

## Ickford School Special Educational Needs and Disabilities Annual Information Report 2024 - 2025

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### **1. The School's Provision:**

- The type of Special Educational Needs and Disabilities (SEND) provision that Ickford Combined School caters for includes pupils who have learning difficulties or physical disabilities. We also ensure that those pupils who are identified as being Gifted and Able are catered for appropriately.

### **2. The School's Procedures:**

- The school's policy determines ethos and approach towards SEND.
- The school's procedure for identifying pupils who require Learning Support is to use teacher assessment, medical recommendations and/or parental review. Children who are identified as requiring Learning Support are then included on the SEND Register.
- The school's procedure for evaluating the effectiveness of its provision for pupils who access Learning Support is to regularly assess progress against an individual baseline and to evaluate the impact of provision accordingly.
- The school's procedure for assessing and reviewing the progress of pupils who access Learning Support is to make effective use of on-going formative assessment. We use outside agencies for summative assessments if and when necessary.

### **3. The School's approach to teaching:**

- We make reasonable adjustments to the school environment and curriculum to ensure that all pupils at the school, including those who access Learning Support, can achieve their best. We recognise and value every child as an individual so our adjustments are dependent on the needs of our pupils.
- We focus on Quality First Teaching in the classroom as inclusion is a priority. Where necessary, pupils use personalised resources and learning support assistants can also provide further support.
- Extra-curricular activities are made available to all children and reasonable adjustments would be made, according to individual need, to ensure that all children can be included.
- Support is available for improving the emotional and social development of children who require Learning Support or Social, Emotional and Behaviour Support through liaison with relevant outside agencies, according to individual need.

### **4. The School's facilities:**

## Ickford School Special Educational Needs and Disabilities Annual Information Report 2024 - 2025

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- We aim to make reasonable adjustments to the school environment to ensure that all pupils, including those who require Learning Support, can access all areas of the building. Where necessary, specialist equipment to support pupils who need it would be obtained through liaison with parents and outside agencies.

### **5. The School's training:**

- The school's arrangement for training staff in relation to pupils who require Learning Support is to make effective use of INSET training, either internally from the SENCO or Head teacher or from an outside agency. This enables us to share our best practice and ensure that we are making effective provision for these children.
- Specialist expertise is obtained by the school through liaison with outside agencies, such as the Educational Psychologist or Speech and Language Therapists.

### **6. The School's consultation:**

- The school's arrangement to consult with and involve parents/carers of pupils who require Learning Support about the education of their child is to review progress at least termly through consultation meetings for children with a Learning Support Plan or at least annually for children with a Social, Emotional and Behaviour Support Plan. These involve the class teacher, parents and, where necessary, the SENCO.
- The school's arrangement to consult children/young people about their education is to make effective use of pupil voice, ensuring that children have an input into decisions about how they learn.

### **7. The School's partnerships:**

- The school involves other bodies to meet the needs of pupils with SEND, as appropriate, for example health and social care, family support groups and voluntary/community groups.
- The school's arrangements for pupils who access Learning Support transferring between other educational providers is to liaise with future settings and the appropriate SEND team. If necessary, the school could undertake monitored or additional transitional visits. This is to ensure an effective transition; we would welcome visits/observations in our school from other providers if required.

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- The school currently collaborates between the following education providers and other settings:
  - Educational Psychologist Service.
  - Oxfordshire NHS Speech and Language Therapy Service.
  - Buckinghamshire Physical Disabilities Team

### 8. The School's key contacts:

- The name and contact details of the SEN-coordinators:  
Names: Mrs Emma Honey & Miss Nicole Mordente  
Email: [office@ickford.org.uk](mailto:office@ickford.org.uk)  
Telephone: 01844 339261
- The contact for compliments or complaints from parents:  
Name: Mr John Ronane  
Email: [office@ickford.org.uk](mailto:office@ickford.org.uk)  
Telephone: 01844 339261
- The school's complaints policy can be found on our website, at [www.ickford.org.uk](http://www.ickford.org.uk)

### The school's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

The Bucks Local Offer provides information and advice on Special Educational 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 0845 688 4944 or email [familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk)