SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

NAMED PERSON:	Ms Philippa Lockhart Assistant Headteacher

Last Review Date:	September 2026
Review Cycle:	1 Year
Next Review Date:	September 2027

Mr Andy Crossey **Chairman of Governing Body**
Signed: A.D. Crossey
Date: September 2026

Glossary of Terms Used in this Policy and Annual SEN Information Report

EHCP	**Education, Health and Care Plan** A legal document that sets out a child or young person's special educational, health and social care needs and how those needs should be met.
ASC	**Autism spectrum Condition** Children and young people with ASC can have a different way of understanding the world around them. ASC can affect each person differently, and just like everyone else, people with autism will have their own individual strengths and weaknesses. ASC is not an illness or a disease, which means there is not a "cure". It is a lifelong developmental condition that affects many areas of a child's development, but there are strategies which can help reduce some of the difficulties.
ADHD	**Attention Deficit Hyperactivity Disorder** In children, often this involves a person's ability to pay attention to the things (being inattentive), having high levels (being hyperactive) and their ability to control their impulses (being impulsive). A contradiction symptom is a strong ability to pay almost obsessional attention to some things, particularly those of interest.
SEMH	**Social, Emotional and Mental Health Difficulties** Children and young people with SEMH have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
EAA	**Exam Access Arrangements** EAA — Exam Access Arrangements. Reasonable adjustments approved in advance of public examinations for candidates with disabilities, learning difficulties, or temporary injuries. Arrangements may include extra time, a reader, a scribe, use of a word processor, or other adjustments. The school must demonstrate that the arrangement reflects the student's normal way of working and is supported by appropriate evidence. Access arrangements are governed by JCQ regulations, which are updated annually.
EXACT Testing	An assessment run by GL Assessments. Not a dedicated reading or literacy assessment, but one designed to identify students entitles to Exam Access Arrangements. Therefore, a good assessment to more broadly understand support that a child may benefit from.
CAT Testing	**Cognitive Ability Test**, run by GL Assessments. A test of developed ability, not potential, but is used to gauge potential, for example future GCSE outcomes. "Unusual" disparities within the test result are also a useful indicator of potential SEND.
Equality Act 2010	**Equality Act 2010 —** UK legislation that protects people from discrimination. It consolidates previous anti-discrimination laws, including the Disability Discrimination Act 1995. The Act defines disability, prohibits direct and indirect discrimination, and places a duty on schools to make reasonable adjustments for disabled pupils.
CAMHS	**Children and Adolescent Mental Health Services** CAMHS are the NHS services that assess and treat young people struggling with poor mental health.
Forensic CAMHS	Specialised Mental Health Services for children and adolescents who display concerning behaviours, particularly involving harm to self or others, often engaged as a result of the criminal justice system.

The Current Picture:

The current SEND register holds 30% of the school population which is significantly higher than the national average where 13.4% of students are identified as K students and 3.1% as having EHCPs. 5.9% (66 students) have EHCPs and 21 students are waiting for assessment for EHCPs.

In line with national comparisons, ASC, ADHD and cognition and learning needs remain the most common area of need and this has driven the development of the provision and how we resource our support hubs. We currently resource three support hubs which are designed to meet the needs of our cohort. SS1 predominately support students with cognition and learning needs, SS3 support students with Attention Deficit Hyperactive Disorder and The Bridge support students with Autism Spectrum Condition.

Working closely with parents is a fundamental aspect of our work and so six Parent Forums are held annually, covering a variety of topics which are designed in consultation with our parents.

We have four support bases that make up our provision at The Buckingham School.

SS1 is a support hub for children predominately with EHCPs, literacy and numeracy barriers and speech and language difficulties. Students have this as their support hub, receive interventions or use programmes designed to help them make progress in their area of need. On average 90 students have access to this support base.

SS3 is a support hub for children predominately with or present with ADHD. A support base for project-based learning, 1:1 support, sensory circuits, intervention workshops or in the rare cases, students who require 40/20 access.

The Key Stage Four Study Base is specifically for students in Key Stage Four who require a base for daily check ins, as part of their options suit of subjects, where they have built in study periods for extra support or as part of the internal transition from the Bridge provision as the students enter Key Stage Four.

The Bridge is the base for our Enhanced Provision which has supported eleven Year 7 students with an enhanced transition to secondary school. Through transition meetings with the primary schools 12 students are identified as needing significant support in accessing school and the curriculum. Poor attendance was a barrier to learning but most of the students were disapplied for SATS due to them not being able to cope with the assessments. The Enhanced provision provides an enhanced transition to secondary school and can be in place for students until they transition to KS4. As part of the Enhanced provision students receive THRIVE interventions, both in a group and 1:1 sessions from our THRIVE practitioner.

Having completed a consultation process we are planning to open a cognition and learning unit in Jan 2027 which will provide eight places for students with significant cognition and learning challenges and provide a specialist provision in a mainstream setting.

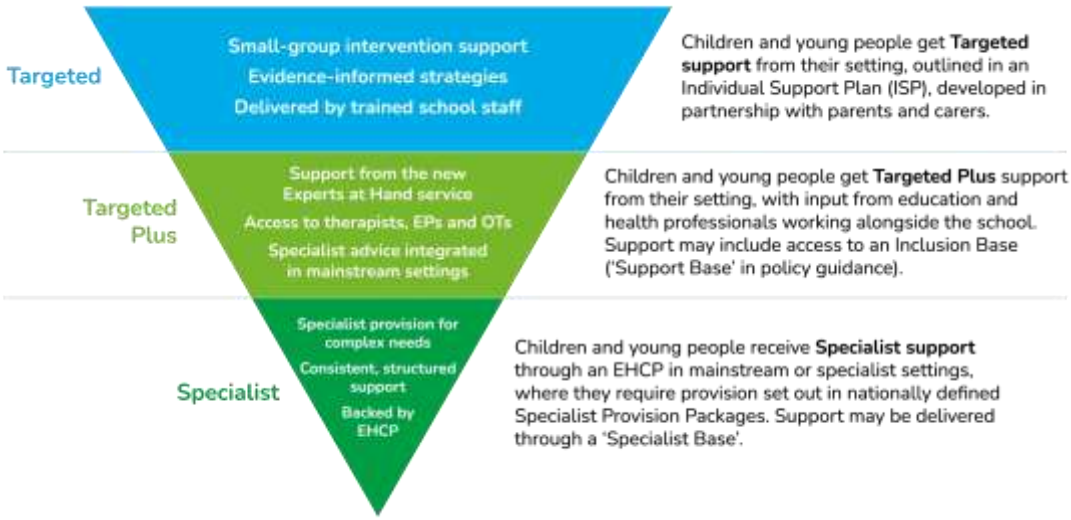
Currently 392 schools in England have registered resources provision units such as the Bridge and it is funded through our notional budget and top up funding for students with EHCPs.

Transition is another key area of our work, and close working relationships with our primary schools and colleges have been fostered. Transition visits and information gathering along with enhanced transition dates for more vulnerable students ensures we understand the needs of our students and can facilitate a smooth transfer to the next stage of their education.

We deliver a variety of interventions to support student progress and if sustained progress is not secured we seek more support through a request for an assessment for an EHCP. A full list of our interventions is documented in the support hub brochures.

Every Child Achieving and Thriving - White Paper. SEND reforms.

Whilst the final details of the white paper are being confirmed the following aspects of the SEND reforms are being introduced.
By 31st Dec 2026 all schools must publish an Annual Inclusion Strategy on their website, this strategy must outline how the school uses its core funding and new targeted grants to deliver high-quality, inclusive education. It will be used by Ofsted inspectors to evaluate how well the school supports pupils with additional needs.
The Experts at Hand service will begin rolling out, providing schools with easier, direct local access to specialists like educational psychologists, occupational therapists, and speech and language therapists.
Schools are transitioning toward using digital Individual Support Plans (ISPs) for children with identified SEND who do not have the most complex needs.
A major training initiative is rolling out. Backed by a £200 million investment, all teachers will be expected to undertake new mandatory SEND training to improve the "universal offer" of inclusive teaching in every mainstream classroom.
The new system classifies students as to the level of support they require.



Students are currently classes as N, K or E, indicating their level of need. N (or Blank) = No need, K = SEN support plan and E = requires significant support through an Educational Health Care Plan.

Moving forward students will identify as Targeted, Targeted + or specialist and it has been suggested in the white paper that schools will decide which tier of support the students will be placed under.

The Inclusion Mainstream Fund, given by central government will support the delivery of the targeted provision we offer at school and will be evidenced in the Inclusion strategy we will produce each year. This funding is on top of the notional budget but should be used to fund the interventions and SEN support for students.

The introduction of support bases and specialist bases within mainstream school as set out in the white paper, is something that The Buckingham School already offer. We currently have four support bases providing bespoke interventions and we are due to open a specialist base in January 2027 for students with cognition and learning challenges who need specialist provision.

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A School Arrangements

A1) DEFINITION, AIMS AND OBJECTIVES Definition

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

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0–25 (2015). It has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE, updated 2018)
- SEND Code of Practice 0–25 (DfE/DoH, 2015)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance (DfE, 2015, updated December 2017)
- The Special Educational Needs and Disability Regulations 2014 (as amended)
- The National Curriculum in England: Key Stages 1–4 Framework (DfE, 2014)
- Teachers' Standards (DfE, 2011, updated 2021)
- Keeping Children Safe in Education (DfE, 2025)
- JCQ Access Arrangements and Reasonable Adjustments 2025/2026 (Joint Council for Qualifications)
- The Graduated Approach: Principles and Processes (Buckinghamshire Council, current edition)
- Safeguarding Policy
- Accessibility Plan
- Data protection Policy
- This policy was created by the school's SENDCos with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

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:

The Buckingham School has a commitment to Inclusion. We value diversity, understand difficulties and recognise and respect individual differences so all feel they belong. We believe in maximising participation and removing barriers to learning.

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. We strongly believe in removing barriers to learning for all students to allow them to meet their potential. 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 possible
- 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 parent/carers, 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.

The school has two non-teaching SENDCOs, The Director of SEND and the Deputy SENDCO who oversee SEND provision.

Governing Body 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 parent/carers on the implementation of the school's SEND policy through the Annual Report to Parent/carers via the website and in accordance with the 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
- parent/carers 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.

Governing Body members play a major part in school self-review. In relation to SEND, members of the Governing Body 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** also 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
- 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 Deputy SENDCO and 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 parent/carers 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 parent/carers

- 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 Teaching Assistants
- 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 0–25 (2015), and any subsequent DfE updates or supplementary guidance

Curriculum Leaders are responsible for:

- tracking, monitoring and evaluating progress of SEND students
- ensuring teachers respond to information requests and provide evidence of progress
- ensure Quality First Teaching strategies are deployed and are effective
- liaise with the SEND department regarding students not making progress
- provide training and support for teachers in meeting students' needs
- ensure data on students' progress is accurate and based on formative and summative assessment
- direct interventions or additional support for those not making progress
- ensure teachers use appropriate information and data in planning and delivery of content
- ensure adapted resources are available for students unable to attend the classroom.

Class Teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum through high quality first 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 parent/carers of pupils with SEND
- high quality teaching, differentiated for individual pupils is the first step to responding for pupils who have or may have SEN (COP 6:37)
- The School believes what is right for SEND students will invariably support all students and uses the 'High Quality Reaching Benefits SEND Pupils' research from the EEF. The '5 a day' principle should be applied as often as possible.
- https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf

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
- Give feedback to teachers about pupils' responses to tasks and strategies.

Other support staff, including the Student First Team and Student Support 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 we strive to support **all** children to enable them to achieve their potential. High Quality teaching is vital, however, for some children there are occasions during their school life when some additional support may also be needed to help them to achieve their targets.

The SEND provision at The Buckingham School is on an individual needs basis and includes but is not limited to:

- Literacy and Numeracy additional sessions are carried out by either a trained teacher or HLTA for students who are identified on entering Year 7 as having weak literacy or numeracy skills from their Key Stage 2 assessments and in house baseline testing
- Literacy and numeracy sessions will also run for those students who need additional support in Year 7 to 9
- Reading intervention to increase reading comprehension skills, accuracy and fluency for students with a reading age below 8 years are given support on a one to one basis or in small groups
- 8 week intervention programmes on SEND needs such as ASC, ADHD, SEMH and Raising aspirations and Mental Health
- Additional 1:1 support in specific subjects is provided in exceptional cases
- Social skills sessions are provided for students who need more targeted support, these are carried out in conjunction with external specialists and our own qualified staff
- Social, Emotional and Mental Health support through the Student First Team and external agencies
- TA's can provide in-class support, small focus groups, speech and language support, interventions and 1:1 support where appropriate and required. The type of support depends on student need and entitlement
- Exam access arrangements are made where applicable and where a student is eligible i.e. there is teacher evidence in place to support a history of need and normal way of working, and an approved specialists report. Where there is an identified medical need further arrangements may have to be made
- Where a student needs more specialised support, external agencies and other professionals may become involved, through referral by either school, parent/carers or other agencies
- For Emotional school-based avoidance (EBSA) a designated re-integration package to reintroduce students back into the learning environment via the Bridge provision
- Layered support for students with specific needs through support rooms and in exceptional cases bespoke pathways for students unable to access the main curriculum.
- Speech and Language assessments and interventions.
- LIFT (Life information for Teenagers) programme.
- Hourly roaming TA to support students access classrooms.

Students are identified as needing extra support from information such as:

- Concerns raised by parents/carers or the child/young person via the SEND referral system as published on our website
- Information from feeder schools passed on prior to transfer into Year 7 and enhanced transition
- Baseline assessments in literacy and numeracy are carried out on entry and reviewed
- Subject staff, Form Tutors and Heads of Year (HOY) identify students whose progress is slower than
- expected. They will implement additional support / strategies at subject / pastoral level. Following this, if progress is not seen, staff will inform the SENDCO/SEND Manager as appropriate
- Baseline assessment carried out in the first term of Year 7 i.e. CATS tests and subject baseline assessments, EXACT testing
- Dyslexia screening can be carried out if required and if other assessment indicates a need. If other specific learning difficulties are suspected, then other external agencies may become involved
- The SEND Manager also analyses termly assessment data to identify SEND students who are not meeting their targets.
- Weekly meetings are held by the Student First Team/ Pastoral teams to identify students with additional needs.

How we monitor provision:

In consultation with the student and parent/carer, support plans are written, if required, by either the SEND Manager or a student's key worker and are overseen by the SENDCO; these are reviewed regularly. Provision mapping is also used to show how support is targeted and the effectiveness of the intervention. The voice of the student is gathered and shared with staff via pupil passports. All teachers have access to support plans and passports.

Termly data and information from subject teachers, parent/carers and most importantly, the student is used to assess the effectiveness of the provision and the progress of pupils with SEND.

At The Buckingham School:

- Sharing of expertise is welcomed and encouraged
- Weekly teach meets on specific students and their needs
- Special Educational Needs are an implicit part of the school improvement Plan
- Teaching briefings update staff on needs and best practice.
- Regular whole staff CPD on SEND needs.
- The SENDCo, Deputy SENDCO and SEND Manager meet formally on a regular basis
- The SEND Manager meets regularly with TA's
- Support Hub Coordinators regularly meet and direct the TAs supporting their rooms.
- The SEND Manager ensures that regular meetings are held, to review targets and provision, and that parent/carers 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, Deputy 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 through Edulink1 and Edukey.
- Staff have access to the SEND Handbook and Toolkit and regular associated CPD opportunities

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/carer wishes to have mainstream provision for a child with an 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
- Adapted 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 & ASSESSMENT & 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.
- Top Up Funding (EHCPs).

The Headteacher, SENDCo, Deputy SENDCo SEND Manager and the GOVERNING BODY 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
- All KS3 students' reading ages are assessed at the beginning of every year and shared with staff.
- 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) Policy.
- Annual Reviews of EHCPs: All Education, Health and Care Plans are reviewed at least annually, in accordance with the SEND Code of Practice (Chapter 9). Reviews are person-centred and involve the pupil, parents/carers, and relevant professionals. For pupils in Year 9 and above, reviews focus on preparation for adulthood, including employment, independent living, community participation, and health.
- Review of SEN Support: Pupils receiving SEN Support are reviewed at least termly using the Assess, Plan, Do, Review cycle. Progress, outcomes, and the effectiveness of support are evaluated, and adjustments are made as needed. Parents/carers and pupils are involved in all reviews.

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	ADHD Generalised Anxiety Disorder
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 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

Due to the high number of students with SEND we have moved to a streaming approach which will set classes according to attainment. This is designed to allow the teacher to adapt their teaching to the needs of the class and reduce the barrier to support that students report of being treated differently, whilst also reducing the demands on the teacher to be teaching to widely varying 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 or a 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.

Implementation of High Quality Teaching for all students. Teachers receive specific student information and strategies, and a range of CPD to support this.

We promote inclusion to include children/young people with SEND both inside the classroom and during extracurricular activities and trips.

Risk assessments are carried out and procedures are put in place to enable all students to participate where possible.

Emotional and social development is supported through various avenues including the Form Tutor and Head of Year, subject teachers, the SENDCO, Deputy SENDCo SEND Manager, Student First Team and TA's that may be working with the student. The school uses a variety of support both internal and external, including peer mentors, staff from our Student Support Team, CAMHs and Educational Psychologists where necessary.

Students with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their subject teachers and SENDCo via student surveys.

B4) EVALUATING SUCCESS

- The success of the school's SEND policy and provision is evaluated through:
  - monitoring of classroom practice by the SENDCo 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 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/contact with parent/carers and staff, both formal and informal, to plan provision maps/support plans and targets, revise provision and celebrate success
- Progress outcomes analysis for SEND students at KS3, 4 and 5.

C PARTNERSHIP WITHIN & 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.

Parent/carers 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. Parent/carers have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent/carers 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, Deputy SENDCo or SENDCO. We are happy to make arrangements, wherever possible, for interpreters to be pre-sent for parent/carers 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.

We offer parental information sessions to support parents with navigating the system and specific areas of SEND such as ADHD. We also have developed a parent forum to create a working group that will see parents and the school working together on all things SEND.

SENDIAS provides a range of support for parent/carers of pupils with SEND. For further information see webpages Information, advice and support on all matters related to SEND | Buckinghamshire Council

Please see the Bucks LA Local Offer (Regulation 53, Part 4) Bucks SEND Local Offer | Family Information Service

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
- Completing an individual Pupil Passport

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.

The School's facilities

- The school's main buildings are compliant with the accessibility requirements of the Equality Act 2010
- The main buildings are accessible for wheelchair users and there are lifts available in all buildings to higher floors (lift in Jubilee by front reception and lift at the base of the 6F stairwell). Ramps are in place to allow access to areas where there would have been a raised curb or steps
- Each building has a toilet adapted for disabled users
- A disabled parking bay near to the main reception provides easier access for students and parents/carers with disabilities
- In order to make the school site more accessible for students who are visually impaired, yellow lines have been painted on areas that have been identified during a risk assessment that was carried out by a specialist teacher
- Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire

The school's Accessibility policy can be found here:
www.buckinghamschool.org/policies

Students with medical needs

- If a student has an additional medical need a health care plan will be compiled with support from the school's lead trained first aider in consultation with parents/carers. Medical needs are discussed with all staff who are involved with the student and appropriate support is put in place.

The school's Administration of Medicines policy can be found here:
www.buckinghamschool.org/policies

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 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. Educational Psychology Support, other statutory work can be bought in as required.

The school's governing body involves other bodies (including health, social care, BCC support services) to meet the needs of students with SEND and their families by using the following outside agencies:

- Specialist Teaching Service (supporting ASD, SLCN, C&L, PD and sensory needs)
- Child Protection Services
- CAMHs (Child and Adolescent Mental Health Service)
- School Nursing Team
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Bucks Specialist Teaching Service
- Counsellors
- Educational Psychologists
- Aspire Alternative Provision
- Local Specialist Schools
- County SEND Team
- Adviza (formerly known as Connexions for careers guidance)

C4) LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

8) The school's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living is:

Year 6 to 7

Prior to children leaving their primary school information is gathered from the Y6 class teacher/ SENDCO as to the type of support they will need. The Head of Year (HOY) 7, SEND Manager / SENDCo and members of the Inclusion Team, plus a member of the SLT visit each feeder school.

In some instances, and where identified by the primary school, a Year 6 child can be identified to receive some transition support prior to the two formal Inductions days. In which case a programme of support sessions is planned and parent/carers notified by the primary school.

A parent/ carer can also be given the opportunity to visit the school prior to the Induction days.

- 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

Post 16

- Careers guidance is given to support SEND students.
- If a student is leaving to attend a new school or college they are supported during the transition on an individual basis and the SENDCO/Deputy SENDCO SEND Manager would liaise with the new setting where required.

The school communicates the contact details for the support listed above to students with SEND and their families via:

- The School Website
- 1:1 Discussion.
- Annual Reviews
- Parent forums

C5) STAFF DEVELOPMENT AND APPRAISAL

- The SENDCo and Deputy SENDCO have completed the National Award for SEND Coordination
- The SEND manager has the certificate in Advanced Professional Practice in Education (SEND)
- Specialist support and training has been accessed through the Specialist Teaching Service (STS) ASD
- specialists and the Speech and Language Therapist (SALT) and Educational Psychologist Team.
- The school is committed to gain expertise in area of SEND
- There are regular training sessions for TA's
- The SENDCO, Deputy SENDCO and/or SEND Manager attended 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, Deputy 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, Deputy SENDCO and/or SEN Manager to discuss SEND procedures in the school.
- SEND is a regular feature of whole staff CPD

The School's Key Contacts:

Philippa Lockhart: Assistant Headteacher and SENDCo
Amy Clayton Deputy SENDCO
Julie Branch: SEND Manager

Email: **plockhart@buckinghamschool.org** Email: **senadmin@buckinghamschool.org**

Tel: 01280 812206 (ext. 248 or 341)

COMPLAINTS

The contact for compliments, concerns or complaints from parent/carers of students with SEND is:

Mr A. McGinnes: Headteacher Email: via his PA (Mrs Alison Allen)
aallen@buckinghamschool.org **Tel: 01280 812206**

The school's complaints policy can be found here: www.buckinghamschool.com/policies **The school's link to the Bucks Local Offer** Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer