

## **Special Educational Needs and Disabilities Information Report September 2025**

### **What kinds of SEND are provided for?**

In 2024-2025 we supported children with:

- Communication and interaction needs: e.g. speech and language needs and autistic spectrum disorder needs
- Cognition and learning needs: e.g. specific and moderate learning difficulties
- Social, emotional and mental health needs: e.g. anxiety and ADHD
- Sensory and physical needs: e.g. hearing, vision

### **How do you identify children with SEND and assess their needs?**

In 2024-2025 we used the following identification procedures:

- Liaison with and data from previous settings e.g. from parents, pre-schools, other settings
- School assessments that show a child performing below 'age expected' levels and are making less than expected progress over time e.g. termly progress meetings
- Liaison with external agencies e.g. for a Physical/ Sensory issue, Behaviour, Speech and Language difficulties e.g. Pupil Referral Unit, Speech and Language team, ASD Specialist teaching Service, CAMHS, Play Therapy and Educational Psychologists to assess cognitive issues
- Use of assessments such as the Speech and Language toolkits from Speech Link/Language Link, OT assessments
- Observations by staff within the school e.g. by SENDCO, Teacher and TA for behaviour and physical needs

### **Who is your SENDCO?**

In 2024-2025 our Special Educational Needs Coordinator was Lucy McNeil (Head teacher).

### **What is your approach to teaching children with SEND?**

In 2024-2025 our approach for children with Special Educational Needs or disabilities was to:

- Provide each child with an appropriate education to match their ability
- Identify specific needs as soon as possible
- Provide an appropriately adapted curriculum
- Endeavour to meet the needs of each child
- Review individual children's progress termly
- Liaise with support agencies and parents
- Utilise relevant screening and assessment procedures.
- Keep updated records
- Ensuring children with additional needs have a Support plan in place that is updated and maintained termly
- Establish and maintain open dialogue with pupils, parents and carers
- Provide extra support or resources as required to enable each child to access the curriculum to the best of their abilities.
- Specialised Teaching Assistants to support specific medical or physical needs

### **How are children with SEND enabled to engage in activities available with children who don't have SEND?**

In 2024-2025 children accessed the curriculum through the provision adapted teaching of the full curriculum alongside individual and small group withdrawal work with specialist staff, including individually considered provision on school visits.

### **How are adaptations made to the curriculum and the learning environment of children with SEND?**

In 2024-2025 the school SEN budget was used to provide support and resources for pupils identified through the Code of Practice as requiring intervention additional to and different from the usual differentiated curriculum. This funding was also used to provide pupils with support from external professionals. The school also awaits additional funding from the LA for some individual pupils who are in need of higher needs and in the process of obtaining an Education Health Care Plan. This allowed for further provision to be made for these pupils. For example, adaptation of work, 1:1 support, specialist equipment and resources.

### **What support do you provide for improving emotional and social development? Does this include extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying?**

In 2024-2025 the school provided either one to one or small group contacts to support children with their emotional and social development through extra one to one support/check-ins, nurture groups and specialist play therapy.

### **What is the expertise and training of staff to support children with SEND, and how is specialised expertise secured?**

In 2024-2025 teaching and support staff received advice, support and on-going specialist training to meet the needs of the children they taught. In particular this year staff received training in Step Up and Step on, ASD specific training, trauma and other therapies including drawing and talking. In addition, advice was regularly sought from a range of specialists e.g. speech and language therapists, educational psychologists, specialist teachers from the Pupil Referral Unit, occupational therapists, school nursing team, virtual school trauma informed training and the ASD team.

### **How do you assess and review children's progress towards outcomes and involve parents and children as part of this assessment and review?**

In 2024-2025 the progress of children was monitored regularly. Individual targets based on the children's needs were set by the class teachers under the guidance of the Head/SENDCO. Their progress was assessed and reviewed at least three times in the year. Children and their parents were invited to take part in this process through discussion or attendance at termly SEND review meetings.

### **How do you consult with children with SEND and involve them in their own education?**

In 2024-2025 children took part in:

- Pupil voice
- Their own review meetings through their support plans
- Informal discussions and support with SENDCO

### **How do you consult with parents of children with SEND and involve them in their child's education?**

In 2024-2025 parents were encouraged to participate fully in all aspects of their child's education. This included:

- Parents' evenings
- Termly SEN IPM (Support Plan) Review meetings
- Telephone calls/ scheduled meetings
- Meetings with the SENDCO

**What arrangements do you have for supporting children between infant and junior school?**

In 2024-2025 additional liaison with junior schools based on the needs of the individual took place. There were additional transition visits for identified children who were either vulnerable, SEN. The SENDCO and class teachers from Year 2 liaised with the children’s junior school during the spring and summer term.

**How does the school involve other bodies and agencies in meeting children’s SEND and supporting their families?**

In 2024-2025 the school actively sought support and advice from a range of specialists and agencies, and supported parents throughout.

**How do you evaluate the effectiveness of provision made for children with SEND?**

In 2024-2025 we carried out an analysis of individual’s progress including consultation with parents and teachers.

<b>Key Stage 1 Children With Special Educational Needs</b>
Reading At Age Related Expectations 33.3%
Writing At Age Related Expectations 16.7%
Maths At Age Related Expectations 33.3%

**What are your arrangements for handling complaints from parents of children with SEND?**

Any complaints received are dealt with through the school’s complaints procedure.

<b>HADDENHAM COMMUNITY INFANT SCHOOL ACCESSIBILITY PLAN</b>	
<b>Participation in the school’s curriculum</b>	
<u>Current-September 2024</u> <ul style="list-style-type: none"> <li>• TA support in class</li> <li>• Specialised resources (e.g. foot blocks, scissors, sit and move cushions, wedges, pencil grips, chewy resources)</li> <li>• Appropriate risk assessments</li> <li>• SEMH needs children continue to be supported to access the curriculum</li> </ul>	<u>Plan-for September 2025</u> <ul style="list-style-type: none"> <li>• Maintain every effort to ensure all children can participate in all aspects of the curriculum as it is reviewed.</li> <li>• SEMH needs children continue to be supported to access the curriculum.</li> <li>• Extra training in place for children with additional needs e.g. social emotional mental health needs, ASD, ADHD, therapies</li> </ul>
<b>Physical Environment</b>	
<u>Current-September 2024</u> <ul style="list-style-type: none"> <li>• No “incidental” steps to school building</li> <li>• Accessibility to disabled toilets with appropriate hoist etc</li> <li>• TA support where required</li> <li>• Continued mindfulness and SEMH provision</li> <li>• Support from school nursing team where required</li> <li>• Support from specialist teaching team where appropriate</li> </ul>	<u>Plan-for September 2025</u> <ul style="list-style-type: none"> <li>• Maintain physical environment so it is accessible for all.</li> <li>• Provision for increased focus on wellbeing and SEMH introduction of nurture provision</li> <li>• Support from Downs Syndrome team</li> <li>• Support from Physical team</li> </ul>
<b>Delivery of Information</b>	
<u>Current-September 2024</u> <ul style="list-style-type: none"> <li>• Visual timetables</li> </ul>	<u>Plan-for September 2025</u> <ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• Now and next boards as appropriate</li> </ul>

<ul style="list-style-type: none"><li>• Now, next boards as appropriate</li><li>• Metacognition in place in all classes</li><li>• Zones of Regulation is whole school approach and fits alongside Behaviour policy</li></ul>	<ul style="list-style-type: none"><li>• PECs where appropriate</li><li>• Visual timetables</li></ul>
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