



Naphill and Walters Ash School  
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## Naphill and Walters Ash School SEN Information Report 2017

All Buckinghamshire LA maintained schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. As laid out in the SEND Code of Practice January 2015, the four main 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

### What is the Local Offer?

Local Authorities and schools are required by legislation to publish and review information about services they have available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The Local Offer improves choice and transparency for families of children with SEND. It is an important resource for parents in understanding the range of services and provision in the local area and is an active signposting tool. Buckinghamshire's Local Offer can be found on [www.buckfamilyinfo.org](http://www.buckfamilyinfo.org) under the tab at the top entitled 'Local Offer'.

### The School SEND Information Report

Your child has Special Educational Needs. What can we at Naphill and Walters Ash offer you?

At Naphill and Walters Ash, we celebrate the fact that every child is different, and, consequently the educational needs of every child is different; this is certainly the case for children with Special Educational Needs. Below are a set of questions and answers that we feel cover what Naphill and Walters Ash do to support children and their families with SEND.

#### **1. Who are the best people to talk to at Naphill and Walters Ash School about my child's difficulties with learning or SEND?**

The initial point of contact to discuss any concern you may have will regards to your child's learning will be with your child's Class Teacher. In turn they will raise any issues with the Special Education Needs and Disabilities Coordinator (SENDCo) and a meeting between all stakeholders (where appropriate) will take place to discuss possible support strategies that may need to be put in place.

The SENDCo/Inclusion Manager at Naphill & Walters Ash School is Mrs Lisa Green.

## ***2. How can I let the school know I am concerned about my child's progress in school?***

If you have concerns about your child's progress, you should speak directly to your child's Class Teacher initially. If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo), Mrs L.Green. The Head Teacher, Miss K. Gwynn or the school SEND Governor, Mrs C. Noble can also be contacted for support.

## ***3. How will the school let me know they are concerned about my child's learning in school?***

If your child is identified as not making progress, we will contact you to set up a meeting to discuss this with you in more detail. We will listen to any concerns you may have, plan any additional support your child may need and discuss with you any referrals to outside professionals that may be made in order to support your child. This meeting may be done with or without child present, depending upon appropriateness of the discussion.

## ***4. How is extra support allocated to children and how do they progress in their learning?***

The school budget, received from Buckinghamshire LA, includes money for supporting children with SEND. The Head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs within the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND pupils on a SEND profile. This in turn is put into a class Provision Map. The class Provision Map identifies all support given within each class and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The class Provision Map details any interventions that a child may receive and how regularly they receive it. In addition to usual formative and summative assessments that take place within the class, the impact of small group work or interventions is monitored through a baseline assessment and an exit assessment. For example, if a child is receiving an intervention to support them with their spellings, they may complete a 50 word spelling test at the start of the intervention. This is recorded. The sessions then take place as detailed on the class Provision Map over a period of 6-8 weeks. The same 50 word spelling test is then completed again and the result is recorded. This provides a clear picture of whether the spelling intervention sessions have had a positive impact as the two results can be compared. If the child has made considerable progress it will be reviewed as to whether they still require the intervention.

## ***5. Who is responsible for SEND at Walters Ash and Naphill School?***

We all are! As educators, we have a duty of care and responsibility to all our pupils.

### ***Class Teacher***

Your child's Class Teacher is responsible for monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted interventions or additional support) and letting the SENDCo know as necessary.

Your child's Class Teacher is responsible for setting targets for your child and sharing and reviewing these with you as a parent. Your child's class teacher will ensure your child receives personalised teaching and additional support as identified on the class Provision Map.

Your child's Class Teacher is also responsible for ensuring that the school's Special Educational Needs Policy is followed in their classroom and during their lessons for **all** the pupils they teach.

**SENDCo/Inclusion Manager: Mrs L. Green**

The SENDCo is responsible for developing and reviewing the school's SEND policy in conjunction with stakeholders (parents, children with SEND, Head teacher, Governors, staff, Multi-Agency Partners). The SENDCo is also responsible for overseeing and coordinating all the support for children with special educational needs or disabilities (SEND). She also ensures that you as parents are involved in supporting your child's learning; kept informed about the support your child is getting and involved in reviewing how they are doing. The SENDCo is also responsible for liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy. She will ensure that you receive the necessary paperwork such as consent forms and reports. The SENDCo is responsible for updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept and maintained. The SENDCo also provides specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Head teacher: Miss K. Gwynn**

The Head teacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head teacher gives responsibility to the SENDCo and Class Teachers, but still has overall responsibility for ensuring that your child's needs are met. The Head teacher ensures that the Governing Body is kept up to date about issues relating to SEND.

**The SEND Governor: Mrs C. Noble**

The SEND Governor is responsible for making sure that the necessary support is given for any child with SEND who attends the school. She works together with the SENDCo and also provides a questioning role as to the SEND practices and procedures within the school to ensure best practice.

School contact telephone number: 01494 562 813

**6. *How do you as a school identify children with SEND?***

If the Class Teacher is concerned about the progress of a child, she / he will complete an Initial Concern Form which is then given to the SENDCo. This in turn triggers a class based observation of the child by the SENDCo. The SENDCo will then liaise with the Class Teacher to discuss the observation and the Initial Concern Form and a decision will be made as to the appropriateness of a meeting with the parents to see if they have similar concerns. The aim of the meeting is to gain a more comprehensive picture of the child's development, personal progress, social and emotional development and take into consideration the viewpoints of all stakeholders including the parents, the child and the class teacher.

At this stage the child is monitored closely to see if they require any additional support above and beyond that of the rest of the children. If additional support is required, a meeting is held with the parents and child (where appropriate) to discuss the possibility of being put on the SEND register as SEN Support. Some diagnostic tests may be carried out. These form of assessments will be used to help identify which pupils

may need targeted interventions. These assessments can also give extra information in terms of identifying progress made by pupils who may not reach Age Related Expectations (ARE) e.g. a pupil's reading age may rise even though the pupil is not at ARE. The school uses NFER Reading test for reading ages and Young's Parallel for spelling ages.

## ***7. What happens when it is deemed that my child needs more support and is placed on the SEND register?***

### **SEND Code of Practice 2015: School Support (SS)**

This means a pupil has been identified by the SENDCo / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from outside agencies, such as the ASD Outreach Team, Education Psychology Service (EPS), Behaviour Support Team, Speech and Language Therapy (SALT) Service or Sensory Service (for pupils with a hearing or visual need).

#### **What could happen:**

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

#### **Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from a range of outside agencies.

#### **For your child this would mean**

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support provided.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

## **7. What are the different types of support available at Naphill and Walters Ash School for children with SEND?**

Initially the support available is via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean that the teacher has the highest possible expectations for your child and all pupils in their class. The emphasis is that all teaching is built on what your child already knows, can do and can understand and that different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning and ensuring that specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Your child may then be the focus of specific group work as identified on the class Provision Map. This could include 1:1 reading, Spelling support, Maths Booster, Comprehension Booster, Phonics Booster, Social Skills groups, Fine / Gross Motor Skills, Anger Management Programmes and Lego Therapy. These interventions may be run in the classroom or a group room and may be run by a teacher or a teaching assistant (TA). Alternatively your child may be the focus of specialist groups or 1:1 sessions run by outside agencies, e.g. Speech and Language therapy or Occupational Therapy.

## **8. What kind of equipment / facilities are there to support children with SEND?**

Equipment and facilities are entirely dependent upon need. If your child has a physical need the Physical Disabilities team will come in and carry out an assessment. Any recommended alterations will be made eg. sloped exits/entrances for wheelchair access, handles / rails or the team may assess ICT equipment for children with additional communication needs and recommend equipment to purchase eg. communication boards. Other more general equipment may include support workbooks eg 'Managing the Anger Gremlin' or coloured laminated rulers for children with dyslexic tendencies through to board games to develop co-operation and negotiation skills for children with ASD. We respond actively to any recommendations with regards to equipment made by specialist outside agencies and look to secure such equipment where funds allow us.

## **9. How do you involve me?**

At Naphill and Walters Ash we are keen to involve parents and carers as much as possible in their child's education and welfare. We hold regular meetings and operate an open door policy. If you wish to speak to the Class Teacher, SENDCo or Head teacher more formally, we are happy to arrange an appointment at a time convenient to you. We ensure all paperwork is up to date and copies of reports from outside agencies are sent home. We hold termly parents evenings with the added opportunity for an additional meeting with the SENDCo. We also send out annual questionnaires to parents of children with SEND to gain feedback and to adapt and improve our services to ensure they are the best we can provide. We also are keen to signpost parents and carers to other support agencies such as childcare for children with SEND, Short Breaks for Carers, Mental Health Services all which can be accessed through the Buckinghamshire Local Offer which can be found on [www.buckfamilyinfo.org](http://www.buckfamilyinfo.org) under the tab at the top entitled 'Local Offer'.

## **10. How do you involve my child?**

At Naphill and Walters Ash we are keen to involve children in their education as much as possible. We feel it is vital for children to have ownership of their own learning and as a result have an involvement in developing their own Support Plan. We operate an open door policy for children too and they have the freedom to speak to anyone they feel comfortable with, within the school. Our SEND pupils complete questionnaires annually to give us feedback and to ensure we support them to the best of our ability and cater for their needs most effectively. We have recently started termly SEND pupil focus groups to gain a more dynamic assessment of feedback.

## **11. What do I do if I am not happy with things?**

If you are not happy at any point, your first port of call is to speak to your child's class teacher. If you feel it is not resolved then your next step is to speak to the SENDCo. Again, if you feel this still does not resolve the situation, your next step is to speak to the Head Teacher. If you are still not happy with the resolution offered, you will need to follow Stage 2 of our Complaints procedure which can be found in the downloadable policies section on our website: <http://www.nap-walt.bucks.sch.uk/resources-and-links.php>

## **12. Who are the other people providing services to children with SEND at Naphill and Walters Ash?**

There are many people who provide services to children with SEND at Naphill and Walters Ash. We have strong, good working relationships with all our Multi-Agency Partners and are keen to develop new relationships where needs arise as there is a wealth of services available for us to access.

### **School provision:**

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants (TAs) working with either individual children or small groups.
- Support for vulnerable children with emotional and social needs through in-house Behaviour Support, Mrs S. Chick.
- Support for children in the Forces through Julie Spinks our Family Liaison Officer.

### **Local Authority Provision currently delivered in school:**

- Speech and Language Therapy (SALT) – Selina Thomas
- Cognition and Learning Team (C&L) – Phillippa Brewer, Pamela Hutt & Sue Rugg-Gunn
- Educational Psychology Services (EP) – no named EP at present
- Pupil Referral Unit Woodlands (PRU) – Angela Taylor
- Autistic Spectrum Disorder team (ASD) – Jane Lewis
- Children's Education Advisory Service (CEAS) - Sue White
- Permanence Team – Micky Toone

### **Health Provision delivered in school:**

- Speech and Language Therapy (SALT) Complex Needs Team – Enid Li-Jones
- School Nurse
- Occupational Therapy (OT) – Sharon Howard
- Physiotherapy – Lucy Pemberton



- Children and Adolescent Mental Health (CAMHs) School Link Worker – Ben Severs
- Physical Disabilities Team (PD) – John Ryan (ICT), Carol Tribe

### ***13. How are teachers at Naphill and Walters Ash helped to work with children with SEND and what training do they have?***

The SENDCo's job is to support class teachers in planning for children with SEND. Naphill and Walters Ash provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. 'Supporting Children with Dyslexic tendencies'.

There are regular staff meetings on SEND and Teaching Assistant (TA) meetings. There is a monthly TA Wellbeing Forum where 2 TA representatives share information and identify possible training needs. Each class has a Yellow SEND file that TA's can access which has the child's more recent EHCP / Statement or Support Plan and any relevant background information which will enable the child to be better supported.

### ***14. How will the teaching be adapted for my child with SEND?***

Our planning is differentiated to enable all learners to achieve the Learning Objective. Planning and teaching is adapted on a daily basis if needed, to meet your child's learning needs. Differentiation can occur through variation in questioning; a different activity where the outcome in terms of learning is still the same; a more practical approach or a change in support resources where learning is scaffolded more clearly. We are keen to ensure that children with SEND still need to be challenged. Teaching Assistants (TAs) under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

### ***15. How will you measure the progress of my child with SEND at Naphill and Walters Ash?***

Your child's progress will be continually monitored by his/her class teacher. Your child's progress will be reviewed with the Class teacher, Head teacher and SENDCo every term in reading, writing and maths and is shown by Age Related Expectations (ARE's).

We aim to meet the needs of all learners. For those learners who are unable to access their relevant age related curriculum and who are not yet ready to access the programme of study for their year, teachers will tailor the learning to suit the pupil's needs. All pupils are expected to make good progress from their starting point each year. The current system of Age Related Expectations (ARE) is not inclusive for some children with SEND, who may year on year still be assessed as 'emerging' as smaller progress steps are not recognised. This may potentially have a negative impact on some pupils with SEND whose progress is not recognised. The Rochford Review Report (2016) was conducted to identify how progress and attainment could be demonstrated by those children working below the level of the statutory end of Key Stage 1 and 2 tests. The Report recommends that there should no longer be a statutory requirement to assess pupils using P-scales and the 7 aspects of cognition and learning, identified by The Complex Learning Difficulties and Disabilities project should be used to assess those children not 'engaged in subject-specific learning'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed. This is something the government requires all schools to do and are the results that are published nationally. The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. This will be done by moderating intervention paperwork and seeing if progress is being made through comparing baseline information with interim or exit test information. For more social and emotional interventions, Strengths and Difficulties Questionnaires or Blob trees may be used as baseline data / exit data.

Regular book scrutinies and lesson observations are carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high and that progress is being made. A home-school communication book may be used to support communication with you when this has been agreed to be useful for you and your child.

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. Your child's views are taken into account and are discussed at the Annual Review.

### ***16. How is Naphill and Walters Ash accessible to children with SEND?***

The school is fully compliant with Disability Discrimination Act (DDA) requirements. The school is on a single level with easy access and double doors. There is a ramp from one classroom onto the playground. There is one disabled toilet, a shower and changing area. Many of the children's toilets have handrails in the cubicles. We ensure where ever possible that equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children, including those with SEND. Extra-curricular activities are accessible for children with SEND.

### ***18. How will you support my child when they are joining this school? Leaving this school? Or moving onto another class within the school?***

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. At Naphill and Walters Ash we have a high proportion of children arriving and leaving on a regular basis due to our location near RAF High Wycombe. We have a dedicated FLO (Family Liaison Officer) who supports children and families with the Forces. This includes supporting children in sending e-blueys (an electronic letter) to parents on operational duty overseas.

#### **If your child is joining us from another school:**

The SENDCo will visit pre-schools with the Foundation Stage team where appropriate. Your child will be able to visit our school and stay for a taster session, if this is appropriate. If your child would benefit from a photo book of our school environment and his/her new class teacher then one can be made to support their transition.

#### **If your child is moving to another school:**

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as



soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

**When moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Support Plans and EHC Plans / Statements will be shared with the new teacher. The Yellow SEND file will be handed to the new class teacher with all relevant information relating to children with SEND in his/her class.

**In Year 6:**

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. If there are significant anxieties or concerns about the transition then the programme will begin earlier than that of their peers.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

## ***20. How will you support my child's emotional and social needs?***

At Naphill and Walters Ash, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer additional support. This is often on a case by case basis and is an individual approach based around the child. For example in one such support session, children created their own laminated card to show to lunchtime supervisors to indicate they wanted to come in early off the playground rather than engaging in potentially confrontational situations.

Mrs Chick offers additional pastoral care for children with extra emotional and social needs and has an open door policy. Other additional support includes Anger Management sessions, Lego Therapy, Play Therapy, Morning/Afternoon Skills Group and Social Skills Group. Some children struggle with friendship groups and these are addressed as and when they occur. If your child still needs extra support, with your permission Behaviour Support will access further support through a CAHMS referral.

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**Next update:** March 2018

Updated by: Lisa Green  
SENDCo