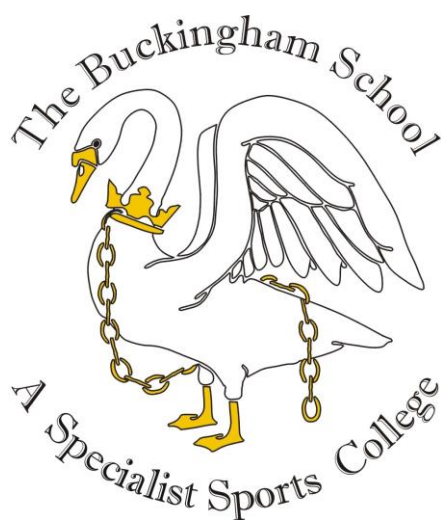


SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



**NAMED PERSON: M WARDLE, DHT
& SENDCO**

NAMED COMMITTEE: ATL

REVIEWED: DECEMBER 2017
REVIEW CYCLE: 1 YEAR
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A School Arrangements

A1) DEFINITION, AIMS AND OBJECTIVES

Definition

This policy complies with the statutory require 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 SENDCOs with the SEND Governor in liaison with the SLT, all staff and parents/carers of pupils with SEND.
- JCQ Regulations – Adjustments for candidates with disabilities and learning disabilities
- The Graduated Approach – Principle and processes (Buckinghamshire, April 2017)

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act 2014).

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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014).

Aims and Objectives:

We at The Buckingham School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. The Buckingham School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, our objectives are:

- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning using high quality teaching
- to ensure every teacher is a teacher of every child or young person including those with SEND
- to enable every pupil to experience success and challenge
- to promote individual confidence and a positive attitude
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs – "Assess, Plan , Do, Review" .
- to involve parents/carers in planning and supporting at all stages of the pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service as required.
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A2) ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs, which are aligned to the Graduated Approach.

The Governing body in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEND governor) who takes particular interest in this aspect of the school.

GB members must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy through the Annual Report to Parents via the website and in accordance with Children and Families Act 2014.
- they have regard to the requirements of the New Code of Practice for Special Educational Needs (2015) via the Children and Families Act 2014
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

GB members play a major part in school self-review. In relation to SEND, members of the GB will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision has a yearly action plan and is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the special educational needs co-ordinator and the SEND Manager
- the deployment of all special educational needs personnel within the school
- she/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The **special educational needs co-ordinator (SENDCo) works closely with the SEND Manager and is responsible for:**

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- overseeing detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Support Plans / Pupil Passports where appropriate, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom and mapping provisions for SEND across the school
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND list and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records etc
- contributing to the in-service training of staff
- managing TA's
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- to work within the guidance of the SEND Code of Practice, 2015

Class Teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum through high quality teaching. They can draw on the SENDCo and/or SEND Manager for advice on assessment and strategies to support inclusion
- ensuring every teacher is a teacher of every child or young person including those with SEND
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

Teaching Assistants (TA's) work as part of a team with the SEND Manager and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing provision and monitoring progress. They can contribute to review meetings and help pupils with SEND to access to a broad and balanced curriculum.

TA's should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Other support staff, including Support, Teach, Engage and Progress (STEP) Centre are given any necessary information relating to the supervision of pupils. They may meet the SENDCo, SEND Manager, Heads of Year, Student Centre staff and any other pastoral staff to gain information and advice to support the student.

A3 CO-ORDINATING AND MANAGING PROVISION

At The Buckingham School:

- sharing of expertise is welcomed and encouraged
- Special educational needs is an implicit part of the school improvement plan
- the SENDCo and SEND Manager meet formally on a regular basis
- the SEND Manager meets regularly with TA's
- the SEND Manager ensures that regular meetings are held, to review targets and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved in discussions about their targets and provision
- the SENDCo and SEND Manager ensure that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND list
 - an overview of SEND provision from the school prospectus
 - support plans and strategy sheets
- the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
- Support Plans, Provision Maps and other relevant information are kept electronically and shared with all staff.

A4 ADMISSION ARRANGEMENTS

The Buckingham School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a EHCP the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At The Buckingham School:

- all teaching staff are experienced teachers who are able to teach pupils with SEND. High quality first teaching with a three wave approach is part of the school's policy and graduated approach. Additional training for teachers and TA's is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil e.g. through the attached specialist teacher
- differentiated resources are used to ensure access to the curriculum; resources are accessible in The Buckingham School and in each classroom through Curriculum Leaders.
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required. Regular meetings are held to ensure early identification and intervention
- the school has been adapted to provide access for wheelchairs, toilet and washing areas and physiotherapy space. (Please see Accessibility Policy)

B Identification and Assessment and Provision

B1) ALLOCATION OF RESOURCES

All schools in Buckinghamshire receive funding for pupils with SEND in several ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- the delegated budget for SEND
- other specific funds e.g. Standards Fund allocations, Children's Fund.
- SSA Funding.

The Headteacher, SENDCo, SEND Manger and the GB members of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

The Buckingham School follows LA guidance to ensure that all pupils' needs are appropriately met.

B2) IDENTIFICATION, ASSESSMENT AND REVIEW

The school follows the guidance of The Children's and Families Act 2014 and SEND Code of Practice 2015 and uses a graduated approach to identify and review students with SEND.

- Regular reviews of the SEND list are carried out.
- Screening is carried out by the SEND Manager on identification of students with suspected dyslexia. If other learning difficulties are suspected, then referrals to other external agencies may be made.
- KS2 data are analysed to identify students who will need additional support in conjunction with visits to feeder primary school SENDCo's and close scrutiny of Year 7 baseline data.
- Additional 1:1 support is provided in exceptional cases
- Access arrangements are made for exams where history of need evidence and a specialist's report identifies a need. Types of access arrangements may include the use of a laptop or reader / scribe where this is the student's normal way of working. Where there is an identified medical need further arrangements may have to be made. Also see Exam Access Arrangements (EAA) document.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical.

Code of Practice needs	Categories
Communication and Interaction	Speech & Language needs Autistic spectrum disorders (ASD)
Cognition and Learning	Moderate Learning Difficulties Specific Learning Difficulties e.g. Dyslexia
Social, Emotional, Mental Health	SEMH ADHD
Sensory and/or Physical	Hearing Visual Physical

Students with medical needs will have a health care plan and this will be compiled with support from the First Aid Co-ordinator and STEP Manager in consultation with parents/carers. These are discussed with staff who are involved with the student and appropriate support is put in place. In some instances, where students are in hospital or have long term medical needs, the school will liaise with the home tuition service to put an individual support programme in place.

B3) CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff are expected to provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or other support staff (e.g. Support, Teach, Engage and Progress Centre STEP) or Specialist Teacher to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to give support in a particular area e.g. reading / spelling / skills. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4) EVALUATING SUCCESS

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

- monitoring of classroom practice by the SENDCo and SEND Manager and curriculum leaders
- The performance management process for Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TA's) and consequent classroom observation process
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- value-added data for pupils on the SEND list
- termly monitoring of procedures and practice by the SEND governor
- school self-evaluation,
- the Annual Report to parents, which contains the required information about the implementation and success of the SEND Policy
- the School Improvement Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan provision maps/support plans and targets, revise provision and celebrate success.
- Personal Budgets – the school will consider all requests for personal budgets in line with the Buckinghamshire County Council guidelines.

B5) ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a form tutor in the first instance. Anyone who feels unable to talk to the tutor, or is not satisfied with the tutor's comments, should ask to speak to the SEND Manager or the SENDCo.

In the event of a formal complaint parents are advised to contact the Headteacher or a governor, if they prefer. The Buckinghamshire Parent Partnership Service is available to offer advice (see C1 below).

C Partnership Within and Beyond the School

C1) PARTNERSHIP WITH PARENTS / CARERS

The staff at The Buckingham School will continue to forge home/school links and encourage parents / carers to be partners in the education process. Parents / carers are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SEND Manager or SENDCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) and the Family Information Service website.

SEND IAS provides a range of support for parents of pupils with SEND. For further information see webpages <http://www.buckscc.gov/send-ia>

Please see the Bucks LA Local Offer (Regulation 53, Part 4)
<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

C2) THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In The Buckingham School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TA's and teachers about their learning
- class and individual reward systems

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- 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 an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.
- Please see the Administering Medicines Policy for full details of support.

Success for All through Achievement, Challenge & Enjoyment



C3) LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes The Specialist Teaching Service which has services for Cognition and Learning needs (on a buy-back system for schools) and core funded services for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities. Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. We are committed to using the expertise and advice provided by other professionals.

C4) LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- the SEND Manager of the receiving school, where possible, attends the final annual review of Year 6 pupils with Education Health and Care Plans for whom the particular school has been named

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

C5) STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to gain expertise in area of SEND
- there are regular training sessions for TA's
- the SENDCO and/or SEND Manager attends the partnership SENDCO support group termly meeting
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCO or SEND Manager /teacher meetings are considered to be part of staff development, as well as a time to share information
- newly appointed teaching and support staff meet the SENDCO and/or SEN Manager to discuss SEND procedures in the school.
- SEND is a regular feature whole staff CPD

COMPLAINTS

The School has a complaints procedure as outlined by Bucks County Council.

SEN ANNUAL INFORMATION REPORT

Please see the school's website for the Annual Report.



SPECIAL EDUCATIONAL NEEDS POLICY

Adopted: Sept 2011
Reviewed: November 2017
Review Cycle: 1 Year
Next Review Date: October 2018

Mr Matthew Watkins
Chairman
Governing Body

Signed: 

Date: November 2017