



Buxton School's SEND Report

2016-2017

At Buxton School we believe that all students, including those identified as having Special Educational Needs and Disabilities (SEND), are entitled to have access to a broad and balanced academic and social curriculum, which is differentiated to meet individual needs. All students have the right to be fully included in all aspects of school life.

Buxton School is committed to equal opportunities and strives to create an environment where all students can flourish, regardless of age, gender, ethnicity, impairment, disability, attainment and background.

This SEND report outlines information regarding the ways in which we provide support for all students, in order to realise their full potential, make outstanding academic and personal progress and develop life skills for their futures. Provision may change and develop over time.

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	What kinds of SEND do students have in your school?	Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of students at the same age or have a disability which prevents or hinders them from making use of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014)
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of students with special educational needs and disabilities.	How do you know if a student needs extra help?	<p>When your child first joins Buxton School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers, external agencies, teachers and support staff, baseline testing, pupil progress meetings, SATs, literacy and numeracy assessments and CATS (Cognitive Ability Tests).</p> <p>Class and subject teachers, Heads of Year, Learning and Pastoral Managers closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students on a regular basis will further identify students with SEND. This identification may come from class teachers, tutors, subject teachers, support staff, Heads of Year/Learning and Pastoral Managers, parents/carers, outside agencies or the students themselves.</p> <p>We follow a staged and graduated approach to identifying and assessing needs. The triggers for intervention could be where a staff concern, underpinned by evidence, about a student who fails to make expected progress despite access to differentiated learning opportunities.</p> <p>All students with SEND are on the SEND Register which is accessible to</p>

		<p>staff. Information about individual student needs is made available to class and subject teachers in order to support lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such students</p>	<p>How will I know that my child is making progress?</p> <p>How do you evaluate provision?</p>	<p>All students, including those with SEND, are assessed regularly in line with the school's assessment policy. Staff formally assess and review progress and attainment six times a year and tracking reports are sent home along with an annual report. Parents Evenings are held at least once a year for every year cohort and provide an opportunity to discuss progress, attainment and next steps. All students with a Statement of SEN/Education, Health and Care Plan have an Annual Review.</p> <p>Buxton School has a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND. The outcomes of these monitoring cycles are used to create and implement development plans for all aspects of school life.</p> <p>Progress and attainment data for all students is scrutinised regularly across the school.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of students with Special Educational Needs and Disabilities.</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>There are termly student progress meetings where the progress of all students is monitored as well as through the assessment cycle. Where a student is not making the expected progress, interventions will be put in place. The effectiveness of these interventions will be monitored and evaluated for impact.</p> <p>The school welcomes the involvement of parents/carers and keeps them</p>

		<p>up to date through the reporting cycle and also at individual review meetings as well as other meetings arranged as required. In the primary phase, SEN Support meetings are held termly between the parents and their child's class teacher to discuss progress.</p>
<p>3c. The school's approach to teaching students with Special Educational Needs and Disabilities</p>	<p>How do teachers help students with SEND?</p>	<p>All teachers are teachers of students with SEND and have high expectations of all students, including those with SEND. All staff will be informed about your child's needs and strategies known to be effective in supporting their learning.</p> <p>The school has staff who carry out particular roles to support students with SEND. These include the SENCOs, Communication Centre Manager, School Counsellors, Speech and Language Therapists, Child Protection and Multi Agency Liaison Officers, Learning Mentor/Inclusion Officers, Teaching Assistants and a team of pastoral managers. Where appropriate a student may be offered additional support about which you will be informed.</p> <p>Some students will be eligible for Access Arrangements for GCSE examinations. Each year the school puts forward students for assessment by a qualified assessor, where there is a possibility that they may qualify and for whom it could make a difference to their grades.</p>
<p>3d. How the school enables students with Special Educational Needs and Disabilities to engage in the activities of the school (including physical activities) together with students who do not have Special Educational Needs and Disabilities.</p>	<p>What social, before and after school, and other activities are available for students with Special Educational Needs and Disabilities?</p>	<p>A large range of extra-curricular activities are offered to all students at Buxton School, including those with SEND. This includes Buxton Extra, the school's extended provision that is also available at half term holidays as well as over the Easter and summer break.</p> <p>Breakfast Club is also part of this provision.</p>

	<p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>The Buxton Extra and extra-curricular offer is available on the school's website and is published in the newsletter.</p> <p>All students are encouraged to take part in extra-curricular activities at break time, lunchtime and after school. Day and residential trips are open to all students and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of students with Special Educational Needs and Disabilities.</p>	<p>What support will there be for my child's overall well-being?</p>	<p>Buxton School provides a high level of student support and guidance. School Counsellors, Learning Mentor/Inclusion Officer, Child Protection and Multi-Agency Support Workers together with Pastoral Managers, SENCOs and other staff work closely to ensure that the emotional, mental, social and development needs of all students are met. This can be in liaison with specialists from outside agencies such as the Child and Family Consultation Service and the local Authority's Inclusion Service, the Early Intervention and Prevention Team, Outreach staff from Whitefields Special School etc.</p>
<p>4. In relation to mainstream schools, the name and contact details of the school's SEND Coordinator</p>	<p>Who should I contact if I want to find out about how Buxton school supports students with SEND?</p>	<p>The SENCOs are:</p> <p>Philip Smith (Primary Phase) Email: philip.smith@buxtonschool.waltham.sch.uk Telephone: 020 8534 3563</p> <p>Nicola Zecca (Secondary Phase) Email: nicola.zecca@buxtonschool.waltham.sch.uk Telephone: 020 8534 3425</p>

	What should I do if I think my child may have a special educational need or disability?	You are encouraged to make contact with the relevant SENCO.
5. Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.	What training have the staff supporting children and young people with SEND had or having?	All staff have access to SEND training at different times across the INSET schedule on a range of SEND subjects, in particular those relevant to meeting the needs of students in the school. Some of this training takes place in school and some is accessed by attending external courses with other organisations.
6. Information about how equipment and facilities to support students with SEND will be secured.	What happens if my child needs specialist equipment or other facilities?	As a school we are able to access a range of services through the Local Authorities from which our students come. Often we are able to organise this in school with some advice from external agencies. If you believe your child needs specialist equipment or other facilities, please contact the relevant SENCO.
7. The arrangements for consulting parents of students with Special Educational Needs and Disabilities about, and involving such parents in, the education of their child.	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning	At Buxton School we are very keen to involve parents and carers as far possible in their child's learning and any support that may be put in place. We try to be approachable and accommodating in terms of arranging individual meetings at times convenient to parents and carers as far as possible. Review meetings are held regularly with key staff for students with a high level of intervention in place. We will support you by having regular communication and provide you with strategies to support your child's learning and other needs. We will also request specialist advice from outside agencies as required.
8. The arrangements for consulting young people with Special	How will my child be involved in his/her own	Students are encouraged to take part in all school activities where their points of view can be heard. This includes Buxton Voices, our student

<p>Educational Needs and Disabilities about, and involving them in, their education.</p>	<p>learning and decisions made about his/her education?</p>	<p>council, person centred review meetings, the V Project (a proactive volunteering group), peer assessment, formative assessment and through regular discussions with peers and staff. Secondary pupil's views are collected in the SEN Support meeting paperwork. This is a school where there is very good dialogue between students and key staff.</p>
<p>9. Any arrangements made by the governing body relating to the September 2014 treatment of complaints from parents of students with SEND concerning the provision made at school.</p>	<p>Who can I contact for further information? Who can I contact if I have a complaint?</p>	<p>Please contact Philip Smith (Primary Phase) or Nicola Zecca (Secondary Phase) for further information. In the first instance contact the class teacher/subject teacher who may refer your concerns to a more senior member of staff if needed. Alternatively please contact the Deputy Headteacher, Theresa McGing. The school complaints procedure is available on the school website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with Special Educational Needs and Disabilities and in supporting the families of such students.</p>	<p>What specialist services and expertise are available or accessed by the school?</p>	<p>The school has a resource provision for a small number of students with Speech, Language and Communication Difficulties and Speech and Language Therapists work in school to support these students. These students are allocated via the Local Authority SEND Panel. The school works close with a range of outside agencies such as Child and Adolescent Mental Health/Child and Family Consultation Service, Behaviour Support staff from the Local Authority Inclusion Service, outreach workers from local special schools, music therapists, School Nurse team, the Early Intervention and Prevention Teams and Social Services from several local authorities and other agencies as necessary and available.</p>
<p>11. The contact details of support services for the parents of students with Special Educational Needs and Disabilities, including those for</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>The Local Authority website is a good source of information with details of many services and organisations.</p>

arrangements made in accordance with section 32.		ww.walthamforest.gov.uk
13. Information on where the local authority's local offer is published.	Where can I find out about other services that might be available for our family and my child?	www.walthamforest.gov.uk/localoffer
<u>Key Staff</u>	<u>Name</u>	
SENCO Primary	Philip Smith	Email: philip.smith@buxtonschool.waltham.sch.uk Telephone: 020 8534 3563
SENCO Secondary	Nicola Zecca	Nicola Zecca (Secondary Phase) Email: nicola.zecca@buxtonschool.waltham.sch.uk Telephone: 020 8534 3425
School Counsellor Primary	Gillian Wixted	
School Counsellor Secondary	Susan Arkless	
Child Protection and Multi-Agency Liaison Officer Primary	Sarah Edwards	
Child Protection and Multi-Agency Liaison Officer Secondary	Antonia Shearman	
Senior TA Primary	Manelva Homer	
Senior TA Secondary	Margaret Darlow	
School Governor with responsibility for SEND	Anita Ross	