

## Special Educational Needs Information Report

### **The Three Schools (Swanbourne CE, Drayton Parslow Village and Mursley CE Schools)**

#### **About our schools**

At the Three Schools we strive to enable all children to achieve their potential at school. Quality teaching is vital: however, for some children there are occasions during their school life when additional support may be needed to help them to achieve their individual targets and make the expected level of progress. Sometimes children have a difficulty or disability that means they need extra help with learning; this is called a special educational need (SEN). This information report tells you about our provision for children with SEN and disability (SEND).

The Three Schools provide for children with a wide range of special educational needs including those with:

- Communication and interaction - speech, language and communication difficulties including autistic spectrum conditions
- Cognition and Learning - moderate learning difficulties, specific learning difficulties including dyslexia
- Social, Emotional and Mental Health - Attention Deficit Hyperactivity Disorder, Attachment Disorder, Anxiety
- Sensory, Medical and Physical - visual impairment, sensory processing difficulties, hearing impairment

Our special educational needs and disability co-ordinator (SENDCO) is:

Rebecca Chapman-Hill Email: [senco@threeschools.org](mailto:senco@threeschools.org)

Our SEN governors for SEN are: Vicky Cowley and Alix Gibbard

Our SEND policy can be found here:

<http://www.threeschools.org/school-information/policies/>

Our Equality Scheme and Accessibility Plan can be found here:

<http://www.threeschools.org/school-information/policies/>

#### **How we identify when a child has a special educational need**

We aim to identify children with particular needs as early as possible. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or to make a successful transition to the next academic year or secondary school.

At The Three Schools each child's progress is regularly monitored and assessed termly by teachers, so we identify when progress is slower than expected at an early stage. Additionally children are identified as needing extra support through:

- Assessments on entry to the school
- Concerns raised by parents or the child

- Reading and spelling tests and other assessments, often in response to an initial concern
- OT screening test (provided by County)
- Specific programme assessments e.g. Talk Boost, Dynamo Maths, SALT (Language Link/Speech Link)
- The school accesses the services of our Link CAMHS, SALT and OT workers. When appropriate, we also commission an Educational Psychologist who supports us in identifying needs of our children using a range of specialist assessments.
- Analysis of the termly assessment data by the SENDCO and SLT to identify children who are not meeting their targets/ on track to achieve ARE.
- Significant behavioural issues that exceed the typical parameters are usually addressed through the schools' behavioural policy. Behaviours displayed which do not respond to the school behaviour policy or behaviour support plans may be supported by the Aylesbury Pathways Child Referral Unit.

If parents and school are concerned that the child may have mental health needs, we may sign post parents to CAMHs where these needs can be discussed and a referral made if necessary.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

- Online screening tools for dyslexia and dyscalculia.

Lucid rapid: The tests measure: phonological processing, working memory, and either visual-verbal integration memory (for children aged 4-7 years) or phonic decoding skills (for children aged 8 and over).

Dynamo Assessment: A standardised dyscalculia assessment for ages 6 to 11 and baselined at ages 6 to 9. It provides a profile of Number Sense strength and areas of need, supported by an Individual

### **Support Plan signposted to Dynamo Intervention**

If targets are not being met, class teachers and support staff discuss any concerns with the SENDCO and parents/carers. As needed suitable interventions are implemented and progress monitored. As necessary further advice might be sought from outside specialists. We always consult with parents before involving specialist SEN agencies.

### **How we support children with special educational needs and disability**

The SEND provision at The Three Schools is informed by research from the Education Endowment Foundation.

A range of provision to support children's needs includes but is not limited to:

- Individual reading/comprehension intervention for children who are not reading accurately and/or fluently or have a lack of understanding of the text. Additional 1:1 reading and comprehension sessions are provided by the class teacher or teaching assistant.
- Phonic group sessions, provided for those children working below the expected levels in reading, writing are phonics is facilitated through Little Wandle catch up sessions.
- Phonics intervention for any child in Year 2 who did not meet the expected level in their Year 1 phonics screening test.
- Numeracy catch up sessions are delivered through use of the Dynamo maths online intervention, which is a specialist resource to support pupils struggling with maths.
- Daily, individual direct teaching and precision monitoring sessions to work towards specific reading, spelling or number targets. These sessions are carried out by suitably trained Teaching Assistants, using the Toe by Toe, Hornet, Plus 1 or Power of 2 programmes.

- TAs are used both in class support, small focus group support and for 1:1 sessions. The type of support depends on the children's needs and, if appropriate, the advice from outside agencies.
- Access arrangements are made for exams/tests where a specialist report identifies a need. Types of provision may include the use of a laptop or additional time. Where there is an identified medical need, further arrangements may have to be made.
- Where a child needs more specialist support, external agencies and other professionals may become involved.
- Activities from the Bucks Occupational Therapy Resource Pack are used by trained practitioners to support children in specific areas, such as fine-motor skills or daily self-care.
- Individuals with an Education Health Care Plan may receive direct involvement through Speech and Language, Occupational Therapy and Physiotherapy services.
- Social skill sessions, provided for children who need more targeted support e.g. Lego Therapy.
- In Reception and KS1, Speech Link assessments identify children who may need additional support with forming speech sounds. The programme then provides tailored interventions for individual children.
- The Talk Boost programme supports development of vocabulary and conversation skills.
- Children with SEMH needs are individually assessed. We can provide additional adult time with the class teacher and/or teaching assistant, counselling and play therapy sessions which are delivered by our pastoral support teacher.
- Weekly Forest School sessions for all children in EYFs and KS1 to support well-being and emotional literacy.
- Additional transition support for new pupils as well as at the end of each year; within and between Key Stages, with a particular focus on moving to Secondary school.

### **Children with medical needs**

If a child has an additional medical need a detailed care plan will be compiled with support from the school nurse in consultation with parents/carers. These are shared and discussed with all staff who are involved with the child, and appropriate support is put in place.

The school's Administering of medicines policy and forms can be found here:

<http://www.threeschools.org/school-information/policies>

### **How we know if SEN provision is effective**

We monitor the effectiveness of provision for individual children and as a whole in a number of ways.

- In consultation with the child and parent/carer, Provision Maps are written by the class teachers and overseen by the SENCO; these are reviewed termly and new targets set.
- Termly data and information from class teachers, parents and most importantly, the child is used to assess the effectiveness of the provision and the progress made.
- Use of attainment and progress data for children with SEND across the school
- Use of pupil/parent feedback
- Monitoring by SENDCO and SLT
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year using the Infant Link and Speech Link programme provided by County. Our Link Speech and Language Therapists provide support to those children with EHCPs.

- Progress of children with occupational therapy needs is assessed and reviewed regularly throughout the year by our Link OT, when appropriate.
- An Annual Review is held for children with EHCPs. Interim reviews can also be arranged throughout the year if deemed necessary
- When we run specialist intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

### **The school's approach to teaching**

We support the wellbeing and inclusion of all children throughout the whole school experience from the time they arrive at school to the time they leave. This includes Wraparound care, lunch times, extra- curricular clubs and trips. Some of the ways we do this include:

- Carrying out risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and children when planning trips so everyone is clear about expectations, modifications and arrangements.
- Teaching and support staff receive training related to the specific needs of children in their class, each year. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the pupils. The school works closely with other local settings, sharing training opportunities and outside experts. The SENDCO works closely with the other members of the Senior Leadership Team to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.
- Emotional and social development is supported by all staff within the school. Some children require more targeted support, which is offered through social skills groups. We are able to seek advice from CAMHS (Child and Adolescent Mental Health Services) if more support is needed. We also have access to a Learning Mentor and a Mental Health lead teacher who provide support for individuals and parents alike.
- Children with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their class teachers and SENCO.
- All children have the opportunity to share their views through their school council representatives and Year 6 school ambassadors.

We take all concerns about bullying seriously. Our Behaviour and Anti bullying policy can be found at:

<http://www.threeschools.org/school-information/policies/>

### **The school's facilities**

The Three Schools are based over three separate sites. EYFS and KS1 are based at the village sites of Drayton Parslow and Mursley, while KS2 is based at the village site of Swanbourne. These villages are approximately 3 miles apart.

- Each site is accessible for wheelchair users and there are ramps allowing access from outdoors.
- The KS2 site in Swanbourne is on one level and has disabled access into the building using ramps at points of entry and access to classrooms and toilets.
- The KS1 sites have disabled access into the building using ramps at points of entry and access to classrooms and toilets.
- Each site has a toilet accessible for wheelchair users.
- Personal Emergency Evacuation Plans (PEEPS) are put in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

## **Training for staff to help them support children with SEND**

- Specialist support has been accessed through specialists including the speech and language , occupational health and educational psychology services.
- Individual staff have had further or more specific training on how to support students with individual needs from specialists or through external training courses.
- In-house training is held to address the needs of staff development and tailored 1:1 support is given to teachers where and when required by the SENCO.
- Our range of teachers and support staff have experience of working with children with Autism, Physical disabilities, hearing impairments as well as specific Literacy and Numeracy difficulties.

## **How we consult and work with parents**

We aim to work closely with parents to agree the best way to support their child.

- Concerns may be shared with the class teacher initially, or if this is not possible then with the SENDCO and Head Teacher.
- We work with parents to discuss outcomes for their child and agree on how we will all work towards these and review progress.
- Use of a home school diary when and required
- Class Dojo – school communication platform
- Parent evenings are held twice a year when parents/carers can meet with the class teachers.
- We share information for all parents via the school website and newsletter.
- Children with an EHCP have an annual review to discuss the child's specific arrangements.
- Parent SEND forum group

## **The Schools' partnerships**

The schools work with outside support services, including health and social care to meet the needs of children with SEND and their families. These include:

- Specialist Teaching Service to support children with Autism, Visual Impairment, Hearing Impairment, Physical Disabilities, Downs Syndrome, Speech and Language needs
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education Welfare Officers

- Counsellors
- Play therapist
- Learning mentor
- County SEN Team

We will always contact parents before involving specialist SEN services.

### **Joining the school and moving on**

We work closely with pre-school settings prior to children joining the school. This involves additional visits to the child in their current setting or at home as well as planning for the child to spend time with us. Together, we will create a SEND support plan to ensure the correct provision is in place as soon as the child joins our setting.

We encourage all new children to visit the school before starting. For children with SEN we meet with parents and staff from the setting or school that they are currently attending to put in place an individual induction. We organise a personalised welcome pack, including photographs of new teachers and classroom spaces, for the child if required.

We run transition sessions when children move up to the next year and/or key stage in the last half term. We put in place additional transition support where appropriate, e.g. extra time with their teacher, 1:1 time going to their new learning environment.

Prior to children leaving our setting we gather together information about the support we have provided, the progress that has been made, what the child will need in their new setting and any possible concerns or issues that may arise.

We arrange meetings with the staff of the new school where we share information. The child and parent/ carer are given the opportunity to visit the school on more than one occasion prior to the county induction day. In some instances, support is also arranged through the transition service.

We have strong links with the local secondary schools and provide a detailed transition programme to support our Year 6 pupils with SEND. The SENDCO will meet with the Secondary SENDCOs and other key staff to share data and information.

### **Key Contacts**

Mr David May - Headteacher

Email: [office@swanbourneceschool.org](mailto:office@swanbourneceschool.org)

Tel: 01296 720295

Mrs Chapman-Hill - SENDCO Email: [senco@threeschools.org](mailto:senco@threeschools.org)

Tel: 01296 720295

Please refer to the schools Complaints Procedure Policy which can be found on The Three Schools website.

<https://www.threeschools.org>

### **The Buckinghamshire Local Offer**

The Local Offer The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It is also a resource which the SENDCO and teachers may access for advice and recommendations on ways forward for a child.

It includes provision from birth to 25, across education, health and social care. We are a Bucks school in the area of MK so access to The Bucks or MK local offer is dependent on the child's place of residence. The links to both are below:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

**Who can young people and parents contact if they have concerns?**

CAMHS (Child and Adolescent Mental Health Service) <https://www.oxfordhealth.nhs.uk/camhs/bucks/>

Phone: 01865 901 951

Email: [BucksCAMHSSPA@oxfordhealth.nhs.uk](mailto:BucksCAMHSSPA@oxfordhealth.nhs.uk)

Referrals to CAMHS can be made online at <https://secureforms.oxfordhealth.nhs.uk/camhs/>

Mental Health Helpline: Call 111 for the 24/7 Mental Health Helpline.

This service is available to people of all ages in Oxfordshire & Buckinghamshire.

Bucks SEND IAS service (formerly Parent Partnership) provides impartial information advice and support to parents and carers of children with Special Educational Needs. They can be contacted on 01296 383754 or by email [sendias@buckscc.gov.uk](mailto:sendias@buckscc.gov.uk)

**Reviewed: January 2026**

**Next review: January 2027**