



Bledlow Ridge School Special Educational Needs Information Report 2021 – 2022

At Bledlow Ridge School, we strive to support **all** children to enable them to achieve their potential at school. Quality first teaching is vital: however, for some children there are occasions during their school life when they meet a difficulty which can act as a barrier to their learning. Bledlow Ridge has procedures in place to help identify the causes of these barriers as early as possible and then strategies are put in place to meet individual needs.

These needs fall into 4 broad areas – communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

Our Special Educational Needs and Disabilities Policy, (SEND) is updated annually and can be found on our school website.

1) The SEN provision at Bledlow Ridge School is on an individual needs basis and includes but is not limited to:

- LSAs being used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the pupils' need and levels of LSA support available.
- in class adaptations and adjustments to support the child to access the curriculum.

2) Pupils can be identified as needing extra support from information such as:

- Concerns raised by parents/carers, nursery or the child. Parents are encouraged to share concerns they may have with the school, firstly with the class teacher, who will inform the SENCO and then if appropriate at a formal or informal meeting with the SENCO.
- Our rigorous monitoring system which track the progress of all our children. We analyse data and other forms of assessment to identify additional needs and children making less than expected progress / not meeting their targets. The progress of all children is monitored at Pupil Progress Meetings which are held termly.

We monitor and evaluate the effectiveness of provision for children with special educational needs:

- In consultation with the pupil, parent/carer and SENCO, one page profiles are written by the class teacher with specific targets set and strategies to be used to meet the needs of the child. These are evaluated and reviewed with the child, and shared with their parents/carers on a termly basis. Provision tracker is used to show how support is targeted and the effectiveness of the intervention.

- Termly data and information from Pupil Progress Meetings, parents and importantly, the child is all used to evaluate the effectiveness of the provision and to track progress of pupils with SEN. For some children, outside agencies may be involved and will liaise with the school to help inform the assessments.

3) The school's approach to teaching:

- We promote inclusion for all children in all aspects of the curriculum including activities outside of the classroom. Risk assessments are carried out if needed, and procedures are put in place to enable all children to participate.
- We are flexible in our approaches to learning and we therefore adapt our provision to meet the needs of the learner.
- We ensure that all staff working with learners who have special educational needs possess a working knowledge of that child's particular difficulty and have appropriate strategies to enable the child to access the curriculum and as far as possible, remove their barriers to learning. When it is deemed that external support/advice is necessary, we discuss any referrals with parents in the first instance and gain their input and full consent before proceeding with a referral.
- We ensure that all teachers are clear on the expectations of the school's Teaching and Learning policy and all other relevant policies designed to support learning and make the curriculum accessible to all. This is monitored by the Leadership Team and the Governing Body.
- Pupils' emotional and social development is supported by teachers, the SENCO and LSAs. Some pupils require more targeted support and in a small number of cases, advice from outreach staff from the County's pupil referral unit or other agencies may be needed.

4) The School's facilities:

- The school building is DDA compliant and is accessible for wheelchair users.
- There is a toilet adapted for disabled users.
- A disabled parking bay is marked out in the school car park nearest to the front entrance to provide easier access for pupils and parents/carers.
- We have an up to date accessibility plan and are vigilant in making reasonable adjustments when needed.

5) Training for staff in relation to children with special educational needs:

- Training is provided by the Leadership team and SENCO and when available, can be accessed through the Specialist Teaching Service, Cognition and Learning Team, Speech and Language Team, Buckinghamshire Primary PRU, CAMHS and Occupational Therapy Service.

6) The School's arrangements for consultation:

- All pupils are actively involved in their learning on a daily basis with regular verbal and written feedback. As far as possible, pupils with a special educational need contribute to their one page profile each term.
- At the beginning of each academic year, we hold meetings with parents / carers to share what the children will learn over the coming academic year and how the learning can be supported at home. We have regular opportunities where parents / carers can meet with staff to discuss their child's progress and share what help can be given at home to support the learning at school.

7) The School's partnerships:

The school involve other bodies (including health, social care, BCC support services) to meet the needs of pupils with SEN and their families by using the following outside agencies:

- Specialist Teaching Service to support pupils with Autism, Visual Impairment, Hearing Impairment and Physical Disabilities, CAMHS (Child and Adolescent Mental Health Service), School Nurse, Community Paediatrics, Social Care, Occupational Therapy, Physiotherapy, Speech and Language Therapy, PRU Outreach support and Education Welfare Officers.

8) The school's arrangements for pupils with SEN joining or leaving Bledlow Ridge School are:

- For a child joining Bledlow Ridge with special educational needs, either the pre - school (for a reception aged child) or the previous school will be contacted and relevant information will be shared. In some cases, a visit to the previous setting will be carried out.
- Prior to a child leaving Bledlow Ridge for secondary school, information is given by the class teacher/ SENCO as to the type of need and level of additional support the child is likely to need. Staff from the secondary schools visit and meet with the class teacher and the children. In some cases, the child and parent/ carer would also be given the opportunity to visit the school on more than one occasion prior to the induction day.

9) The school communicates the contact details for relevant support listed above to pupils with SEN and their families via:

- The school website
- 1:1 discussion
- Annual reviews and other meetings with the SENCO.

10) The school's key contacts:

Mr A Hayward (Headteacher)

Mrs S Earnshaw: SENCO

Email: office@bledlowridge.bucks.sch.uk

Tel: 01494 481253

11) The contacts for compliments, concerns or complaints from parents of pupils with SEN are:

Hugh Gage and Dirmuid Jennings (co-Chairs of Governing Body)

Victoria White (SEN Governor)

Email: office@bledlowridge.bucks.sch.uk