

Cuddington and Dinton C of E School Special Educational Needs Regulation Annual Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

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

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record by [signing in here to the Buckinghamshire Family Information Service website](#).

This document has been co-produced by Bucks parents of children and young people with SEND.

The type of SEND provision that Cuddington and Dinton C of E school school caters for is currently Speech and Communication, Cognition and learning. The school's Accessibility policy can be found on the website

The School's school's Policy

The school's policy (including pupils who do and do not have an EHC Plan) for:

Identifying and assessing pupils with SEND is:

Class Teachers/ Teaching Assistant-

- Assessing all children termly
- Identifying pupils who are significantly behind in terms of national expectation
- Identifying pupils who have not made expected progress
- Monitoring pupils for half a term/ providing 6 weeks directed intervention
- Refer to SENDco if needed
- Write IEP if appropriate

SENDCo

- Arrange for assessments to inform IEP

Evaluating the effectiveness of its provision for pupils with SEND is:

Class Teachers/ Teaching Assistant-

- 6 weekly review of effectiveness of provision
- New targets/IEP written

SENDCo

- Collates information
- Reviews effectiveness of practice intervention

Assessing & reviewing the progress of pupils with SEND is:

Class Teacher/Teaching Assistant-

- Termly assessment to review progress against National expectation
- Reviewing of provision
- Termly report/review to parents

SENDCo

- Report to Governing body
- Review provision
- Deploy outside agencies if necessary

The School's approach to teaching

The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan) is through Quality First Teaching

Adapting the curriculum & learning environment is:

- Differentiated activities
- Teaching Assistant
- Appropriate furniture and equipment
- Clear expectations

Additional support for learning is:

- 1:1 work
- Intervention activities and programmes
- Targeted small group work
- Support with key concepts and vocabulary

Activities that are available to pupils with SEND in addition to those available through the curriculum is:

- Equal access to all after school and in school activities with support if necessary
- Equal access to educational visits and residentials with support if necessary

Improving the emotional and social development of pupils with SEND is:

- Talk boost groups
- Social skills groups

The School's facilities

The school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

- Accessibility to all areas on both sites
- Specialist equipment purchased on advice from specialist Educational professionals

The School's training

The school's arrangement for training staff in relation to pupils with SEND is based on the needs of the children. Training is given in relation to the cohort of children in the school i.e. the types of SEN present at any given time.

Specialist expertise is obtained by the school through:

- Advice from Specialist Professionals via Statement or EHC plan
- Consultation with PRU, SALT, Occupational Health
- Consultation with Specialist Cognition and learning teacher

The School's consultation

The school's arrangements to consult with and involve:parents/cares of Pupils with SEND about the education of their child/ young person can be:

- emails, phone calls
- Daily contact book
- 1/2 termly review of targets
- termly review of targets
- regular meetings

Children/ young people about their education is:

- 1/2 termly or termly review of targets with Teaching assistant/ teacher

The School's partnerships

The school's governing body involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by:

- Yearly review meetings for pupils with statements/EHC plans
- Teaching as per child's EHC or Statement

The school's arrangements for pupils with SEND transferring between other education providers is:

- Review meeting before child moves to secondary or joins the school
- meeting with professional working with child before child moves to secondary or joins the school
- Additional visits to secondary school or our setting
- meeting with parents once choice of schools made

The school does collaborate between the following education providers and other settings:

CHUF

Dinton Pre School

Various Secondary School

Aylesbury Pathways

Thame Partnership

The school communicates the contact details for the support listed above to pupils with SEND and their families by:
1:1 discussion

The School's key contacts

The name and contact details of the school's SEN co-ordinator

Name: Tracy Roberts (SENDCo)

Email: SEN@cds.school

Tel: 01844 291206

The contact for compliments, concerns or complaints from parents of pupils with SEND

Name: Giles Ecott, Chair of Governors

Email: office@cds.school

Tel: 01844 291206

The school's Complaints policy can be found on the website

The School's link to the Bucks Local Offer

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

The Bucks 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 County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk