Special Educational Needs and Disability (SEND) Annual Information Report

Lead: Mrs. Johanna Morris
Report Updated: September 2026
Review Date: September 2027

Our Vision and Values

As a Church of England School, our overarching biblical foundation is:
'I praise you because you made me in an amazing and wonderful way' Psalm 139:14 ICB

Our vision is for all to flourish in a happy and caring community that is filled with a love of learning, and where the core Christian values of **honesty, kindness** and **perseverance** underpin how we live and work each day.

Our school is dedicated to providing a place of effective teaching and where there is excitement and pleasure in learning so that each child may achieve their fullest potential. We aim to play a positive role in the community, meeting the needs of families inclusively and supporting individual wellbeing and personal, spiritual, social and cultural growth through the ethos and practices of our Church of England school.

Curriculum Intent

At Seer Green CE School, we aim to ensure that every child's learning is knowledge rich, relevant and engaging. We help our pupils to understand that they learn best by being actively curious, creative and collaborative; and we inspire them to leave us knowing that they are each truly special and feeling that they are prepared for the world beyond with the resilience and ambition to thrive.

The type of SEND provision that Seer Green CE School caters for fit into the 4 broad areas of need as outlined by the SEND Code of Practice 2014:

- **Communication and Interaction**
  - Autism Spectrum Disorder
  - Speech, language and communication needs
- **Cognition and Learning**
  - Specific learning difficulties
  - Moderate learning difficulties
- **Social, Emotional and Mental Health Difficulties**
  - Attention deficit hyperactivity disorder
  - Attachment disorder
- **Sensory and Physical Needs**
  - Visual impairment
  - Hearing impairment
  - Multi-sensory impairment
  - Physical disability
- We also support the medical needs of children which can affect their education.

Identifying and Assessing the Needs of pupils

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN but will be addressed through providing appropriate support.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

A student may be taken off the SEND list if an evaluation shows sufficient progress has been made and SEND provision is no longer required

Evaluating the effectiveness of SEND provision

- Early Years Foundation Stage, baseline assessment is carried out on entry and then continuous assessment of all children across the year. This feeds into final judgements made at the end of the year against the Early Learning Goals.

- Key Stages 1 and 2 termly data and information from teachers, parents, outside agencies and pupils is all used to assess the effectiveness of the provision and the progress of pupils with additional needs. SEND Learning Plans are then adjusted accordingly 3 times during the year using the Graduated Approach.
- All school staff have a responsibility to identify children who may need extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. School staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children. (Keeping Children Safe in Education, September 2025)

Seer Green CE School's Approach to Teaching Pupils with SEND

- The teachers at SGCE School teach using Quality First Teaching practices. All children in the class are taught by the teacher, they ensure effective differentiation and targets are personalised for each child.
- The teacher is responsible for tracking the children's progress; this is monitored by the SENDCO.
- Children with additional needs who require support additional to and different from the other children are placed on the school's SEND Support list. Appropriate provision is planned for the children; this may be specific targets, small group work or access to programmes devised by external agencies, such as National Health Services or Local Authority commissioned services.
- We carefully follow advice given to us from the Bucks Graduated Approach, the Ordinarily Available Provision document, professionals and other agencies to ensure that children with SEND are appropriately supported.
- All children have access to quality Personal, Social and Health Education and systems are in place to ensure that pupils are supported socially and emotionally. We do this by ensuring that all our staff members are aware of the needs of our children and appropriate arrangements are in place to allow for this

Supporting pupils with Medical Needs

If a pupil has an additional medical need a health care plan will be compiled in consultation with parents/carers and appropriate medical professionals. These are discussed with all staff who are involved with the pupil and appropriate support and training is put in place (Supporting children with medical needs, December 2015).

Facilities to include pupils with SEND

The school site is suitable for children with disabilities. Reasonable adjustments are made to accommodate the needs of individual children under the guidance of National Health or Local Authority specialists.

SEND Training

- The SENDCO works closely with the Continuing Professional Development (CPD) Coordinator to plan and organise relevant training to support the varied needs of children within our school.
- The SENDCO has a breadth of knowledge and experience regarding supporting pupils with SEND. She regularly shares her expertise with colleagues through individual or whole staff CPD.
- Teaching and support staff have attended a range of high-quality training courses provided through the Local Authority Specialist Teaching and National Health Services.
- Many staff have also accessed further, or more specific CPD training opportunities relating to supporting pupils with SEND, facilitated by specialists or external training providers.

Family Consultation

Parents and carers are kept informed from initial stages of any concern or intervention by:

- meeting with the class teacher and/or SENDCO
- targets are set and reviewed and termly meetings between class teacher, parents, SENDCO and senior members of staff (where appropriate) ensure that children are fully supported and individual needs are met
- where appropriate children are involved in their target setting and review their progress and learning as part of the process
- plans, provision and reports from outside agencies are always shared with parents as part of an ongoing dialogue about a child's progress
- For children with an Education, Health and Care Plan (EHCP), the Annual Review is an important part of the consultation process. All relevant professionals who work with the child, the parents/carers and child are invited.

School Partnerships

Following identification of need appropriate support services are engaged to meet the needs of pupils and their families. The school has strong links with a number of outside agencies including but not limited to:

- Child and Adolescent Mental Health Service
- NHS Occupational Therapy
- NHS Speech and Language Therapy
- NHS Community Paediatrics
- The Oaks Pupil Referral Unit
- Local Authority Specialist Teaching Service
- Social care
- Child Protection Services
- Educational Psychology Service
- Local Authority SEND Team
- Family Support Service
- School Nurses

Transfer to other Educational Establishments

Transition meetings and support are arranged between different educational establishments following local authority procedures.

Transfer from Pre-school

- Reception Class Teacher and SENDCo will liaise with feeder nurseries and parents/carers to obtain relevant information.
- Reception Class Teacher and/or SENDCo will conduct observations of prospective pupils.
- Prospective pupils and their parents/carers will be invited to an induction morning with further opportunities available if required.

In Year Transfers

We use our best endeavours to ensure all relevant information is passed between classes / schools as quickly as possible. When needed, staff from the previous or following provider is contacted so that key information can be shared. Additional transition days may be set, dependent on individual circumstances. Additional emotional support may be provided including but not limited to: additional adult support, transition books and welcome letters.

Transfer to Secondary school

Prior to children leaving primary school, information is gathered from the class teacher/SENDCO as to the type of support they will need.

- SEND records are transferred
- There are opportunities for all pupils to visit their prospective Secondary School or other arrangements are made for example video calls when visits are prevented
- Pupils with SEND are given additional visits or calls, if required, so that they will become more confident in the new setting
- Representatives from local secondary schools are available for consultation before the time for transfer
- For pupils with an EHCP, it is amended on the year of transfer. We aim to invite the SENDCo from their prospective school to attend this review. It is amended in the light of the recommendations of the annual review in Year 5, the child's and parents'/cares' views and preferences and the response to consultation by the local authority with the schools concerned.

Transfer to a specialist provision

Meetings will be held between the class teacher, the SENDCo and the child's parents to discuss the option for moving a child to a specialist provision. The SENDCo will sensitively discuss why the child's needs may be suited for a specialist educational setting and the parents will share their views on their child's education. The SENDCo will also explain to parents that it is the parental decision on where their child attends school. Should the parents agree that their child should transfer to a Specialist Provision, the follow steps will take place:

- Parents will visit a range of schools to find a setting suitable for their child's needs.
- An annual review will be called to discuss the change in placement with external agencies and to request a change of the named school on the child's EHCP.

• The child's annual review paperwork will be taken to the specialist panel by our EHCCo who will decide whether the change in placement is appropriate.
• Once the child's school placement is confirmed, the prospective class teacher will be invited to meet the child at SGCE school to conduct observations.
• SGCE school will support the child with visits to their new school to ensure they feel settled.
• SEND records are transferred.

Admission arrangements for children with SEND

For pupils with SEND, who have an EHCP, SGCE School will consider each consultation application in detail. The Headteacher and SENDCo will discuss if the school is able to meet the child's needs and if the setting is able to provide the best education for that child following statutory criteria. During the consultation period, the SENDCo may discuss the child's needs with the child's parents, the child's previous setting, any external agencies and the local authority.

Contact for compliments, concerns or complaints from parents of pupils with SEND

Email: office@sgceschool.co.uk
☎: 01494 676344

The school's Complaints Procedure can be found here: www.seergreenceschool.co.uk

Buckinghamshire Local Offer

- Information for the Local Offer for Buckinghamshire is available at https://familyinfo.buckinghamshire.gov.uk/
- The Buckinghamshire Local Offer provides information and advice and information on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383 065 or email familyinfo@buckinghamshire.gov.uk

Contact details

Headteacher: Mrs Laura Morel
SENDCo: Mrs Johanna Morris
SEN Governor: Mrs Audrey Hardy
Email: office@sgceschool.co.uk
☎: 01494 676344

The following Seer Green CE School policies can be accessed from the school office or website: www.seergreenschool.co.uk

- Accessibility Policy
- Equality and Diversity Policy
- SEND Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy