

# Haddenham St Marys CE School

## Special Educational Needs Information

### Annual Report September 2025

---

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis and make this available on their website.

The information in the Special Educational Needs Report will form part of the school's Local Offer.

#### **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 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 <https://familyinfo.buckinghamshire.gov.uk/>

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

#### **What SEND needs do we cater for at Haddenham St Mary's?**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

#### **What is the school's policy for identifying children with SEND?**

The class teacher, supported by senior leaders and subject co-ordinators, make regular assessments of the progress of all children. Where children are making below expected progress given their age and starting point they are given additional support through 1:1 or small group interventions in class.

If a child continues to make below expected progress, despite intervention targeted at their specific areas of need, the class teacher and the SENDCo discuss whether it is felt that the child may have a Special Educational Need. Where this is the case, we will consult with the child's parent or carer and agree an action plan to support the child. This may be in the form of a pupil passport or a support plan detailing what provision will be in place for the child. During this process the SENDCo may also seek advice from relevant professionals.

#### **How do we evaluate the effectiveness of its provision for children with SEND?**

The SENDCo and senior leaders meet regularly to look at the progress of children with SEND. We discuss the provision each child on the SEND register is receiving and what the impact of the provision is having on progress. The SENDCo meets with class teachers and learning support assistants to discuss the needs of the children with SEND in each class and how the provision and interventions are having an impact. We also take into account information from parents during review meetings.

## **How do we assess and review the progress of children with SEND?**

SEND support plans and pupil passports are reviewed at least once a term, and more often where needs and circumstances change, or following recommendations and advice from professionals involved with the child. The class teacher is responsible for reviewing the provision for children with SEND, and the outcomes are then discussed with the SENDCo. Parents are invited to meet with the class teacher and discuss the reviewed provision, and they will receive a copy of the support plan or pupil passport put in place.

## **The School's approach to teaching children with SEND (including those who do and do not have an EHCP)**

### **How is the curriculum and learning environment adapted at Haddenham St Mary's?**

All children are grouped within year group classes. As there is a wide range of ability in each class, our teachers plan an inclusive curriculum accessible for all children. All children are included in the classroom and where needed reasonable adjustments are made to the learning environment, such as the use of wobble cushions, flexible seating arrangements, writing slopes, sensory regulation toys, pencil grips, quiet seating areas.

### **What additional support for learning is available at Haddenham St Mary's?**

Teaching assistants work as part of a team with class teachers and the SENDCo to support children's individual needs. They play an important role in implementing the interventions and adjustments to the curriculum and classroom environment detailed in support plans and pupil passports. We encourage independence as much as possible for the children within a safe and caring environment. Sometimes it may be appropriate to withdraw a child sensitively, to work individually with a teaching assistant, therapist or the SENDCo in order to acquire, reinforce or extend skills more effectively. We use intervention programmes to support children and develop their skills in specific areas, such as reading and phonics, fine and gross motor development, social skills and communication and language development. These intervention programmes may support children on a 1:1 or as part of a small group, depending on the needs of the child.

### **What activities are available for children with SEND in addition to those available through the curriculum?**

At Haddenham St Mary's we are proud of our inclusive ethos which encourages all children to take part in enrichment activities, such as community events, school visits, school partnership activities, charity events, themed weeks. Adaptations and adjustments are made as appropriate to the environment or activity to ensure all children are able to take part, including those with SEND. We have an inclusion space within school, called The Sapphire Suite where children with SEND are able to spend time learning in a quieter, less visually stimulating environment should this be appropriate for their needs. The space offers a range of resources to support sensory and emotional regulation, develop communication and interaction skills and support fine and gross motor development. Support assistants are trained in running the "Bucket Time" intervention each day to support attention and listening, turn taking and language development as well as a sense of curiosity.

### **How do we encourage the emotional and social development of children with SEND?**

In addition to the quality first teaching of PSHE for all children, we offer small group nurture and wellbeing activities for children identified by the class teachers and support assistants as needing additional support. A member of staff trained to deliver the ELSA Programme (Emotional Literacy Support Assistants) which is a project designed to help schools support the emotional needs of their children. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. We have a support assistant who is trained to deliver the "Drawing and Talking" wellbeing intervention in the EYFS and Key Stage 1 on a weekly basis.

## **What are the School's facilities to include children with SEND?**

See school's accessibility policy

<https://haddenham-st-marys.bucks.sch.uk/general-info/policies/>

We have a large disabled bathroom with a newly installed height adjustable changing table.

## **What is the school's training for staff in relation to supporting children with SEND?**

All teaching staff teach children with SEND, including our Music and Forest School teachers and PE coaches. Additional training for staff is made available when necessary and appropriate, we arrange training to meet the specific needs of individual children.

All staff are kept well informed about the strategies recommended to manage children's needs effectively, and we ensure that children's needs are understood and responded to with sensitivity.

## **How is specialist expertise is obtained by the school?**

The school has a link Educational Psychologist and EHC Co-ordinator with whom the SENDCo is able to arrange a termly meeting to discuss particular needs. Our school is also able to seek advice from the Inclusion Team, Specialist Teaching Service, Speech and Language Therapists and Occupational Therapy for advice and assessments of children's needs. The SENDCo, with parental consent, is able to make referrals for children to be assessed and advice sought from a range of other health and educational professionals, including the school nurse, community paediatrician service and CAMHs.

## **What are the school's arrangements to consult with and involve parents and carers of children with SEND about the education of their child?**

Our school has an open-door policy, and parents and carers can discuss the education and well-being of their child any time. Teaching and support staff are available before and after school. For longer chats we encourage parents and carers to make an appointment. For more urgent discussions, the Head Teacher and office staff are available throughout the day. We use telephone and email to communicate with parents and carers, and occasionally send letters home. Review meetings with parents and carers take place at least once a term for children with SEND, to discuss their progress and provision. Reviews of EHCPs are arranged annually.

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

SEND Governor in post. All appropriate outside agencies are consulted according to the needs of individual children. We have a Bucks Council Education Healthcare Plan Co-ordinator assigned to our school.

## **What is the school's arrangements for children with SEND transferring between other education providers?**

The SENDCo will contact the SENDCo of the receiving school / placement and arrange a meeting to discuss the needs of the child. Records will be passed on. It may also be appropriate to arrange additional visits by the child to the new school, accompanied by a familiar teacher or support assistant. We encourage the new setting to send pictures of the new school we can use to support the child with their transition. We are also able to enlist the support of the specialist teaching service to support with transition activities for children as appropriate.

## Which education providers and other settings does Haddenham St Mary's collaborate with?

Pre-Schools: Little Forest Friends (our own pre-school on site), Chearsley and Haddenham Under Fives (CHUF), Bambinos, Little Acorns Long Crendon, as well as any other Pre-Schools that feed into Haddenham St Marys.

Schools: Haddenham Community Infant and Junior Schools, Thomas Hickman School, Turnfurlong Infant School.

How does Haddenham St Mary's communicate the contact details for the support listed above to children with SEND and their families?

Newsletter, website, meetings, parent evenings, letters, email

### The School's key contacts

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

Name: Mrs Kelly Williams

Email: [office@haddenham-st-marys.bucks.sch.uk](mailto:office@haddenham-st-marys.bucks.sch.uk)

Tel: 01844 291455

2. The contact for compliments, concerns or complaints from parents of children with SEND?

Name: Mrs K Collett / Mrs K Williams

Email: [office@haddenham-st-marys.bucks.sch.uk](mailto:office@haddenham-st-marys.bucks.sch.uk)

Tel: 01844 291455

The school's Complaints policy can be found here:

<https://haddenham-st-marys.bucks.sch.uk/general-info/policies/>

### The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at

<https://directory.familyinfo.buckinghamshire.gov.uk/service/1369?keywords=haddenham%20st%20marys&page=1>

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](mailto:familyinfo@buckscc.gov.uk)