



Buxton Community School

SEN Report 2022/23

Last Reviewed	FGB Sept 22 Reviewed 17.04.23
Reviewed by	Alex Garner Deputy Headteacher
Next review date	Oct 23

SEN Information Report 2022 - 2023

At Buxton Community School we are 'comprehensive and proud' aiming to meet the needs of all the young people in our town and local community. We recognise our students' need to develop as learners and see that extending to personal development. We expect all students to work hard and achieve their best – but we are not an 'exam factory'! We believe all the extra opportunities available to our students through trips and visits, clubs and out-of-school learning, sport, volunteering and community activities help to develop self-confidence and widen horizons. We care about all of our students and want the best for each young person in our school, including those with Special Educational Needs. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure there is the opportunity to fully access the National Curriculum and participate in all aspects of school life.

1: School SEND aims

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability. To ensure the identification of students requiring SEND provision as early as possible in their school career
- To ensure that students with SEND take as full a part as practicable in all school activities To ensure that parents/carers of SEND students are kept informed of their child's progress and attainment
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future provision.
- To meet the needs of students with SEND by offering appropriate forms of educational provision coupled with the most efficient use of available resources
- To ensure that students make successful transitions at all relevant key stages
- To provide high quality training to ensure that all teachers deliver quality, first class teaching to all students.

2) What are special educational needs (SEND) or a disability?

At Buxton Community School we use the definition for SEN and/or disability from the SEND Code of Practice (2014).

This states:

*SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

*Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.***

3) The kinds of special educational needs for which provision is made at the school

- Children and young people with SEND but without an Education, Health and Care Plan (EHCP) of SEND are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavors, in partnership with parents/carers, to make the provision required to meet the SEND of students at this school.
- For children with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents/Carers of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

- Information is passed on from Primary or previous school setting.
- Concerns are raised by a student, parents/carers, external agencies or teachers regarding a student's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates below expected levels of progress.
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical

5) What should a parent do if it thinks their child may have special educational needs?

- We are committed to working with families and always listen to parents/carers concerns. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.
- If parents have concerns relating to their child's learning then please initially discuss these with your child's subject teacher/ form tutor. This then may result in a referral to the school SENCo, S Reddy(sreddy@buxton.derbyshire.sch.uk). If parents feel it is more appropriate, they are welcome to contact Mrs Reddy directly.

6) How will the school support a child with SEND?

All students are entitled to quality first teaching that is differentiated to meet the diverse needs of all learners, to ensure their progress.

The school supports students with a disability by providing reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- classroom observation
- Tracking each term to assess and report progress towards targets
- regular assessment of progress made by pupils with SEND,
- work sampling and book scrutiny
- SENCo 'clinics'/briefings to provide advice and guidance to teaching staff
- student and parent feedback on the quality and effectiveness of interventions provided
- attendance and behaviour records.

Students failing to make expected levels of progress are identified and action to increase the rate of progress will be then identified that will include a review of the impact of the differentiated teaching being provided to the child, and if required, additional strategies to further support the success of the student. Where it is decided that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Making the best use of Teaching Assistants

We follow the Education Endowment Foundation recommendations when deploying TAs in school.

The effective use of TAs under everyday classroom conditions

Recommendation 1	TAs should not be used as an informal teaching resource for low attaining pupils
Recommendation 2	Use TAs to add value to what teachers do, not replace them
Recommendation 3	Use TAs to help pupils develop independent learning skills and manage their own learning
Recommendation 4	Ensure TAs are fully prepared for their role in the classroom

The effective use of TAs in delivering structured interventions out of class

Recommendation 5	Use TAs to deliver high quality one-to-one and small group support using structured interventions
Recommendation 6	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Integrating learning from everyday classroom contexts and structured interventions

Recommendation 7 Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Teaching Assistants support the teacher and students and offer support such as:

Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) The teaching assistant's guide to effective interaction: How to maximise your practice, published by Routledge

Action relating to SEND support will follow an Assess, Plan, Do and Review model:

1. **Assess:** Data on the student held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from"

support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, and implemented.

3. **Do:** SEN support may be recorded on a Student Support Plan that will identify strategies for intervention and support, alongside a clear set of expected outcomes.
4. **Review:** The support strategies and progress towards targets will be tracked and reviewed at least termly.

If progress rates are still judged to be inadequate despite the delivery of high-quality teaching and interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools
2. Behaviour Support Service
3. Autism Outreach Team
4. Hearing Impairment team
5. Visual Impairment team
6. Educational Psychologist Service
8. Physical and Disability Support Service
9. Social Services
10. School Nurse
11. Child & Adolescent Mental Health Service

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using students' achievement levels, differentiating tasks to ensure
- progress for every child in the classroom.
- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help

8) How will parents know how their child is doing?

- Progress towards targets will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find their child's planner a useful tool to use to communicate with school staff on a more regular basis.
- Parents/Carers are encouraged to arrange an appointment to discuss their child's progress with the Progress Team or SENCo at any time when they feel concerned

or have information they feel they would like to share that could impact on their child's success.

9) Students with medical needs

Students with medical needs will be provided with a Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves. Staff who administer and supervise medications, will follow DCC guidelines and liaise with the school first-aider as necessary.

Please refer to 'Administration of Medicines' Policy.

10) How will my child be included in activities outside the classroom including school trips?

The school offers a very wide range of experiences outside the classroom including optional school trips which provide all students with the opportunity to take part in a wide variety of activities.

Pre-visit risk assessments are carried out to ensure the suitability and safety of the planned activities, for all students.

All students are included in all curriculum based out of classroom learning.

11) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition for students. These include:

On entry:

- A planned introduction programme delivered in the Summer term to support transfer for students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with Primary Schools and offers parents of new students with SEND an opportunity to meet to plan for a smooth transition.
- Vulnerable students are given extra opportunities to become familiar with the school environment.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12)

Primary:

- The transition programme in place for students provides a number of opportunities for students and parents to meet staff in the new school.
- The annual review in Y5 for students with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and

the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

After school:

- The school adheres to the Statutory guidance in '*Careers guidance and access for education and training providers 2021*'

[Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90122/careers-guidance-and-access-for-education-and-training-providers-2021.pdf)

This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to childrens' special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
 - This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website.

These target the broad areas of need:

1. Cognition and learning
2. Social, emotional and mental health
3. Communication and interaction

4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the Pastoral Manager, Progress Leader, SENCo or a member of the Senior Leadership Team.

17) How is the decision made about how much support each child will receive?

- For students with SEND but without an EHCP, the decision regarding the support provided will be taken in school, involving the student, parents/carers, teachers, the SENCo and other agencies, as appropriate.
- For students with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the Progress Team, Learning Support staff, SENCo or a member of the Senior Leadership Team
- during parents' evenings
- meetings with support and external agencies.

19) Who can I contact for further information or if I have any concerns?

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the SENCo, sreddy@buxton.derbyshire.sch.uk.
- The special educational needs governor is Mrs J Vale: jvale@buxton.derbyshire.sch.uk
- For complaints, please contact the Headteacher in writing / by email (headteacher@buxton.derbyshire.sch.uk). If the matter is not resolved to your satisfaction, please contact the Chair of Governors via the school.

20) Support services for parents of students with SEN include

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents/carers who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here: [Home - Derbyshire Local Offer](#)