



Local Offer for Special Educational Needs and Disability

“At Haddenham Community Infant School our aim is to support the needs of every child and prepare them to face problems in an ever-changing world. Our aim is to develop critical and creative thinkers who are able to take risks and work effectively with others. To help all pupils achieve this, we employ an inclusive, ‘quality-first’ teaching approach which considers the strengths and needs of each pupil. Teachers plan carefully differentiated lessons in order to ensure that all children access the curriculum, and achieve their full potential in their learning.”

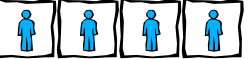
(For more information, please refer to our Accessibility Policy which can be found here: [\(Accessibility policy\)](#))

Approved by:	Governing Body	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

The levels of support and provision offered by our school

We offer a Graduated Response to the level of need of each child, as laid down in the New Code of Practice, 2014. Initially, pupils for whom we are concerned are placed 'On Alert' which means that they are monitored closely prior to consideration being given to SEN Support. Pupils who are identified as having Special Educational Needs requiring 'additional or different' support are placed at the SEN Support Level of our Record of Need and are subject to a termly 'Assess, Plan, Do, Review' cycle. Pupils with significant needs are subject to an integrated Education, Health and Care Plan (EHCP). These pupils are also part of the Assess, Plan, Do, Review cycle.

Listening to and responding to pupils and young people

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all Pupils are valued. • Through the school council the student voice is represented in all aspects of school.	• Pupils with SEND are asked about their views on the provision they receive.	• Pupils views are an integral part of IPP meetings and annual reviews where their views are sought for target setting as part of the APDR (Assessment, Plan, Do, Review) cycle.

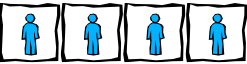
Partnership with parents and carers

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The school works in partnership with all parents and carers; their views and opinions are valued and listened to. • Parents/Carers are included on the Governing Body, • There is a Parent, Teacher Group (PTA) which all parents and members of the community can join. • Parents are invited to 'Meet the Teacher' meetings at the beginning of each year. • The school website is regularly updated with news and information for all parents/carers. • The parents and carers of all pupils are invited to attend two parents' evenings and receive written reports once a year.	• Parents are informed if their child is placed on the Register and, as a result, receive additional support. • Parent are able to contact the SENDCO at any time to arrange a meeting to discuss concerns	• Parents and pupils are invited to attend annual reviews and Support Plan meetings as part of the APDR cycle. • Parent/Carer views are an integral part of all SEN reviews. • Parents/Carers are invited to attend relevant SEN training as appropriate. • Parents attend and their views are sought as part of the Team Around the Child (TAC) process.

The curriculum

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The curriculum is broad and balanced and designed to address the needs of all students. • All pupils have curriculum targets to work towards. These are shared with parents. • School trips take place for all pupils to enhance the curriculum. • Assessments such as the phonics screening and Speech-link questionnaires are used to identify pupils who need specific interventions. • Pupils have the opportunity to go out into the community on trips and visits.	• Where pupils are identified as needing extra support then additional targeted interventions will be put into place. • The progress of pupils taking part in intervention groups are measured on a regular basis. • The intervention groups and packages are adapted in light of pupils' progress. • Small group interventions might be set up to support specific needs. These are run by a teacher or teaching assistant and are reviewed half termly. Groups might include: ○ Literacy, reading, comprehension, spelling, handwriting, etc. ○ Precision monitoring to support reading and spelling. ○ Numeracy ○ speech and language ○ physical development skills ○ social skills etc. • The curriculum is differentiated to meet the needs of all learners. • Groups of pupils may be given support by a teaching assistant.	• Pupils who have an Education, Health and Care plan may, at times, have adult support in order to allow them to access the curriculum. • Children with SEN are supported on educational visits. Considerations are made when planning visits, and adaptations discussed with parents prior to a visit.

Teaching and learning

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Learning Intentions (WALTS) are displayed and discussed. • A whole school monitoring cycle. • All pupils' work is assessed against the Learning Intention (WALT) and pupils are given feedback on their learning and guidance on how to move their learning forward. • A range of resources are available for all pupils to access. • Alternative ways of recording information are used. • A range of teaching styles are used to engage all learners. • Pupils use 'Steps to Success' and 'toolkits' to help them with their writing. • Peer and self-assessment takes place regularly. • Learning Intentions (WALTS) are displayed and discussed. • Analysis of pupil progress data is undertaken by Class Teachers and the Head and this informs provision. • Specialist Sports Coaches • Topic based learning. • All pupils have access to universal, quality first teaching from a qualified teacher.	• Parents are informed if their child is placed on the Register and, as a result, receive additional support. • Pupils will be given an Individual Support Plan with targets relating to their individual needs • Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Pupils may be placed in small groups to support them. Groups might include:- ○ support understanding ○ facilitate learning ○ foster independence ○ keep on task • Independent learning is supported by the use of technology, for example laptops and ipads. • SENDCo monitors learning of pupils on the Register. • Interventions are monitored by Class Teachers and the Head at pupil progress meetings.	• Pupils will be given an Individual Support Plan with targets relating to their individual needs or EHC Plan statement objectives. These will be shared with parents three times a year. • Recommended provision will be put in place, monitored and reviewed for pupils who need more intensive support, e.g. for those who have been referred to one of the SEN Support Services, such as: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Cognition and Learning, Physical and Medical Needs Advisory Service or the Hearing/Vision Support Teams. • Now/Next Boards • Individual Speech and Language targets • Adult support for those students whose needs may include sensory loss, autism, physical disabilities etc as outlined in their EHC Plan. • 1:1 provision may also be put in place.

Self-help skills and independence

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Independent learning has been a whole school focus. • Resources are labelled and available to pupils to choose from in all classrooms to aid them with their work. • Learning walls in all classrooms. • Key vocabulary displayed in all classrooms. • Provision of left-handed scissors in all classrooms.	• Pupils have access to personalised equipment such as voice recorders and timers to help them to develop their independent learning. • Where teaching assistants are in the classroom they facilitate independence. • Pupils have access to: ○ Visual time-tables ○ Steps to Success ○ Word lists	• Personalised visual timetables. • Teaching assistants working one to one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, learning walls etc. • Designated disabled parking space for children and/or parents and carers with mobility issues. • Access to a disabled toilet with a hoist and changing facility. • Individual and objectives. • School buildings are DDA compliant. • All buildings are accessible for wheelchair users with ramps and a low level door release.

Health, wellbeing and emotional support

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Social and Emotional, wellbeing and physical and mental health needs Information for each child may be recorded using school tracking system. • A 'Vulnerable Children' document is regularly updated for each class and shared with relevant staff. • PSHE lessons and assemblies include all pupils. • SENDCo co-ordinates the provision for pupils with wellbeing, emotional and social, physical and mental health needs. • A range of school based clubs are available to all pupils from Reception upwards. • Water fountains in common areas and all children have access to water in the classroom. Healthy snack at playtime – fruit is provided for all pupils in foundation stage and Key Stage 1. • Risk assessments carried out.	• Co-ordination related interventions delivered as appropriate. • Quiet clubs at lunchtime – Nurture Group and Library club • A named member of staff will work with pupils on an occasional or regular basis who are experiencing emotional/social difficulties. • Emotional risk assessments carried out.	• Support Plan reviews, annual reviews and Early Support meetings are supported by a range of agencies where appropriate. • Pupils with specific medical issues have an individual health care plan. • Individual Emotional Risk Assessments are regularly updated for a number of highlighted pupils. • 1:1 sessions with a named member of staff to support pupils with emotional and social difficulties. • Referrals can be made to the Early Help Hub through the SENDCo. • Involvement of Child and Adolescent Mental Health Service (CAMHS.) Referrals can be made through school for pupils who are experiencing more serious emotional difficulties where other interventions haven't been successful. • Additional support for pupils can be requested from the Health Visitor, Family Group Conference, Parenting Programmes, School Nurse, Play therapy or the Family Support Service.

Social interaction opportunities

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Group work in classes. • Our curriculum is planned to develop skills such as working together, co-operation, communicating with others and independent learning. • All pupils are invited on trips and visits.	• Small group interventions are available such as 'Time To Talk' and 'Talk Boost' • 1:1 support may be required for school trips and out of school visits.	• Teachers and TAs use 'Social Stories' and 'Comic Strip Conversations' with individual pupils. • Referrals can be made through school to the Speech and Language Therapy service (SALT). If a child is assessed as needing support then this will be delivered in school in addition to work being done at home.

The physical environment (accessibility, safety and positive learning environment)

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All areas of the school are accessible to everyone including those pupils with SEND. • There are three named 'Designated Safeguarding Officers'. • All areas of the school are uplifting, positive and support learning. • All staff focus on rewarding good behaviour to promote a positive learning environment. • The Behaviour Policy is robust and consistently applied throughout the school. • All classrooms are accessible for wheelchairs. • The school site is fenced securely; no access can be gained during the school day except through the main entrance which is also kept locked. • All staff and visitors wear identification lanyards. • All staff and visitors are required to sign in. • There are qualified First Aiders.	• All areas of the school are accessible to everyone including those pupils with SEND. • Differing heights of tables and chairs available.	• There is a disabled toilet with a hoist if needed. • If required, pupils have individual risk assessments. • Specialist equipment and furniture in lessons enables disabled students to be independent. • The playground, classrooms, halls and corridors have been made accessible for pupils with sensory and physical needs. • Calm areas/spaces are made available if/when needed.

Transition from year to year and setting to setting

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All pupils spend two transition days with their new teacher and Teaching Assistant/s in July. • Transition meetings are held between teachers to ensure transfer of information. • Year 2 Teachers liaise with Junior School over transition.	• Pupils identified with SEN may be given the chance to spend additional sessions in the Junior School, as part of transition, depending on their area of need. • The Reception Teacher and occasionally the SENDCo visit Pre-Schools to highlight potential areas of need of new intake. • Reception Teacher visits feeder pre-schools to meet the children and their keyworkers, and meets with parents of each child in the summer term..	• During EHCP meetings, consideration is given to potential difficulties for a child transitioning from pre-school to Reception, or from Year 2 into Junior School. Staff from both settings liaise to ensure the best possible transition is achieved through individualised provision and support. • The school offers support from the SENDCO to visit new settings with the parents if requested. Parents are advised to visit all potential 'next settings' prior to making their final choice. • At the final EHCP meeting the SENDCO from the new school is invited to the review to meet the parents and child and to share information regarding specific needs to ensure smooth transition • For children with ASD photographs of key places and people in the new setting are taken to form a 'passport' and

		shared with the child at home and school to familiarise them with the new setting and prepare them for transition. Additional visits are organised in the summer term of Year 2. • For children with attachment needs a series of transition visits are made. Photographs of key places and people in the new setting are taken to form a 'passport' and shared with the child at home and school to familiarise them with the new setting and prepare them for transition. • The summer terms Support Plan objectives and additional SEN paperwork are prepared by the current class and shared with the new teacher. • SENDCo ensures all SEN class folders containing individuals current SEN information are up to date by the beginning of the Autumn Term.
--	--	---

Services and organisations that we work with

Service/organisation	What they do in brief
Autistic Spectrum Team	The Autism Spectrum Team supports young people with autism of school age.
Child and Adolescent Mental Health Service CAMHS	Can offer support to pupils to have complex mental health needs. A referral will have to be done by home, school or the school nurse.
Child Protection Services	
Cognition and Learning (C&L)	Cognition and learning team support assessments that impact on specific areas such as reading, writing, spelling and mental calculations. Cognition and learning needs generally account for difficulties in curriculum-related areas such as: • reading, writing and spelling • numerosity • comprehension • processing difficulties such as sequencing, inference, coherence and elaboration • working memory • short term verbal memory • other types of executive function difficulties
Community paediatrics	Can provide medical input and may take a lead (with parents) in holistic planning for your child's needs. This includes diagnoses such as autistic spectrum disorder, developmental coordination disorder, learning difficulty, and many others.
Counsellors	

County SEN Team and Support Services	A range of SEN services which offer visits to assess pupils with a range of SEN individual needs. Referrals to the Cognition and Learning, Physical and Medical Needs, Vision and Hearing Support Teams can only be made through school
Diabetes Nurses	Support the child and family in school and in community in managing diabetes.
Educational Psychologist	The Educational Psychologist works closely with the SENDCo covering a range of work such as observing pupils, supporting staff in school working with specific pupils and working closely with the SENDCo on a range of matters. Pupils have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home. Referrals can only be made through school.
Educational Welfare Officer (EWO)	
Family Resilience	Referrals can be made to family support at parental request or if a parent is struggling to support their child's needs at home.
Occupational Therapists (OT)	
Physiotherapist	
Play therapists	POP Play therapy
School Nurses	
Specialist Teaching Service (STS)	
Speech and Language (SALT)	Referrals can be made through school to the speech and language therapist. The child will then be assessed and if needed targets given. These targets need to be worked on at home as well as in school.

1. Pupil Progress:

We use continuous formative assessment to inform planning and pupils' progress towards their targets both during each lesson and after it. Marking and discussions of work provides immediate feedback and ongoing dialogue with individual pupils. Pupils are given time to ensure they respond to feedback. Peer and self-assessment takes place on a daily basis throughout the school. In addition, the progress and attainment of all pupils is formally assessed each term against National Age expectations.

2. How is SEN Provision tracked?

The SENDCo tracks and analyses attainment and progress data of all individuals on the RON with the class teachers and the Senior Leadership Team each term. The outcomes inform provision for the next term. The SENDCo meets with the SEN Governor to monitor provision and progress and provides a written report to the Governors. All pupils on the Register Of Needs are part of a termly Assess, Plan, Do and Review cycle.

3. If you wish to complain:

Any complaints about SEN Provision should be raised through the School Complaints Policy which can be found on the school website.

Answers to Frequently Asked Questions

1. How does your school know if pupils need extra help and what should I do if I think my child may have special educational needs?

[If you are concerned about your child's progress or any other difficulties that they may be experiencing, please talk to their class teacher in the first instance and the SENDCo thereafter.](#)

[Pupils are assessed at regular intervals during the school year – if a class teacher has concerns about the progress of a child \(academically, emotionally or socially\) then they will speak to the SENDCo and action will be decided from there. You and your child will be involved in this process.](#)

2. Who is responsible for the progress and success of my child in school?

Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child.

3. How will the curriculum be matched to my child's needs?

The curriculum will be adapted to meet the needs of all learners. This may be by pupils having extra scaffolded work to do, having an adapted expected outcome, extra resources or extra adult support in class.

4. How will school staff support my child?

This will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow pupils to work independently.

5. How will I know how my child is doing and how will you help me to support my child's learning?

Your child will receive a school report at least once a year and there are parents' consultation evenings and opportunities to meet the teachers during the year. You are also free to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

6. What support will there be for my child's overall wellbeing?

All staff in school are there to ensure that your child is safe and happy in school. For pupils who are experiencing emotional difficulties it may be that they can work with SENDCo and Trauma Informed Schools practitioner, who has a wide range of experience with interventions covering social, emotional and wellbeing development. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact Lucy McNeil about your concerns and she can make a referral for you if necessary.

7. How do I know that my child is safe in school?

Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid – please ensure that the office are made aware of any health needs that your child has. There is also secure access to the school.

8. What specialist services and expertise are available at or accessed by your school?

We have a large team of experienced and dedicated teaching assistants who have experience of working with pupils with a wide range of needs such as autism, moderate and severe learning difficulties, sensory needs, speech and language and social and emotional needs. If school staff think it is appropriate, then advice from outside agencies can be sought. All class teachers have experience and training of teaching pupils with additional needs.

9. How will my child be included in activities outside the classroom including school trips?

All pupils will be able to be included in school trips. The exception to this would be if a child is a risk to themselves or others.

10. How accessible is the school environment?

All areas of the school are accessible to everyone including those pupils with SEND. Additional adaptations to both the outside and inside of the building have been completed as required to ensure all pupils have equal access to the physical environment of the main school building and hall.

11. How will school prepare and support my child through the transition from key stage to key stage and beyond?

If your child has an Education, Health and Care plan then this will be discussed at their annual review. Class teachers and support staff meet at the end of each year to plan the transition. Some pupils may be given extra visits to their new class or a transition book to look at over the summer.

Pupils with additional needs who are transferring to secondary school have in the past had a series of additional transition sessions at their secondary school.

12. How is the decision made about what type and how much support my child will receive?

Pupil progress meetings are held three times a year. The progress of all pupils are discussed in these meetings and if any additional support is needed then it will be discussed at these meetings. You will be kept informed of any additional support that your child receives. You will be kept up to date with your child's progress through school reports and parents' evenings. Pupils on the RON will have their IPP reviewed three times a year.

13. Who can I contact for further information?

The school's SENDCo – Mrs Jennifer Williams, 01844 291207

15. How is your local offer reviewed?

The school offer will be reviewed at least once a year with consultation from parents, school staff and governors

Key contacts

SENDCO - Mrs Jennifer Williams Haddenham Community Infant School Woodways Haddenham Aylesbury Bucks HP17 8DS	Head Teacher - Mrs Lucy McNeil Haddenham Community Infant School Woodways Haddenham Aylesbury Bucks HP17 8DS	SEN Governor – Mrs Marjorie Johnston	Chair of Governors - Mrs Hilary Conboy office@haddenhaminfant.bucks.sch.uk
--	--	--------------------------------------	--

01844 291207 senco@haddenhaminfant.bucks.sch.uk	01844 291207 head@haddenhaminfant.bucks.sch.uk		
--	--	--	--