, Paediatrician
- the child arriving into school with already-identified SEN needs
- records from previous school setting indicating that additional intervention has been in place

What should a parent do if they think their child needs additional support?

Partnership between school and parents/carers is crucial. Our aim is always to build positive and effective relationships with parents and we recognise that conversations about your child needing extra help can sometimes be difficult and emotional. If you are concerned about your child's progress:

- Talk to the class teacher - the teacher will pass your concerns onto Mrs Groom (SENDco)

We aim to respond to parent concerns quickly and are happy to be as flexible as possible about how and when we communicate.

Assessment

EYFS

EYFS teachers' complete the Early Excellence Baseline Assessment (EEXBA) in the first half of the first term.

EYFS staff observe children and make ongoing assessments of their abilities using Development Matters (DM) (DM is non-statutory guidance material which supports practitioners in implementing the statutory requirements of the EYFS).

EYFS teachers' use '2buildaprofile' and handwritten assessment notes to collate observations. They review children's progress in weekly meetings, which is then formally tracked each half term.

The e-profile program is an ongoing assessment tool and this is used to report the end of year assessment (Early Learning Goals) to the Local Authority in June.

KS1 & KS2

SEPTEMBER

- SEN Support Plans /interventions
- 11+

OCTOBER

- End of half term data review
- End of half term teacher summative assessments in: Reading writing and maths

DECEMBER

- End of term Pupil Progress meetings with Head teacher/SLT
- SEN Meetings
- End of half term teacher summative assessments in: Reading writing and maths
- Common Exception Words reading/spelling test.
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FEBRUARY

- End of half term data review
- End of half term teacher summative assessments in: Reading writing and maths

APRIL

- End of half term Pupil Progress/SEN Meetings with Head teacher/SLT
- End of half term teacher summative assessments in: Reading writing and maths

MAY

- KS 1 & 2 Statutory Assessments
- In school End of Year Summative Assessments
- Year 4 multiplication test

JUNE

- End of half term Pupil Progress/SEN Meetings
- End of half term teacher summative assessments in: Reading writing and maths
- KS1 phonics check
- Moderation of EYFS, end of KS1 and KS2 Summative Assessment

JULY

- End of year Pupil Progress/SEN Meetings
- End of half term teacher summative assessments in: Reading writing and maths
- KS2 GL assessments in reading and maths
- Common Exception Words spellings
- Teacher handover meetings

We use ongoing formative assessments for most foundation subjects.

At Cadmore End, we also use the following targeted assessments:

- *Infant and Junior Language Link
- *Speech Link
- British Picture Vocabulary Scale (BPVS)
- Sandwell Maths Assessment
- Dyslexia Screening Test (DST J)
- Salford Sentence Reading Test

* Language Link and Speech Link are recommended by Buckinghamshire NHS Speech and Language Team and is funded.

These assessments will allow us to identify any pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Identifying Pupils for Extra Support

Where children's progress is not sufficient, even if a special educational need has not been identified, we will put in place extra support to enable the pupil to catch up. The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of need. This can take place in the classroom and/or small group or one-to-one intervention. Some children also access ICT software and programmes targeted at developing specific skills. The class teacher will consult parents/carers to explain the pathway of support.

Identifying Special Educational Needs through Specialist Assessment

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of need. For these pupils we will consult with parents and may seek specialist assessments and consult external specialists to determine the cause of the learning difficulty.

If a child is identified as having SEND, which requires targeted support over an extended period and/or requires support from external specialists, then in consultation with the child and the parent/carer a SEN Support Plan and Pupil Passport will be written by the class teacher in consultation with the SENDCo.

If the pupil is able to make necessary progress using this additional and different resource (but would not be able to maintain necessary progress without it), we will continue to identify the pupil as having a special educational need and continue the support.

Application for statutory assessment

In a very small number of cases where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has exceptionally high needs, the school may consider requesting an Education, Health and Care (EHC) assessment. Parents can also request an EHC assessment.

EHC assessments involve professionals and support from sectors other than education and puts the child securely at the centre of the provision. The EHCP will:

- include targets/outcomes which have been identified by the assessments which aim to match the child's needs, providing the next step in their learning
- detail the interventions and how they will be monitored
- outline who is involved in delivering the interventions
- detail the effectiveness of any reviewed interventions
- detail when the next review is expected

All provision is constantly monitored and adjusted by those delivering the provision. The SENDCo oversees the provision and monitoring. Regular meetings (with teachers, TAs, pupil progress meetings, termly SEN provision meetings) enable conversations

about pupils' progress and the effectiveness of interventions to happen on a regular basis.

The provision is deemed effective if it results in the child meeting the targets set and the monitoring allows for members of the team to ensure that progress towards the target is being made.

Targets and/or provision can then be adjusted if there is insufficient progress being made or if the child has made accelerated progress, which results in a new target being set.

The assessment & reviewing of the progress of pupils with SEND

Termly internal reviews of progress towards the targets take place with the SENDCo, teacher and the teaching team. The SENDCo tracks the assessment data for each child in receipt of SEN provision.

Formal reviews with parents and carers take place at least once a term at which the progress, provision map and targets are discussed and agreed. This is also an opportunity to discuss additional support and help that may be available for the child or that parents can give at home.

Where a child has an EHCP there is an additional review, which takes place annually and is attended by professionals as well as parents/carers and the child, if applicable. The SENDCo reports to the Governing Body and meets regularly with the named Governor with responsibility for SEND.

The approach to teaching at Cadmore End CEC School

At Cadmore End CEC School, inclusion is key to our approach to teaching children with SEND. Self-esteem is essential to a child's well-being. Including children in the curriculum and ensuring that the learning environment is adapted to their needs means that they can feel part of the school 'family'. The teaching team and the support staff are highly motivated to make sure that every child has the care and attention that they need to thrive. This is achieved:

- by adapting the curriculum and making reasonable adjustments to the learning environment
- with additional support for learning
- through activities that are available to pupils with SEND in addition to those available through the curriculum
- through improving the emotional and social development of pupils with SEND.

How the curriculum and learning environment is adapted:

- class teachers differentiate work and provide scaffolding to enable a child with SEND to access the curriculum
- class teachers ensure that their time is organised across the school week to ensure their expertise is given to those children who have additional needs
- small group provision may be provided for children with similar needs, this would be delivered by teaching assistants

- Teaching Assistants may give 1:1 support in a specific area of learning out of class or in many areas of learning within the classroom
- specialised equipment will be made available where necessary

How will the school support my child's communication and interaction?

In all classes, we use a range of teaching strategies for children with communication and interaction needs. Teachers:

- Ensure there is a high level of visual support to all verbal information, including a daily visual timetable
- Ensure all children understand key vocabulary, concepts and tasks
- Provide key vocabulary with pictures and spellings of all new subject specific words

We recognise that some children will need to receive targeted support, which may include:

- Access to differentiated learning environments such as smaller, quiet teaching spaces
- Additional in school assessments such as Language Link and Speech Link
- Small group or 1:1 intervention targeting speech or language
- Access to additional equipment e.g. word-processors and laptops

A few children receive highly personalised support, which may include:

- Organisational / environmental change such as a designated working area with few distractions; small group working
- Access to a laptop, iPad
- Specialist assessments by professional Speech and Language Therapists
- Individualised intensive intervention programme
- Lego Therapy

How will the school support my child's cognition and learning?

In all classes we use a range of teaching strategies for all children to help with their learning, this also supports children with additional needs. Teachers:

- Engage in training about frequently occurring learning difficulties and teaching strategies
- Know and use dyslexia friendly teaching strategies
- Plan opportunities for small group and 1:1 teaching in addition to whole class teaching
- Plan lessons that all children can access and ensures individual children are challenged at their own level.
- Provide opportunities for children to record their ideas in different ways, including using ICT.
- Explicitly teach key vocabulary using visual support.
- Create a learning environment, which supports children to be independent.

We recognise that some children will need to receive targeted support, which may include:

- Planned access to specific software such as EXC
- Access to differentiated learning environments such as smaller, quiet teaching spaces.
- Additional in school assessments led by trained staff such as Dyslexia Screening
- Small group or 1:1 intervention targeting Phonics, using

Twinkl Phonics, Big Phonics, Direct Phonics, Toe by Toe

- Writing interventions - A Sentence a Day
- Targeted maths interventions - Power of 2

A few children receive highly personalised support, which may include:

- Trained staff to deliver a specific cognition and learning needs e.g. Dyslexia, Dyscalculia
- Organisational / environmental change such as a designated working area with few distractions; small group working
- Use of a laptop and/or iPad.
- Specialist assessments by Educational Psychologist.
- Individualised intensive intervention programme.
- Lego Therapy

How will the school support my child's social, emotional and mental health?

In all classes, we use a range of teaching strategies for all children's social, emotional and wellbeing, which also support children with additional needs, including mental health difficulties. Teachers:

- Deliver the PSHE curriculum with regular teaching sessions and responsive class sessions where the need arises.
- Consistently implement the schools behaviour policy, safeguarding and anti-bullying policy if the need arises.
- Demonstrate knowledge of strategies to manage difficult situations such as restorative and solution focused approaches.
- Promote opportunities for the development of social interaction skills throughout the school day.
- Plan carefully with regard to pupils Special Educational Needs

We recognise that some children will need to receive targeted support, which may include:

- Wellbeing group - managing feeling, emotions and anxieties,
- Lego Therapy
- In class strategies - visual timetable, when/then or now/next board, behaviour chart, reward system
- Organisational / environmental change such as a workstation

A few children receive highly personalised support, which may include:

- Organisational / environmental change such as a designated working area with few distractions; small group working
- Individual Risk Assessment.
- Specialist assessments by Educational Psychologist or CAMHS.
- Individualised intervention such as counselling
- Targeted support from an additional adult to implement preventative strategies on the risk assessment - meet and greet, support for transitions.
- Different timetable arrangements including short term reduced timetable with the aim of successful reintegration

How will the school support my child's sensory, physical and medical needs?

In all classes, we use a range of teaching strategies for all children's learning which also support the children with additional sensory, physical and medical needs. Teachers:

- Set up accessible classrooms which follow our dyslexia friendly practice
- Are aware of the Supporting Pupils with Medical Needs policy and ensure new information is shared and provision adapted where needed.
- Know about motor skills development and promote opportunities for the development of skills at appropriate level for individuals across the curriculum including PE.

We recognise that some children will need to receive targeted support, which may include:

- Organisational / environmental change such as adapted equipment and resources - writing wedge, specialist pen, scissors, eating equipment.
- Organisational / environmental change to enable access to learning such personalised seating arrangements or personal copies of resources or access to a designated working area with few distractions
- Additional in school assessments such as 'Fizzy's motor skills

A few children receive highly personalised support, which may include:

- Organisational / environmental change with specialist equipment.
- Specialist assessments by an Occupational Therapist
- Specialist assessments through the NHS such as the school nurse, child development clinic, audiology,
- Targeted support from an additional adult.
- School Health Care Plan
- Specialist equipment to support access to the curriculum
- Personalised Risk Assessment

Activities available for pupils with SEND:

- School trips are open to all children and every effort is made to ensure that the trips are suited to all.
- Risk assessments are carried out prior to any school trip to ensure that health & safety will not be compromised during the trip.
- Cadmore End CEC School has some extra-curricular activities and clubs available. These are run by school staff. If a child with SEND wishes to access a club for which he/she needs support, then the school will work with parents/carers and any relevant agencies to either provide additional adult support or specialist equipment depending on the identified need.

The School's facilities:

- there is disabled access to parts of the school
- there is a toilet adapted for disabled users
- there is parking available directly outside the school

- there are currently no registered disabled pupils or adults attending the school, but other specialised needs would be addressed as required.

The school continues to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

- as a school, we work closely with any external agencies that we feel are relevant to an individual child's needs within our school. Their advice is always acted upon.

These agencies include:

- PRU
- Health including - GPs, school nurse, clinical psychologist, paediatricians, CAMHS
- Speech and Language therapists, Occupational therapists, Physiotherapists
- Social Services including - Family Support, Social Workers
- Educational Psychologists
- Specialist Teaching Service

The School's training

The school's arrangement for training staff in relation to pupils with SEND is:

- in-house training provided by SENDCo to both teachers and TAs to cascade information from County
- training and support that has been accessed through the Specialist Teaching Service, Speech and Language Therapy, Educational Psychology service
- meetings with link Occupational Therapist or Speech and Language Therapist when appropriate and available, particularly when a child is highlighted as having severe difficulties via the Language Link screening
- advice from the School Nurse is available on request
- individual staff members attend more specific training on how to support children with individual needs (including bereavement and emotional needs) from specialists through external training courses and online training
- other training which relates to a child's general well-being including:
 - all staff are first aid trained with some trained in Emergency First Aid
 - all staff receive regular safeguarding training
 - all staff receive regular Health & Safety updates and training as required

The School's Consultation:

At Cadmore End CEC School, we consult with and involve:

- parents/carers of pupils with SEND about the education of their child
- children about their education

Parents/Carers of pupils with SEND and the education of their child

At Cadmore End CEC School, we believe that a child's education is a partnership between school and home. We operate an 'open door' policy and offer parents the opportunity to make appointments with their child's class teacher at a mutually

convenient time should they have concerns about their child. Other opportunities to consult occur at:

- Parent Consultation Evenings (Autumn, Spring and Summer term)
- Review of Pupil Profile with SENCO/class teacher - 3 times per year
- Annual Review of EHCP (for children who have one)
- End of Year written report

Children and their education

We believe it is important to involve children in discussions about their learning. This enables us to use information from these discussions to set and review targets, which will allow children to have a deeper understanding of the knowledge, and skills they are learning. The ways we communicate with all children about their education include:

- daily pupil involvement in class-based assessment and daily next steps
- an active School Council
- pupil voice contributions and 'All About Me' forms (for pupils with EHCP)

The School's partnerships

Cadmore End CEC School involves other agencies to meet the needs of pupils with SEND and their families by using the support and guidance of:

- SEN team and EHCP Coordinator (EHCCo)
- Educational Psychologist
- Specialist Teaching Service
- Pupil Referral Unit (PRU)
- Occupational Therapists
- Speech and Language Therapists
- Family Support
- Social Care
- CAMHS
- Community Paediatrics
- School Nurse
- County Safeguarding Team (BSCB)
- Members of the local community/church
- Members of the local church congregation

How will the School prepare and support my child when joining the school or transferring to a new school?

At Cadmore End CEC school we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We use a range of strategies to enable children's transition to be as smooth as possible. These may include:

- discussions with another school
- transition booklet with photos and information about the school
- vulnerable transition programme
- provision of detailed SEN records (GDPR compliant)
- 1:1 transition plans for children with SEND which involves additional familiarisation visits (as necessary)

As a school, we are happy to discuss individual transition arrangements.

Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process.

We support pupils so that they are included in social groups and develop friendships. This is particularly important when pupils are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed in an annual review.

The link for the Bucks Local Offer for Cadmore End CEC School: [Find activities and organisations near you](#) | [Family information service](#) | [Buckinghamshire Council](#)

Information for the Local Offer for Buckinghamshire is available at: [Family Information Service](#) | [Buckinghamshire Family Information Service](#)

The Bucks Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email: familyinfo@buckinghamshire.gov.uk

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