

(Primary Academy Trust)

SPECIAL EDUCATIONAL NEEDS
AND DISABILITY POLICY
July 2018



Buckden Church of England Primary Academy

Registered in England
Company No: 07708603

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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1. Compliance



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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Sep 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act
- SEND Code of Practice 0-25 Sep 2014
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sep 2013
- Safeguarding policy
- Accessibility Plan
- Medical Conditions policy
- Teachers Standards 2012

This policy was created by the SENDCO of Buckden CE Primary School with the SEN Governor in liaison with the SLT, all staff and parents of pupils with and without SEND needs in line with current reform.

2. Introduction

The Special Educational Needs and Disabilities Coordinator (SENDCO) at Buckden School is Mrs Rebecca Bliss.

Mrs Bliss is responsible for manage the school's response to the provision made for children with SEN. She is a member of the Senior Leadership Team and achieved the National Award for SEN (NASENCo award) in September 2017.

The SENDCO can be contacted at the email address below.

rbliss@buckden.cambs.sch.uk

At Buckden CE Primary School we believe that every teacher is a teacher of every child including those with Special Educational Needs or Disabilities. We feel that all stakeholders should be included in the process of policy development as reflected in the SEND Code of Practice 0-25 guidance. Therefore, all staff, Governors and a representative body of Parents/Carers were consulted with when creating this policy. This policy was written in conjunction with the Equal Opportunities Policy and the School's Accessibility Plan, and the Mental Health and Wellbeing Policy.

3. SCHOOL ARRANGEMENTS

3.1 Definitions

As detailed in the Special Educational Needs (SEN) Code of Practice (2001):

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:



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- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
(Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.)

Special educational provision means educational provision which is additional to, or otherwise different from, the differentiated educational provision made for all pupils that further help is required.

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Disability includes a person who has : severe disfigurement, severe asthma, sensory impairments, mental health problems, mental illness, epilepsy, diabetes, dyslexia, behaviour difficulties which relate to an underlying physical or mental impairment.

3.2 Aim

The purpose of our approach to SEN at Buckden CE Primary School is to raise the aspirations of and expectations for all pupils with SEN. Therefore, our school provides a focus on outcomes for children and not hours of provision or support.

3.3 The Objectives of the School's SEND Policy

The School's SEND Policy offers a clear, coherent way to provide for the special educational needs and disability of as many children as possible in as flexible a way as possible.

The objectives are to:

- Use the SEN Code of Practice as a framework for identification of, and provision for, pupils with special educational needs and disabilities.
- Work within the guidance provided in the SEND Code of practice, 2014.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Boost the literacy and numeracy skills of pupils with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such pupils to the rest of the curriculum.
- Develop differentiation (High Quality Teaching) in all lessons to improve the educational opportunities of all pupils, regardless of ability.



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- Meet the special educational and disability needs of children who require extra support including those with Statements of SEN or EHC Plans through provision of interventions (Wave 1, 2 and 3) , strategies and advice that are additional to or different from those provided as part of the usual differentiated curriculum.
- Meet the special educational needs of children with physical disabilities eg improve the physical environment for access to the curriculum, resources, environment and increasing the extent to which disabled pupils participate in school life including extra-curricular activities. (Disability Equality)
- Increase the confidence of pupils with SEN and disabilities, encouraging them to be involved in their own provision. (Pupil Participation)
- Communicate with parents about all aspects of the special needs provision made for their children and to seek to develop this partnership. (Parent Partnership)
- Communicate with 'Outside' professionals where appropriate to seek support, advice, strategies, observations, assessments, consult with, reports to support requests for funding.
- Deploy the resources of the SEN budget and additional funding (e.g. EHC Plan) in as effective a way as possible.

3.4 Roles and Responsibilities

The Governing Body will do its best to:

- Ensure that the necessary provision is made for pupils with special educational needs and disabilities.
- Ensure that, where the “responsible person” (Headteacher) has been informed by the LA that a pupil has a special educational need or disability, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs and disabilities.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that pupils with special educational needs and disabilities join in the activities of the school together with pupils who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school’s policy for pupils with special educational needs and disabilities through the School Profile.
- Have regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and disabilities.



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The Headteacher:

- Must act as the “responsible person” as defined by the Code of Practice and must ensure that all those likely to teach a child with a statement of special educational needs/ and disabilities are aware of the statement and the needs of the child;
- Has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEN and disabilities;
- Should liaise with the SENDCo about all matters concerning pupils with SEN and disabilities;
- Should keep the Governing Body informed of the progress made by pupils with SEN and disabilities.

Teaching and non-teaching staff:

- All staff are made aware of the school’s procedures for identifying, assessing and making provision for pupils with special educational needs and disabilities by the Special Educational Needs & Disability Co-ordinator (SENDCo).
- All staff aware of the school’s SEN and disability procedures as outlined in the SEN and disability policy. (See also Equality Policy)
- All teachers have a responsibility to bring to the attention of the SENDCo any child whose needs they believe are not being met. It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly. All teachers are teachers of pupils with SEND.
- All requests for help for individual pupils should be brought to the attention of the SENDCo.

The SENDCo is responsible for:

- The day-to-day operation of the school’s SEND Policy.
- Co-ordinating provision for pupils with special educational needs and disabilities, working closely with staff, parents/carers and other agencies.
- Liaising with, supporting and advising other members of school staff.
- Maintaining the school’s SEND Register, SEND whole school provision map and maintaining SEND files.
- Overseeing the records of all pupils with special educational needs and disabilities - including the co-ordinating, monitoring, reviewing and supporting of Individual Educational Plans.
- Maintaining links with external agencies, (in consultation with the Headteacher) to prioritise provision, arrange observations, assessments, meetings or appropriate training- including LA support, educational psychology / specialist teaching teams, health and social services and voluntary bodies.



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- Arranging Annual Reviews for pupils with an Education Health and Care Plan.
- Liaising with parents of children with SEN and disabilities.
- Contributing to the in – service training of staff in all areas of SEN.
- Conducting and managing the Performance Management of Teacher Assistants and arranging appropriate training opportunities for staff around SEN.
- Ensuring that necessary records are transferred when a child with SEN or disability moves school.

At Buckden CE Primary Academy School, the designated members of staff with specific Safeguarding responsibility is Alison Anderson, Michelle Heather, Lizell Heather and Rebecca Bliss.
The Mental Health and Wellbeing Lead person is Rebecca Bliss
The member of staff responsible for LAC funding is Alison Anderson.
The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Kerry Collins.

3.5 Admission Arrangements

The school will admit, as a matter of course, all pupils within the catchment area, and all those out of catchment granted places by the LA, who are able to benefit from the education on offer in the school. Pupils with special educational needs and disabilities, of whatever kind, are admitted without prejudice, although the school gives no priority to admitting such pupils.

3.6 Special Facilities

The school is on one level with wide doorways to allow wheelchair access to the school and there is a disabled toilet and shower. The disabled toilet also has an electric changing table for pupils with toileting needs. Class teachers ensure that classroom equipment is accessible to all children and a wide range of resources to support pupils with dyslexic type difficulties is available. The school playground and field are all on one level without obstacles and can be accessed through wide doorways without steps.
See the Accessibility Plan 2018 for more detailed information about the facilities of the school.

4. SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Staffing resources in the school are allocated to and amongst pupils with special educational needs and disabilities according to the following principles:

- That the basic standards of English and Maths should be raised as far as possible for as many children as possible.



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- That children with SEN and disabilities to require additional support in the Foundation Stage and in both Key Stages should receive extra help (whether by in-class support or withdrawal for individual or small group tuition) within the resources available. This is to be reviewed each term by the SENDCo.

4.1 Identification and Assessment Arrangements

All teachers have a responsibility to bring to the attention of the SENDCo any child whose needs they believe are not being met.

- The principal sources of information for identifying children's special educational needs at Buckden School are:
 - a) The result of standardised and NC tests (e.g. reading, spelling and numeracy tests)
 - b) Information from the class teachers eg attainment and achievements monitored by the teacher as part of on-going observation and assessment
 - c) The attainment and achievements against the objectives specified in the National Curriculum at the end of year/key stage
 - d) Completion of Initial Concerns Checklists and Concerns records by class teacher
 - e) Information from parents
 - f) EHC Plans and other records of SEN and provision from a child's previous school
 - g) Information provided by the LA's Advisory Team
 - h) Information provided by Outside Agencies
- The SEND Code of Practice 2014 puts every child's possible additional needs into four broad categories. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At Buckden CE Primary Academy School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

We believe that the following issues are not SEN but are factors that may impact on progress and attainment:

- ~Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- ~ Attendance and Punctuality
- ~ Health and Welfare
- ~EAL (English as an Additional Language)
- ~ Being in receipt of Pupil Premium Grant
- ~Being a Looked After Child
- ~Being a child of Serviceman/woman

- Parents/carers are informed when their child is identified as having an additional need. A Parents booklet entitled SEN Support has been developed to help Parents to understand what this means for their child. This may lead to placing their child on the SEND Register and writing an IEP and setting up links with home eg a home /school book.



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- Pupils who are on the SEND Register will be issued with an IEP produced in consultation with the child's parents, class teacher, TA and SENDCo. Individual Education Plans are reviewed termly with the involvement of parents and pupils. These follow the Assess, Plan, Do, Review cycle as set out in the Code of Practice guidelines.
- Progress from Interventions and Provisions for pupils on the SEN register will be recorded, assessed and monitored using the schools' Provision Mapping system, completed by both Teachers and TA's and overseen by the SENDCo.
- Some pupils on the SEN register, and for a number of pupils not on the SEN register who need some awareness or adjustments made to the support they receive will have a One Page Profile. This is a document formulated collaboratively with the pupil and the staff working with them. The One Page Profile will be made accessible to the child in class and to all members of staff who come into contact with them. These will be reviewed whenever there is a change in the pupils needs, or annually.
- Pupils with an Education, Health and Care Plan (EHCP) will have annual review meetings to discuss progress against the targets and objectives set out in the EHCP. Parents, SENDCo, teaching staff and outside professionals involved will be invited to share information and reports/assessments.
- Pupils with special educational needs and their parents are involved in the different and, if appropriate, graduated stages of provision to meet special educational needs.
- The effectiveness of special help (Wave 2 / 3 interventions) provided will be evaluated termly and further programmes identified where necessary.
- All procedures operate in accordance with the SEN Code of Practice and LA procedures.

For more detailed information on the support offered for SEN pupils at Buckden, and what Parents and Carers can expect from our school in terms of SEN support, please see the schools SEN Information Report (a copy of this is included in the appendices.)

4.2 A Graduated Approach to SEN Support

This section of the SEN Policy will set out the PROCESS by which Buckden CE Primary Academy identifies and manages children and young people with SEN.

- In recording pupils needs on an SEN register, our criteria for "entering" a pupil on this record will include what work has to be done before and by whom. This includes high quality teaching and the role of the class teacher in providing for all pupils –the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) Pg. 88 Section 6.37 onwards.
- 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.



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- At Buckden School, we believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN and that additional intervention and support cannot compensate for a lack of good quality teaching.
- Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. We have procedures in place to ensure that this happens, including the Safety Net Checklist. (See Appendices).
- At Buckden School, class teachers decide whether to make special educational provision by involvement with the SENCO to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, Buckden School will draw upon its external links to draw on more specialised assessments from external agencies and professionals. These include:
 - ~Educational Psychology Service
 - ~Specialist Teaching Service
 - ~Parent Partnership Service
 - ~Speech and Language Therapy
 - ~Family Therapy
 - ~School Nurse/ CAMHS
 - ~We also follow programs provided to support children with hearing difficulties and Occupational Therapy needs, as necessary.For these pupils, a higher level of Assess, Plan, Do , Review recording will be kept to provide evidence of ongoing interventions and need.
- The decision to place a child on the SEN register is made if a child is not making any progress after at least two terms or if the child is working at a level that is significantly below expectations. An Individual Education Plan (IEP) will be developed for the child by the class teacher and SENDCo. We then apply the ASSESS – PLAN - DO – REVIEW cycle when working towards targets on an IEP.
- Parents, families, children and young people are involved in this process through ongoing meetings between the class teacher and parents. The IEP is shared and reviewed with parents in a dedicated meeting time and targets are discussed with the child. The IEP format includes parent and pupil input and must be signed and agreed by all parties. (see Appendices)

4.3 Managing Pupils Needs on the SEN Register

Buckden CE Primary Academy School uses a single category of support, SEN SUPPORT, so it is important to personalise SEN arrangements to meet our cohort of need.

Here are some key considerations that staff at Buckden school use to help support our children:



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- We use a range of systems for assessing/planning/delivering the curriculum, and for reviewing and recording provision. These include IEP's/ Provision Maps/ One Page Profiles/ Intervention Records/Assess, Plan, Do, Review Forms as these are living records which tell us exactly what needs have been identified. These records have clear outcomes to be achieved within an agreed time frame which are short term and achievable. All targets for pupils follow the SMART plan- they are specific, measurable, attainable, realistic and timely. The Class Teacher and SENDCo are responsible for maintaining and updating these plans. It must be remembered that the core expectation is that the teacher holds the responsibility for providing evidence on progress according to the outcomes described in the plan. The teacher keeps these records up to date and are overseen by the SENDCo.
- These plans and records form a part of discussions held at Pupil progress Meetings held termly between the Class Teacher and Deputy Head/ Headteacher.
- The level of provision is decided by the Class Teacher, which is overseen by the SLT (Senior Leadership Team) including the SENDCo. More information on our schools provision for SEN and our contribution to the Local Offer can be found on our SEN Information Report.
- For some pupils, their level of need may exceed what can be offered within the knowledge and expertise of school staff. In this case the SENDCo would seek to engage additional support or specialist services. Referral documentation will be completed ie, Early Help Assessment. This is funded by the SEN budget and is monitored by the Deputy and Head teacher. Parents, families and children are involved in this process from the outset and their opinions will be sought. Parent permission is compulsory when seeking external support.
- If we identify that additional funding and support are needed from the LA High Needs Block, we will seek to obtain this from the LA using the EHCP. Information will be gathered from school staff and reports from outside agency support. Parents will be informed and their views will be included in any application.

4.4 Curriculum Access and Inclusion

In line with guidance provided in the National Inclusion Statement on providing effective learning opportunities for all pupils the school provides an inclusive curriculum based on three principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.



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Access for pupils with special educational needs and disabilities to a balanced and broadly-based curriculum, including the National Curriculum:

- Consider children's different learning styles and trying to ensure a balance of visual, auditory and kinaesthetic stimuli for learning.
- Consider and promote the impact of the physical environment on learning.
- Promote a high level of pupil participation and pupil feedback throughout the school.
- All pupils follow a common curriculum, based upon the National Curriculum,
- It is the policy of the school to develop differentiation of class work within the common framework of each subject.
- As appropriate, support teaching is provided in lessons.

Integration of children with special educational needs and disability within the school as a whole:

- All pupils belong to mixed ability classes.
- All pupils attend the same Collective Worship, Year Group and Unit activities
- For most of the academic school day children are taught in mixed ability groups.
- A wide range of extra-curricular activities is available to all pupils.

4.5 Evaluation

Criteria for evaluating the success of the School's SEND Policy:

- Do measures of English and Mathematics for children with special educational needs and disability show improvement over time?
- Do children on special programmes demonstrate increased confidence to teachers and/or parents?
- Is the SENDCo making the most effective and efficient use of the available resources?
- Do teachers demonstrate confidence and competence in differentiating work appropriately?
- Are individual programmes of study well adapted to pupils' special educational needs and are they revised appropriately in the light of either success or failure?
- Is consultation with parents and pupils, regarding SEND provision, viewed positively by parents and pupils?

School self-evaluation of SEND

- The school will complete its own self-evaluation form.
- The SENDCo will use the school tracking system to assess the extent to which pupils with additional and Special Educational Needs and disabilities are making progress and to monitor efficient use of the SEND Budget.



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- The nominated governor will meet regularly with the SENDCo to monitor and review the implementation of this policy.

4.6 Complaints Procedure

Arrangements for considering complaints about special education provision:

- Informal complaints by parents should be made to the child's class teacher in the first instance. They are best dealt with informally by the teacher concerned.
- If the situation cannot be resolved at this stage then parents should arrange an appointment with the Head teacher or SENDCo.
- Complaints are acknowledged within 24 hours (whenever possible) and a definitive response given and/or a meeting arranged as soon as possible thereafter.
- The school has a comprehensive complaints procedure that should be followed if the complaint cannot be resolved through informal meetings.
- Parents who would like support in the meetings with the school are advised to contact the Parent Partnership Service (SENDIASS) who will support and attend meetings where necessary.

4.7 Criteria for Exiting the SEN Register

In a case where the class teacher feels that a child no longer needs the extra support provided from their SEN status and IEP, The teacher will consult in the first instance with the SENDCo. If they are in agreement and the child's progress reflects this success, then the teacher will meet with the Parents and child to explain this. This child will still be carefully monitored through pupil progress meetings and the provision map and if the progress is not maintained then the child can be re assessed for SEN. Any previous SEN records will be kept on file.

5. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

5.1 Staff Development and Performance Management

In-Service Training (INSET) is arranged through consultation with the Senior Leadership Team (SLT).

- 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.
- The Assistant Headteacher informs the SENDCo of all relevant courses.
- The School INSET programme reflects the fact that all staff are teachers of special educational needs and disabilities.



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- The training needs for all staff are identified and planned for through performance management meetings and the school development plan.
- Teaching Assistants are given training to ensure they have the necessary skills and expertise to fulfil their roles effectively.
- The SENDCo will carry out Performance Management of Teaching Assistants.
- Teachers, Support Staff and Trainee Teachers undertake induction which includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice.

5.2 Links with Education Department Support Services and other agencies and organisations

- The SENDCO liaises with support services, in consultation with the Headteacher.

The school has links with :

~The Support for Learning Team : which gives us access to specialist teachers.

~Educational Psychology Team: work with priority children due to limited time allocated to school.

~The Community Paediatric Service: liases with the Head teacher or SENDCo when they carry out school medicals.

~School calls on other agencies as and when appropriate e.g. physiotherapist, Occupational Therapist, Speech and language therapist, Visually / Hearing Impaired Service and CAMHs. Parent's consent is obtained for these referrals.

- The school takes advantage of and engages with training opportunities provided by outside agencies ie, Child and Adolescent Mental Health (CAMH), Autism Education Trust (AET).
- The School's SENDCo regularly attends the Local Authority SENDCo Network Meetings in order to keep up to date with local and national changes in SEND.
- Additional facilities, resources, information from specialist staff are utilised when necessary.
- Contact with support services is recorded and kept on file.

5.3 Partnership with Parents

The school will work with parents, taking account of their concerns and wishes in respect of children requiring special educational provision.

- Contact with parents of children with Special Educational Needs and disabilities is usually co-ordinated by the SENDCo.
- Any arrangement for special educational provision must be discussed with parents before action is taken.
- Parents will be informed of:
 - a) the reason for the provision
 - b) the nature of the provision



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- c) results of any assessment or testing conducted by the school/LA, as requested
- d) progress being made
- e) any modification to arrangements.

- Contacts with parents must be recorded and filed.
- The Local Offer is now a statutory requirement of Local Authorities to provide a 'front door' to information from education, health and social care about the services available to children and young people with special educational needs and disabilities and their families. Cambridgeshire's Local offer can be found at : http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities
- It is a statutory requirement of all schools to provide a SEN Information Report (Regulation 51, Part 3, Section 69 (3) (a) of the act). This is available on the school's website in the SEND section. A paper copy is also available at the school office.
- We ensure that all children, including those with SEND are fully able to access any formal assessments or exams. This may include having a scribe to record written texts, using ICT if appropriate or being given extra time to complete tests. Michelle Heather oversees the administration of assessments and can be contacted to provide support.

5.4 Pupil Participation

A high value is placed upon pupil participation in many aspects of school life at Buckden School through the following mechanisms: School Council/ Parliament, House System, Buddy Groups, Nurture Groups etc. Pupils are involved in celebrating significant dates in the communal life of the school. Extra-curricular activities offer many chances for pupils to participate positively in school life. In keeping with this, pupils with special educational needs and disabilities are involved in assessment of their needs and reviewing their progress. (Assertive Mentoring) They are encouraged to contribute to IEP's and EHC Plan Reviews or other meetings eg consultations with Outside professionals.

5.5 Links with Other Schools and Transition Arrangements

We recognise that transitions can be difficult for all children but especially so for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Liaison with other schools in respect of pupils who have an EHC Plan or receive substantial special education support is made where appropriate.
- When a child is due to transfer to another phase the SENDCo will liaise with the SENDCo of the secondary schools serving the area to ensure that effective arrangements are in place to support children at the time of transfer. A transition support programme is put into place for individuals / groups of children e.g. extra visits to new school/ making a support pack with the child.
- The SENDCo will be responsible for the handover of information about children receiving School Support and for children with an EHC Plan.



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- Arrangements to share with other schools resources, expertise, good practice and linked INSET will be co-ordinated by the Headteacher.
- The SENDCO has responsibility for maintaining records for pupils with special educational needs. These records would be made available at appropriate times to ensure the smooth transfer of pupils to other schools or institutions.
- Information will be passed on to the new class teacher in advance and in most cases, they will be invited to join the final review meeting in the previous class. IEP s will be written in collaboration with the new teacher. We also hold as Transition week for all pupils at the end of the Summer term where they spend time with their new teacher and in the new environment.

5.6 Supporting Pupils with Medical Conditions

Buckden CE Primary Academy recognises that pupils 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 have an EHC Plan which brings together health and social care needs, as well as their special educational needs provision. Please see the School's policy on Medical Conditions for full details of the support on offer.

6. Monitoring and evaluation of SEND

6.1 Monitoring SEND

Buckden CE Primary Academy regularly and carefully monitors and evaluates the quality of provision it offers to all pupils. This is conducted in a variety of ways including regular audits, sampling parents views and pupil views (including the PASS test) and Buddy Group feedback.

There are a range of systems in place to monitor SEND provision for example intervention records and observations made by the SENDCo. More information on the criteria that the SENDCo monitors is set out in section 2.5 of this policy.

The rigorous assessment of provision in school promotes an active process of continual review and improvement of what the school offers its pupils.

6.2 – Storing and Managing Information

All information on pupils is stored securely in school. The school office holds ongoing information including contact information for each child. The SENDCo holds any information related to SEND including IEP's and any correspondence from outside agencies referring to a child. These documents are held on file for the term that the child attends the school and is then transferred on to their feeder school. These documents are kept strictly confidential at all times.

6.3 – Reviewing the Policy

The SEND policy will be reviewed in line with the other school policies, on a three year schedule.



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6.4 – Accessibility

The Disability Discrimination Act (DDA) as amended by the SEN and Disability act (2001) placed a duty on all schools to increase over time the accessibility of schools for disabled pupils. Schools are now required to produce an accessibility plan to explain how the school identifies and removes barriers to learning for all pupils. Please see the school's Accessibility Plan for more information (In Appendices).

6.5 – Bullying

All the staff at Buckden CE Primary School take any incidents of Bullying extremely seriously and the Behaviour Policy reflects the importance the school places on ensuring pupils emotional wellbeing. Steps are undertaken to ensure and mitigate the risk of bullying of vulnerable learners including peer support systems and Social skills groups.

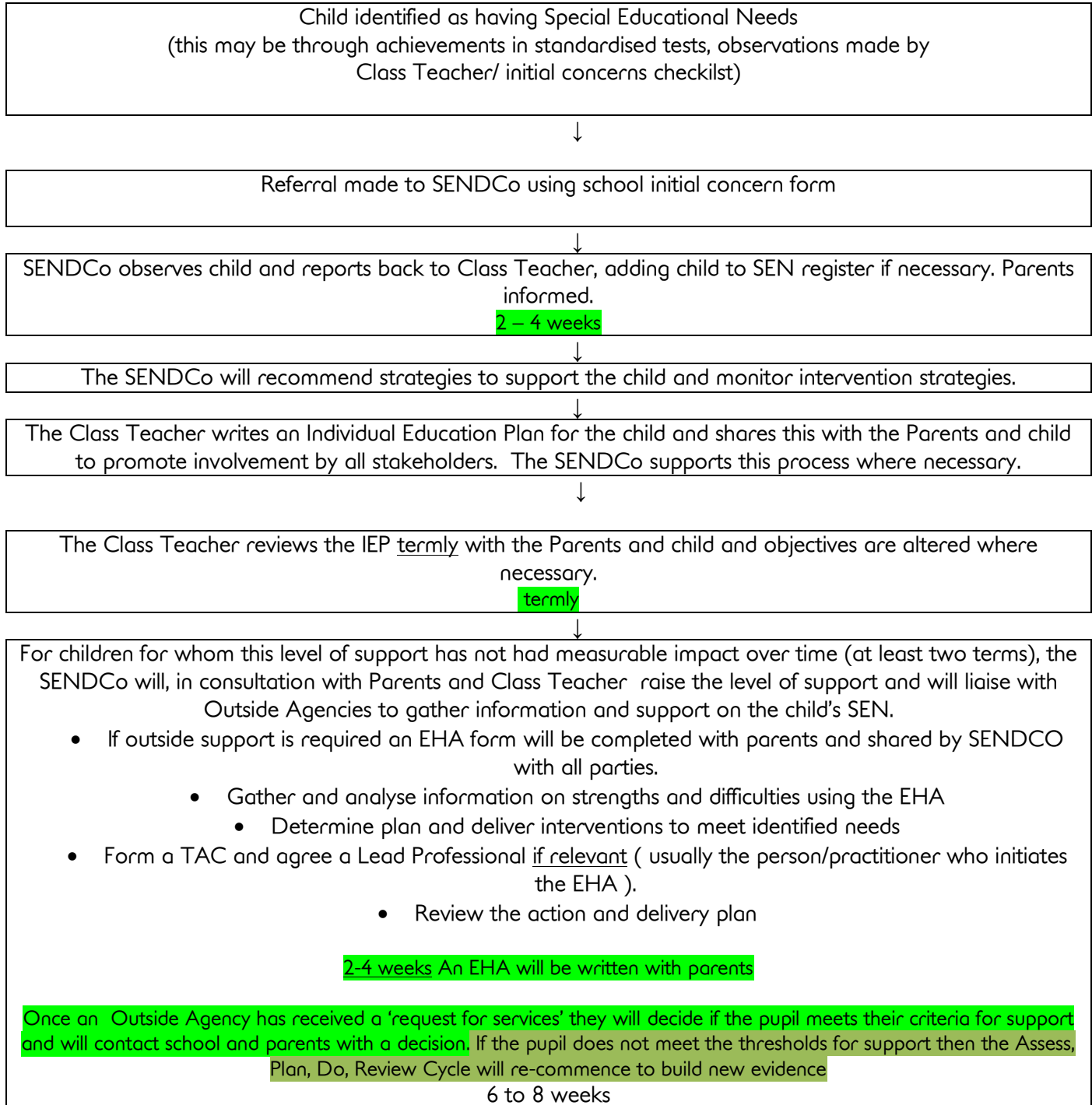
The school strives to ensure it is fully inclusive and that all pupils feel they belong. The needs of pupils with SEND are safeguarded and overseen by the SENDCo to help promote independence and build resilience in their learning. Examples of this include specific training and support for staff on specific learning difficulties such as ASC and Dyslexia so that these children can fully access what the school has to offer.

6.6 – Appendices

- The Schools SEN Information Report forms part of the SEND Handbook which is a document published annually and is attached to this policy. It is also available to download in the SEND section of the School Website.
- The schools Accessibility Plan is attached to this policy.
- The Medical Conditions Policy is attached and sits alongside the First Aid and Medicines Policies.
- The school has a Mental Health and wellbeing Policy for all, which should be read in conjunction with the SEND Policy.
- The school also have an SEND Information Report which is updated annually.



The Graduated Approach to supporting children with Additional Needs





Buckden Church of England Primary Academy

Registered in England
Company No: 07708603



If a child has not made adequate progress through appropriate school based interventions at School Support and is significantly below expected level (3 academic years below) then a request for an Education, Health and Care Plan may be appropriate.

Assessment for an EHC Plan is appropriate only for children with long-term significant needs arising from a major difficulty in one or more of the four areas of need:

- Cognition and Learning
- Communication and Interaction
- Behaviour, emotional and social development
- Sensory and/ physical

2-4 weeks A EHC Plan request will be written and sent by school

6 weeks The local authority will make a decision on whether or not to assess and let you know its decision in writing. If it decides to go ahead, it should name the Officer who will deal with your case.

6-12 weeks The local authority will write to the educational psychologist, specialist teaching team, medical officer, school / pre-school teachers and social workers asking for their reports. It will also ask you for a report and your ideas about who else it might contact. Everyone involved has six weeks to submit their reports. Your child should also be asked for their input, where possible.

12-18 weeks When all the reports are in, the authority decides whether to put together an EHC Plan *. A draft 'proposed' plan is sent to you within a month. You can comment on the proposed plan and will be offered the chance to meet with your officer to discuss this if you want to. **6 – 8 weeks** following the draft a final plan will be finalised.

Annually The plan* must be reviewed at least annually.



Following a successful request for an EHC Plan the SENDCo will oversee the implementation of any recommendations

If a request for an EHC Plan is refused the Statutory Resources Team will offer parents a Next Steps meeting to discuss how best to support the child.

If it is deemed beneficial to re-apply for an EHC Plan then this request can be made 6 months on from the first application.



A Post Plan Review will be arranged and held within **10 weeks** of the plan being issued; the SENDCo will invite all parties and identify specific targets which match the objectives as detailed in the plan.



Annual Reviews will be arranged and chaired by the SENDCo and reports sought from all agencies involved in supporting the child.



At transition to either Key Stage 3 or before, the SENDCo will liaise with the relevant professionals.

Every year in Summer term.



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It should be noted that Parental consent and support is required at every stage in this process and no referral or decision will be made without this.

Glossary of terms

SEND Special Educational Needs and Disabilities

SENDCo Special Needs and Disability Co-ordinator

SEND Register A list of all children with special educational needs and disabilities

IEP Individual Educational Plan : a method by which schools can plan for children with SEND

EAL English as an Additional Language

Outside agencies for example : Community Educational Psychology Team, Specialist Teaching Team, Community Paediatrician, Health or Social services, Speech and Language Therapy Service, Child and Adolescent Mental Health Service,

EHA Early Help Assessment: a detailed assessment form which is used to request support from outside agencies - all agencies involved with a child have access to update this assessment

Statutory Assessment a detailed investigation to find out exactly what your child's special educational needs are and what special help your child needs. A statutory assessment is only necessary if the school or early education setting cannot provide all the help that your child needs.

An Education, Health and Care plan (EHC Plan) describes all your child's special educational needs (SEN) and the special help your child should receive. The local authority (LA) will usually make a plan if they decide that all the special help your child needs cannot be provided from within the school's resources. These resources could include money, staff time and special equipment.

SLT Senior Leadership Team