



Buckingham Park
Church of England Primary School
Excellence, through God who strengthens us

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School Policy Document

Special Educational Needs and Disabilities (SEND) Policy

Date Adopted by Full Governing board:	24/11/2020
Last reviewed on:	24/11/2020
Next review due by:	24/11/2021

1. Aims and expectations

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. Buckingham Park Church of England Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same.
- 1.3. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.4. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below:

We are kind, helpful and polite
We do our best
We are honest
We share
We are peacemakers
We forgive others
We take care of everything, and everyone

- 1.5. The school expects every member of the school community to behave in a considerate way towards others and by following these set of values

2. Introduction

2.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, January 2015 3.66.

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25, January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Schools SEN Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards July 2011 (introduction updated June 2013)
- This policy was created by the school's SENDCo with the SEND Governor in liaison with the SLT, all staff and
- Parents/carers of pupils with SEND.

2.2 SEND Co-ordinator:

Ann Whytewood- EYFS SENDCO/ Acting SENDCO until Jan 2020- Currently enrolled in Level 3 EYFS Sens Cache
Sarah Prior - Assistant Headteacher, has National Award for SEN (NASENCO Award) as required by Clause 67, Children & Families Bill, 2014

Contact:

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2.3 Mission Statement

At Buckingham Park CE school we are committed to providing all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupil's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. This policy helps to ensure that this happens for all of our pupils irrespective of attainment, disability, ethnicity, gender or background.

Every teacher is a teacher of every child including those with SEND.

3. Aims and objectives

3.1. Aim of the policy

At Buckingham Park School our overarching aim is to create an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive. We aim to achieve this by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Profiles

3.2 Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEN code of Practice, 2015
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disability Co-ordinator who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

4. Types of SEN

4.1. The SEN Code of Practice, 2015 describes the four broad areas of need. When a child identifies as having SEN the school will provide provision that is designed to support the needs of the child in one or more of the 4 areas of need. The provision will be selected to meet the needs of the whole child.

4.2. The four broad areas of need are:

- *Communication and Interaction* - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
 - *Cognition and Learning* - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
 - *Social, mental and Emotional Health* - this includes children who may be withdrawn or isolated, disruptive or disturbing behaviour, hyperactive or lack concentration.
 - *Sensory and/or Physical Needs* - this includes children with sensory, multisensory and physical difficulties.
- 4.3. *Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.*
- 4.4. *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.*
- 4.5. *Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*
- 4.6. *Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

5. Disability

- 5.1. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.
- 5.2. As a school we observe two key duties:
- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
 - we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

- 5.3. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

6. Identification, Assessment and Review

- 6.1. The SEN Code of Practice, 2015 outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND.
- 6.2. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. They will complete the schools 'initial concerns checklist'. If appropriate the SENDCo will complete an observation of the child. The class teacher and SENDCo will then work together to plan provision for the child. The Buckinghamshire CC SEN Support Plan document is used to record provision for children with SEN.
- 6.3. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this.

7. A Graduated Approach to SEN Support

- 7.1. At Buckingham Park School, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:
- Highly focused lesson design with sharp objectives
 - High demands of pupil involvement and engagement with their learning
 - High levels of interaction for all pupils
 - Appropriate use of teacher questioning, modelling and explaining
 - An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
 - An expectation that pupils will accept responsibility for their own learning and work independently
 - Regular use of encouragement and authentic praise to engage and motivate pupils.
- 7.2. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.
- 7.3. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This 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

7.4. The first response to such progress should be high quality teaching targeted at the areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

7.5. **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

7.6. **Plan**

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

7.7. **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

7.8. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should

revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, and SENDCo
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

8. Managing Pupils Needs

8.1. All children on the SEND Register will have a SEN Support Plan, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the SEN Support Plan. The SEN Support Plan is designed to be a working document which is updated to reflect the current needs of the child. Formal reviews will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating the SEN Support Plan. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

8.2. There are three levels of support for pupils:

1. Core funding for all pupils – Quality first teaching
2. SEND Support – funds provided to the school to allow for up to £6000 additional support, resources etc.
3. Higher Needs Funding, Education Health and Care Plan, Statement – where a pupil needs support or resources in excess of £6000 per year additional funds can be applied for from the Local Authority.

9. Specialist Support

- 9.1. Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists.
- 9.2. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

10. Education, Health and Care Needs Assessments

- 10.1. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the

school or parents should consider requesting an Education, Health and Care needs assessment from the local authority.

11. Criteria for existing on the SEN register

11.1. If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

12. Training and review

12.1. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENDCo regularly attend the Aylesbury Partnership's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

13. Roles and responsibilities

13.1. It is the responsibility of the **SEND Co-ordinator**:

- to oversee the day-to-day operation of the school's SEN policy
- to coordinate provision for children with special educational needs
- to liaise with and advise fellow teachers
- to manage TAs along with the four phase leaders
- to oversee the records of all children with special educational needs
- to liaise with parents of children with special educational needs
- to contribute to the in-service training of staff
- to advise the Governing body through regular meetings with the SEND Governor
- to liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies to ensure that the school complies with the

13.2. It is the responsibility of the **class teacher**:

- to identify a child with special educational needs and inform the SENDCo
- to draw up and review termly SEN Support Plans when necessary, in conjunction with the SENDCo, parents and/or external agencies as appropriate, to help the child access the full curriculum
- to discuss the child's needs and school interventions with the parents and the child
- to keep records and evidence of the child's progress
- to use Learning Support Assistant (LSA) time, where possible, to support a child 1 to 1, or as part of a group, within or out of the classroom.

13.3. It is the responsibility of the **Teaching Assistants**:

- to support the teacher in delivering the actions outlined on the SEN Support Plan
- to keep a record of the work they do with a pupil

- to keep the class teacher informed of progress or problems
- to keep records and evidence of the child's progress

13.4. It is the responsibility of the **Governing Body**:

- to ensure that the school has a nominated Governor who monitors the implementation of the SEND policy and commits to regular meetings with the SEND Co-ordinator
- to consult with the LEA
- to monitor the school's observance of inclusion and the Disability Discrimination Act
- to discuss SEND matters at full Governors' meetings
- to ensure that the parents are kept informed
- to review policy arrangements.

Name of Designated Teacher with specific Safeguarding responsibility:

- Mr Fell – Head Teacher
- Mrs Whytewood – Deputy Headteacher/ Acting SENDCO until 1st Jan
- Mrs Prior – Assistant Headteacher/ SENDCO from 1st Jan
- Mrs Forsdyke – Child and Family Support Worker

Name member of staff responsible for managing PPG/LAC funding:

- Mrs Whytewood – Deputy Headteacher

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils:

- Mr D Fell
- Mrs A Whytewood

14. Storing and managing information

14.1. All staff who work with pupils with identified SEND have access to this policy. SEND Support plans, referral forms, reports and all other electronic information related to pupils with SEND is stored securely on the school network. Where information is to be passed to external agencies the county AnyComms secure system is used, this is only accessible to members of the SLT, admin staff and the SENDCO. Electronic communication of pupil information within the school is anonymised. Paper copies of pupil records are stored in the school in secure files.

15. Reviewing the Policy

- 15.1. The SLT/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- 15.2. We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

15. Dealing with Complaints

- 15.1. We try to ensure that parents are aware of the policy for SEND and Inclusion in the school and listen carefully to any concerns raised. Parents are made aware of ways in which they can receive independent advice. Parents are also made aware of the SEND section at Buckinghamshire County

Council. Complaints from parents and pupils will be handled through the usual procedure for such complaints via the head teacher.

16. Bullying

16.1. The School's behaviour policy can be found on the school's website.

17. Supporting pupils and families

17.1. The Local Authority local offer for children and young people from birth to 25 with special educational needs and disabilities can be found here:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family.page?familychannel=5>

17.2. The School's SEND information report can be found on the school's website.

18. Supporting children with medical needs

18.1. Supporting Pupils with Medical Conditions Policy can be found on the school's website. The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.