



Ibstone CE Primary School SEND Information Report 2024-2025

Ibstone CE Primary School is a mainstream setting where the emphasis is in a whole school inclusion approach. All staff have responsibility for providing all children with realistic learning goals in a broad, balanced and appropriate curriculum which is carefully planned to meet their needs.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Ibstone CE Primary School we believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and quality teaching approaches. For some children however, there are times when they require additional support to help them realise their potential. Our children can be identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- The child is working at a level below the national expectation for their year group, in spite of quality first teaching and in class strategies being deployed as part of the usual differentiated curriculum
- Concerns raised by a parent regarding academic progress, behaviour, social adjustment and / or communication skills
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- The attainment gap between a child and their peers is increasing
- Little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- At Ibstone CE Primary School we believe that a child's education is a partnership between home and school. We operate an "open door policy" and offer parents the opportunity to make an appointment with their child's class teacher at a mutually convenient time should they have concerns about their child. After this, if you feel that you would like to speak to a senior member of staff, please ask to arrange an appointment with the Headteacher or SENDCo (Special Educational and Disabilities Co-ordinator). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the bottom of this report.

Nurture, Inspire, Grow

Our vision is to nurture our community enabling everyone to grow through our Christian values. We inspire our children to be resilient, confident and courageous whilst developing a lasting love of learning. *'Whatever I have, wherever I am, I can make it through anything in the One who makes me who I am.'* Philippians 4:13

3. THE APPROACH TO TEACHING CHILDREN WITH SEND AT IBSTONE CE PRIMARY SCHOOL:

- At Ibstone CE Primary School, inclusion is key to our approach to teaching children with SEND. Self – esteem is essential to a child’s well-being. Including all children in the curriculum and ensuring that the learning environment is adapted to their needs means that they can feel an integral part of the school “family”. The teaching team and support staff are highly motivated to make sure that every child has the care and attention that they need to thrive. This is done:
- With additional support for learning in and out of the classroom
- Through activities that are available to pupils with SEND in addition to those available through the curriculum
- By adapting the curriculum and making reasonable adjustments to the learning environment – the class teacher plans tasks carefully to ensure that children with SEND can access the curriculum and plans their time across the week so that their expertise is given to those children who have additional needs. Small group provision may be provided for children with similar needs, delivered by the class teacher or a teaching assistant, who also may give 1:1 support in a specific area of learning. Specialised equipment will be made available where there is a need e.g., writing slopes, wobble cushions etc.

4. THE EVALUATION OF THE EFFECTIVENESS OF PROVISION FOR PUPILS WITH SEND:

- If a child is identified as having SEND which requires targeted support over an extended period and / or requires on-going support from external specialists, then in consultation with the SENDCo, the child and teaching assistant, the class teacher will write a Targeted Intervention Plan (TIP). This will include targets which have been identified by assessments and which aim to match the child’s needs, providing the next step in their learning and details of interventions and classroom strategies and how and when these will be reviewed
- If a child has a more complex / long term need, the school may consider applying for an Education, Health and Care Plan (EHCP). This often involves professionals and support from sectors other than education
- TIPs will be shared with parents three times each year as part of the Graduated Approach “Assess, plan, do review” cycle and their views and input will be gained
- Where a child has an EHCP, there is an additional review which takes place annually and is attended by professionals (if included on the child’s EHCP) as well as parents/carers and school staff
- All SEND provision is constantly monitored and adjusted by those delivering the provision and this monitoring is overseen by the SENDCo and Headteacher. The provision is deemed effective if it results in the child meeting the targets set. Targets and / or provision can 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 progress is not capped to the targets on the TIP
- The SENDCo reports to the Headteacher and Governing Body and meets termly with the named Governor with responsibility for SEND. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information

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- The Headteacher reports to the Governing Body regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The Headteacher, Governing Body and SENDCo agree priorities for spending within the SEND budget, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities

5. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- By involving children in discussions about what they would like to learn, what they think they need to learn, where they need to improve, target setting and reviewing of targets, we believe that they will have a deeper understanding of the knowledge and skills they are learning
- If your child has a TIP or EHCP, their views and input will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey

6. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has adopted an accessibility policy
- Some learning areas of the school are accessible by wheelchair. A disabled parking bay is available at the children's entrance to the school
- Accessible toilet facilities are available within the school building and also within the hall
- The school is able to meet the requirements of some children with complex needs and as each child is unique, the school will consider their ability to meet these needs on an individual basis
- If you have specific access queries or concerns, please speak with us

7. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against national expectations and age-related expectations on a termly basis
- The class teacher continually assesses each child and highlights areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods
- Pupil Progress Meetings are held each term between the class teacher, the Headteacher and the SENDCo. In these meetings, a discussion takes place concerning children who are not making expected progress and actions are discussed and planned

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8. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible
- The school offers a variety of after school clubs. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this

9. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting – on more than one occasion if needed
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- The Headteacher/Teachers will visit settings where it is felt there is a need
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has more complex needs, then a TIP or EHCP review will be used as a detailed transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support a smooth transition

10. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Many of the staff in the school have extra qualifications and experiences, which enable the school to provide particular assistance to children with SEND
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to, and are able to, support individual children's and family's needs including: Area County SEN team, Health services - GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist,

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paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers

11. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support our children in the best possible way
- Training opportunities include – in house training provided by the SENDCo or Headteacher to both teachers and teaching assistants, specialist training from the Specialist Teaching Service or other external specialists, Occupational therapy or Speech and Language webinars or advise meetings
- Individual staff members attend more specific training on how to support children with individual needs from specialists through external training courses and webinars

12. THE SCHOOL'S CONSULTATION:

At Ibstone CE Primary we consult with and involve:

- Parents / carers of children with SEND about the education of their child
- Children about their education

13. THE SCHOOL'S COMMUNICATION:

The school communicates with SEND pupils and their families via:

- School website
- Weekly school newsletter
- 1:1 discussion
- Annual reviews
- TIP meetings
- Parent consultations
- Parent information sessions

14. THE SCHOOL'S KEY CONTACTS:

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

Name: Mrs Sophie Earnshaw
Email: office@ibstone.bucks.sch.uk
Tel: 01491 638281

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

Name: Mrs Louise Long, Headteacher
Email: office@ibstone.bucks.sch.uk
Tel: 01491 638281

The school has a complaints policy, which is available on the policy page of the school website.

The Buckinghamshire Council Local Offer can be found on the Family Information Services Site. This provides information on SEND provision. If you wish to contact Buckinghamshire Council about the local offer please email – familyinfo@buckss.gov.uk

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