



SPECIAL EDUCATIONAL NEEDS (SEN) AND DISABILITY POLICY

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ACRONYMS

ADHD	Attention Deficit Hyperactivity Disorder	PRU	Pupil Referral Unit
ASD	Autistic Spectrum Disorder	SLD	Severe Learning Difficulties
CoP	Code of Practice.	SEMH	Social Emotional and Mental Health
EPS	Educational Psychology Service	SaLT/SLT	Speech And Language Therapy
ELSA	Emotional Literacy Support Assistant.	SLCD	Speech, Language and Communication Difficulties
EAL	English as an Additional Language	STS	Specialist Teaching Service
HI	Hearing Impairment	SpLD	Specific Learning Difficulty
OAP	Ordinary Available Provision	SAS	Standardised Assessment Scores
OT	Occupational Therapy	VI	Visual Impairment
PD	Physical Difficulty		

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1 INTRODUCTION/ VISION

Our Vision

At Stokenchurch, we want all children to aim 'high and fly higher'. We believe that everything we do makes a difference to our children; empowering minds and shaping futures.

At Stokenchurch Primary School we want all of our children to reach their potential. Everyone has different strengths, and we aim to discover and nurture these strengths during the time our learners spend with us. Many of our pupils have different challenges or needs that we aim to support as inclusively as possible. Most of these needs can be met as part of a high quality, inclusive curriculum, with adjustments made when necessary. Some of our learners may need provision which is different or additional to our typical provision. We follow the Department for Education's SEND Code of Practice, Buckinghamshire Council's guidance, NHS guidance and evidence-based best practice to implement strategies and provision to support our learners.

2 LEGISLATION AND PURPOSE OF THE POLICY.

This policy and information report is compliant with the following statutory legislation:

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co Ordinator's (SENCOs) and the SEND information report

The Equality Act (2010)

Accessibility Plan- this can be found within the [Statutory Information](#) page on our school website.

This policy also complies with our funding agreement and articles of association.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2024).

THE SEN POLICY should be read in conjunction with the Policy for Teaching and Learning, Safeguarding Policy,

and the Behaviour Policy as these form an integral statement of the principles underpinning all the work of the school. This policy was created in consultation with the SEND Governor and pupils with SEND and disabilities.

THIS DOCUMENT provides a framework for the identification of and provision for children with special educational needs and disabilities. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies.

3 AIMS

At STOKENCHURCH Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We want to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs.

OUR OBJECTIVES FOR SEND are to:

- To enable every pupil to experience success
- Ensure that we have a clear and flexible strategy for working with children with SEND and their families
- To ensure that all pupils, whatever their special educational needs, receive appropriate, high quality educational provision through a broad and balanced curriculum that is relevant and scaffolded, and that demonstrates coherence and progression in learning
- Strive for an ethos where children with SEND maximise their potential, are included fully in our school community and make a successful transition to secondary school and into adult life
- Ensure we have a shared responsibility for identifying, assessing, meeting and reviewing individual pupil needs regularly.
- Ensure that children are given timely support to ensure they can access the curriculum as fully as possible
- Ensure that our learning environments and teaching strategies are inclusive, making reasonable adjustments for pupils where needed and removing barriers to learning.
- Promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive
- Develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- Effect a programme of support and referral that will enable children to receive the help they need quickly and effectively
- Work collaboratively with other professionals and service providers
- To ensure the child's views are central to their provision.
- Take into account the wishes of the child and their families at all stages.
- To identify and provide for pupils who have special educational needs and additional needs.

- To work within the guidance provided in the SEND Code of Practice (2014) and Buckinghamshire Council's guidance and Ordinarily Available Provision.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO).
- To provide support and advice for all staff working with pupils with SEND.
- To ensure all pupils have access to the National Curriculum and that appropriate outcomes are set for all children including those with SEND.

4 CO-ORDINATING EDUCATIONAL PROVISION

- Four days allocation per week is provided for the SENCO to carry out their duties. Year group meeting time is allocated to provide liaison with the SENCO over identification and provision when required.
- Opportunities for staff INSET meetings with a SEN focus at least once every half term.
- LSA/TA meetings monthly with a SEN training focus.
- As part of school's CPD, SENCOs organise outside training providers to upskill staff in areas of SEND. Additionally SENCOs lead staff meetings too.
- Class teachers are responsible for co-ordinating provisions for children in relation to their short term outcomes on their SSPs.
- Key workers (LSAs) are assigned to children with EHCPs to be able to ensure a key point of contact for therapists coming in to work with the child.

5 ALLOCATION OF RESOURCES

Use of the annual budgetary allocation for SEN is to provide the SENCO with designated time to carry out duties. This budget is supplemented by:

- hours of support from Learning Support Assistants
- a capitation allowance, based on an SDP bid, dedicated to the purchase of SEN resources.
- extra funding to meet the needs of specific named children with SEN, periodically delegated by the LA. This is always used in the manner specified by the LA.
- ELSA support sessions.

6 FUNDING FOR SEN

Funding is agreed locally and is given to the school under three main headings:

ELEMENT 1: Schools get most of their funding based on the total number of pupils in the school. This core budget is used to make general provision for all pupils including pupils with SEN.

ELEMENT 2: Every school receives an additional amount of money to help make special education provision to meet children's SEN, this is called the notional SEN budget. In Bucks, prior attainment and deprivation are used to calculate the money a school receives. The Government now requires schools to use this funding to pay for up to £6,000 of support before additional funding can be applied for.

ELEMENT 3: It is expected that the needs of almost all mainstream children can be met through the school budget; however, there will always be a small number of children whose needs are complex and long term and additional funding needs to be allocated on an individual basis. In these cases, the school can apply for additional top up funding through an EHCNA. The school is still expected to pay the first £6000 from their SEN notional budget.

7 IDENTIFICATION, ASSESSMENT AND REVIEW

Our school identifies pupils with SEND in line with the current Code of Practice, in four broad areas of need.

These are:

- **Cognition and Learning**

This includes: Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD),

- **Social Emotional and Mental Health Needs (SEMH)** Anxiety disorders, Emotional Based School Non Avoidance (EBSNA)

- **Communication and Interaction Needs**

This includes: Speech Language Communication Needs (SLCN), Autistic Spectrum Disorder / Difficulty (ASD)

- **Sensory and/or Physical Needs**

This includes: Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD).

In our school we identify the needs of pupils by considering the needs of the whole child, which will include not just the special education need of the child. For example, the following factors may also impact on a child's progress and attainment:

- Attendance and punctuality
- English as an additional language (EAL)
- Disability e.g. a medical issue that may not impact on educational progress
- Health and Welfare
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (a child in the care of the local authority)

Formal assessments of the children's progress in English and Maths take place at three points in the year: December, March and June during assessment weeks. This data is recorded centrally by class teachers. The school uses the 'White Rose Maths' and Headstart 'Reading' and 'Spelling, Punctuation and Grammar' to give children standardised scores. Teachers and leaders can track pupils progress using an online analysis tool called Smartgrade. In addition, the school uses 'Hello Data' (an analysis tool) to analyse/track groups of children's progress e.g. SEND pupils and disadvantaged pupils. Pupils' grades and their progress is shared with parents at the end of each term in the form of a 'Progress report'. For a minority of children where their progress falls Below age expected level of attainment (BLW), alternative ways to track progress are offered. These include teacher assessments, phonics assessment tracking, reading and spelling ages and other standardised tests.

Cohort Progress Meetings occur three times a year, where the progress and any barriers to learning of pupils is discussed by the class teacher, Year Leader, SENCO and Senior Leadership Team. Additionally, the SENCOs meet with class teachers every term. In these meetings, any concerns about progress are raised and potential interventions and referrals are discussed.

The children's progress in foundation subjects, including PSHE is also monitored at each point of the assessment cycle using 'Working towards', 'expected', or 'greater depth' level of achievement. In all subjects, effort grades are also awarded and monitored. Observations of attainment and formative assessments are ongoing, as are observations of other aspects of pupils' development such as social skills.

SENCOs have purchased and have access to a range of diagnostic assessment tools to be used with individuals to identify specific barriers to learning in English and Maths.

All pupils in F2 are screened using Infant Speech and Language Link to identify any speech and languages difficulties as early as possible. Infant and Junior Speech and Language Link is also used throughout the school to screen children where staff suspect a speech or language difficulty.

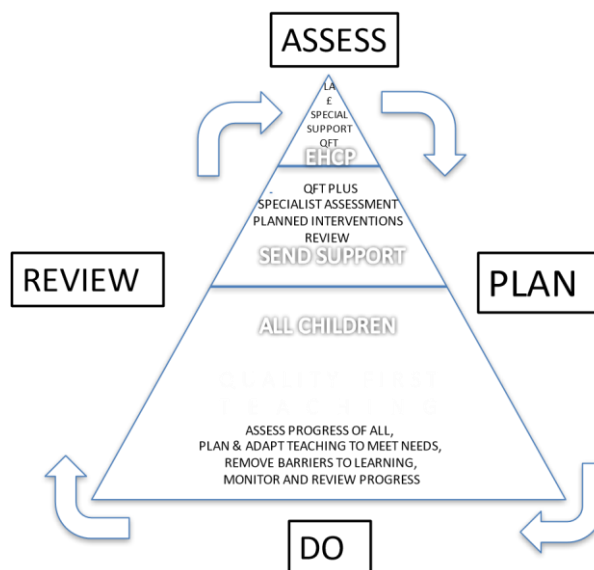
Where assessments and observations indicate a lack of progress, working well below age-related expectations or other difficulties/barriers to learning are present, teaching staff refer to internal OAP checklists formed from the Buckinghamshire SEND Ordinarily Available Provision document. Teachers are expected to implement the advised strategies and advice. Following a review, if there is still a concern the teacher completes an 'Initial cause for concern' document. This document summarises the areas of need for the child, a review of the strategies implemented to date and information about progress over time from a variety of assessments. This is submitted to the lead SENCO, and further actions and strategies are suggested. This may involve guiding staff, providing equipment or signposting to other resources. A conversation with staff who know the child well, and the SENCO, leads to a discussion about the child's strengths and areas of difficulty. Suggestions on how to support these difficulties, or adjustments that could be made to the environment, are then discussed. Additionally, it may be advised that the class teacher

accesses an online advice session from a professional (such as a speech and language therapist or occupational therapist) for further expert advice or attends a course as part of continue professional development. A referral to another professional may also be suggested in collaboration with parents.

8 THE GRADUATED APPROACH TO SEN SUPPORT

At **STOKENCHURCH** we follow the SEND Code of Practice: 0 – 25 years (DfE 2014) graduated response.

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEN support takes the form of a four-part cycle (Assess, Plan, Do Review) through which early decision and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes. This is known as the graduated approach.



ASSESS – In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs following the process detailed in the previous section.

Progress using assessments are reviewed regularly. This helps ensure that barriers to learning are identified, support and interventions are matched to need and that a clear picture of their impact is known.

PLAN – When SEN provision is necessary, the pupil will be formally recorded on the SEN register and a SEN support plan will be drawn up. The class teacher, with input from the SENCo and parents/ carers will draw up the plan. The plan details the outcomes sought, the interventions and the support provided and any advice from other professionals that has been given. The class teacher and support staff will be responsible for implementing the SEN support plan.

Parents/ carers are made fully aware of the planned support and interventions in place. They are also provided with strategies and tips for how they can contribute to support their children at home.

DO – The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions, ensuring this is linked to classroom teaching.

REVIEW – The effectiveness of the support and interventions and their impact on the pupil’s progress is reviewed regularly through results from both in whole school universal assessments, teacher assessments, feedback from learning support assistants and other diagnostic assessments.

The impact of the interventions is entered into our school ‘Provision Map’ tool. This allows us to analyse the impact of interventions related to outcomes.

The class teacher, working with the SENCo, will revise the support in light of the pupils’ progress and development, deciding on any changes to support and outcomes in consultation with the parent/ carer and pupil.

The SENCO monitors progress towards the outcomes, and in discussion with staff and parents may decide to maintain the child’s SEN status, remove the child from the school’s SEN register or involve the support of external agencies to access further support.

New targets, strategies and interventions are detailed on the SEN plan, along with advice of how parents and carers can support at home. Reviewed outcomes and new plans are shared with parents during a meeting, and the plan is signed by the pupil, class teacher, the SENCO and parents/carers.

These reviews will happen be three times a year as part of the assess, plan, do, review cycle.

9 MANAGING PUPILS ON THE SEN REGISTER

SEN SUPPORT PLANS

Children receiving SEN provision have their needs recorded on a SEN support plan (SSPs) . SSPs are reviewed at least three times a year in collaboration with parents. Class teachers hold the responsibility for evidencing progress according to the outcomes described in the plan.

Education, Health and Care Plans

Most children and young people will have their needs met through universal mainstream provision for example, in school via SEN Support. EHCPs provide support over and above that which is ordinarily available within mainstream education settings and aim to support access to learning and development of independence.

EHCPs are for children and young people from birth up to age 25. EHCPs provide statutory protection in respect of educational provision. They are intended to be holistic and centred on the child or young person’s needs and because they are person-centred and contain an ‘All About Me’ section.

An EHCP is only provided after an assessment with input from the family and relevant professionals, and once finalised the EHCP will be reviewed annually.

If it is believed that a child requires support which is over and above that ordinarily available from mainstream resources, a request may be made for an EHC Needs Assessment (EHCNA). The request will usually be made by your child's education setting, but parents can make the request themselves.

The legal test for an EHC Needs Assessment is from section 36 of the Children and Families Act 2014

Requests for assessment may also be made by the parent/ carer or by referral from another agency.

When requesting an EHCNA the school will have the following information available:

- Individual behaviour plans/analysis of behaviours
- The pupil's past SEN Support Plans with the reviews
- Information on the pupil's health and relevant medical history
- Assessment information
- Individual behaviour plans/analysis of behaviours
- Other relevant assessments, advice and reports from specialists and professionals
- The views of both parent and child.
- Any other involvement by professionals including NHS and social care if appropriate

If an EHC Plan is approved by the LA it will include details of targets/outcomes set for the pupil and listed provisions, these will be:

- Long term in nature, established through parent/pupil consultation.
- Implemented in the classroom setting either with whole class or group teaching.

Where a child has an Education, Health and Care plan, the local authority must review the plan, as a minimum every twelve months, through an Annual Review meeting. Parents/ carers, the child concerned, school staff and outside agencies involved with the child are invited to attend these reviews to amend outcomes.

IN CLASS SUPPORT

All pupils identified as having a SEN or disability are treated equally and given access to an appropriate curriculum. Within lessons, it is the teacher's responsibility to adapt teaching and learning, as part of quality first teaching in order to meet the needs of all pupils. This may include scaffolding, making reasonable adjustments, use of resources, adaptive teaching and use of other staff such as LSAs.

Pupils with Education, Health and Care Plans (EHCPs) are supported according to the requirements of their EHCP. Any additional adult support is carefully managed to ensure that it is not unduly intrusive.

INTERVENTIONS

STOKENCHURCH has a wide variety of additional interventions which can be used to support pupils. All staff promote that the majority of interventions are accessed by pupils in the classroom.

However, where necessary, this additional support is provided through small group or 1:1 interventions outside of the classroom delivered by a fully trained Learning Support Assistant.

INVOLVEMENT OF EXTERNAL SPECIALISTS

In addition to providing staff training and giving support and advice, a variety of outside services are involved in working closely with the school to meet the needs of individual children.

- Termly advice clinics with a Clinical Psychologist from a local Child Psychology Service, Everlief.
- Individual advice clinics are accessed for pupils via online meetings with OT and SALT service.
- Once in-school strategies and interventions have been implemented and reviewed, it is sometimes necessary for the school and parents/carers to make referrals to outside agencies. Before observing or assessing children in school the professionals would always obtain parental permission. Links with the following services are made to support the specific needs of children:
 - Woodlands Pupil referral unit
 - Bucks NHS 'Children's and Young Persons Therapies
 - School Medical Service
 - LA advisors e.g. Exclusions and Reintegration team
 - Social Services
 - County Attendance Team
 - CAMHS: Child Mental Health Services
 - Inclusion specialist teachers
 - Early Help service through Family support
 - School Nursing Team

ACTIVITIES OUTSIDE OF THE CLASSROOM INCLUDING SCHOOL TRIPS

STOKENCHURCH offers a wide variety of trips and extra-curricular activities for pupils. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities. A risk assessment will be completed by the Headteacher for each trip and the needs of individual pupils are considered as part of this process. Additional adjustments may need to be made in order to allow the child to attend safely; this could involve a parent/carer accompanying them on a trip or a higher level of staffing support.

CRITERIA FOR EXITING THE SEN REGISTER

When pupils make progress (as outlined in the SEND code of practice), which means that their needs can be supported with reasonable adjustments and adaptive teaching, support will gradually be reduced. Where a pupil continues to make adequate progress without the requirement for provision that is additional to or different from that which is provided as part of Quality First teaching, for a period of a term or more, the pupil will be removed from the SEN register, following a discussion with the parents. Their progress will continue to be carefully monitored and reviewed regularly through the school's assessment tracking process.

10 SUPPORTING PUPILS AND FAMILIES

The school will:

- Seek and value the parents'/ carers' wishes for the child.
- Ensure that all parents/ carers are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and teachers. These are outlined in the annual SEN Information Report, the SEND policy, through the SEND section on our website, in the Annual Governors Report and during informal coffee mornings for parents/ carers.
- Inform parents/ carers immediately when there are any identified concerns about a child's development, offering an opportunity for discussion and exchange of information.
- Ensure parents/ carers are consulted when their children are on the SEN register.
- Arrange discussions between the teacher and parents/ carers of children receiving additional SEN support to discuss the child's needs and approaches to addressing them.
- These will happen at three formal points in the year (once per term), and further communications and meetings will happen if and when required.
- Share the strategies which will be used in school and offer suggestions for strategies for home.
- Signpost families to the support in the Local Offer.

LOCAL OFFER

Buckinghamshire Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. For further information please visit: www.bucksfamilyinfo.org/localoffer

TRANSITION ARRANGEMENTS

In school transition

Transitions between year groups at the end of the school year are considered carefully, in particular with respect to our children with additional needs. These arrangements are personalised and may include additional visits to the area, transition booklets, meetings with staff and parents/ carers. All relevant

documentation and records are shared between teachers to ensure a good transition and that provision is in place for the new school year.

Transitions between other settings

Early Years settings are contacted to discuss any children identified as having a special educational need or disability before they start in nursery or F2. For any other admissions we make contact with a child's previous school if a child is identified as being on the SEN register during the admissions process.

Planning meetings/discussions involving the SENCO and prospective class teacher are made, to ensure that the needs of any child entering the school with SEN can be met as fully as possible.

We contact receiving schools for all children with SEN and forward on relevant paperwork to support a smooth transition with the receiving school having all relevant information. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the continuity of a child's development.

Additionally, the SENCO makes arrangements to hold transition meetings with Secondary schools to discuss children transferring to them with any additional needs or reasonable adjustments in place.

ADMISSIONS ARRANGEMENTS

We strive to be a fully inclusive school. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. All children play a full part in the daily life of the school and are encouraged to participate in all activities with support in place if needed. Places for children with or without a special educational need are allocated in line with the local authority's admissions policy. If a parent or carer wishes to have mainstream provision for a child with an EHCP, the LA must provide a place unless the academy/school is unsuitable for the age, ability, aptitude or special educational needs of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others or efficient use of the Local Authority's resources.

- The school will ensure that all children are admitted to the school in accordance with LA policy which is detailed in the school prospectus.
- The school will work with parents/ carers of children with SEN and with other professionals, in order to meet the best interests of the child.

- The school will make every effort to provide any necessary adaptations possible within the constraints of the school budget.

ACCESS ARRANGEMENTS

Some children require access arrangements to enable them to access in-school and statutory assessments. Class teachers, in consultation with the SENCOs and the Assessment Co-ordinator, identify which arrangements should be made. For statutory assessments, these need to be applied for, as detailed in the specific assessments' guides.

GRAMMAR SCHOOLS AND TRANSFER TESTS

It is the parents' or carers' responsibility to notify the school that they request reasonable adjustments to the Transfer Tests to be applied for.

11 MONITORING AND EVALUATING SEN PROVISION

Teachers are responsible for the provision of education for pupils with SEND in their class. They are responsible for overseeing the day to day running of interventions, both in planning their implementation and requesting providing feedback regarding impact and progress. Other strategies are also evaluated for their impact. For pupils with an EHCP who are receiving direct support from NHS therapies, or a specialist teacher, the supporting professional will review the provision in consultation with school staff.

The school's new online Provision Map tool requires staff to input an assessment on entry and at the end of the intervention (exit) to assess its efficacy.

Each term the SENCO provides a report for the school governors, comparing the progress for pupils with SEND in comparison to those with no identified SEND. Progress tracking documents are kept within year groups for each child participating in an intervention. Where an intervention does not demonstrate progress, an alternative is sourced.

SEND provision is monitored and evaluated in the following way:

- Classroom practice being monitored by the SLT and curriculum leaders
- Analysing pupil tracking data on attainment and progress for all groups including those pupils with SEN
- Informal and formal learning walks by the SENCOs
- Meetings of parents, staff and specialists to plan outcomes

- SENCOs review progress noted on Provision Map to evaluate the effectiveness of provisions

Additionally, SEND provision is reviewed by:

- Termly monitoring by the SEND Governor
- Annual School Self Evaluation processes and inclusion in in the School Development Plan

12 TRAINING

As required by the SEND code of practice, Cat Howland and Chess Avery have completed the Masters level post graduate NASENCO qualification. Chess Avery has completed the Emotional Literacy Support Assistant (ELSA) Training, the Foundation Course in Signalong Phase 1, and Speech and Language Link training. Other members of staff have completed ELSA training and Speech and Language Link training.

Regular SEND-based whole school training is provided to teachers as part of their weekly INSET training schedule, and weekly INSET training meetings are delivered to LSAs as part of a rolling training programme.

Each year, part of the budget allotted to the SEN provision is allocated to training. 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.

Members of staff participate in courses run by Buckinghamshire Council traded iSEND services, as well as those offered by the NHS Speech and Language and Occupational Therapy Service. The school also use the 'National college' CPD training platform to allow staff to attend additional training. Staff are allocated to particular courses depending on the particular needs of the pupils they are working with. Feedback from courses is then cascaded to other staff to support their professional development. Training needs of staff are identified through the performance appraisal process (professional development meetings) and learning walks.

The school's SENCOs regularly attend the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND and take responsibility for ensuring their own CPD enables them to support staff to meet the needs of learners.

13 REVIEWING THE POLICY

The SEN policy is reviewed annually by the SENCo and Governing Body to take account of the changes made to the Code of Practice.

14 ACCESSIBILITY and ADAPTIONS TO THE ENVIRONMENT

FACILITIES

STOKENCHURCH has a modern building which incorporates ramps, accessible toilets and lifts and is therefore accessible for children with physical disabilities and those with wheelchairs. Classroom adjustments and provisions for children with visual impairments also are in place, for example yellow lines painted around the school.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching strategies, content of the lesson
- Using recommended aids such as laptops, coloured overlays, visual timetables.
- Making reasonable adjustments e.g. giving longer processing times, pre teaching of key vocabulary, reading instructions aloud.
- Providing additional scaffolds and equipment: writing slopes, pencil grips, training scissors, sit on wedges.

15 COMPLIMENTS AND COMPLAINTS

As taken from the DFE government website, SEN complaints should be dealt with as follows:

- Follow these steps in order. Move on to the next step if your complaint is not resolved.
- Talk to the school's special educational needs co-ordinator (SENCO).
- Follow the school's complaints procedure.
- Complain to your local authority.

For children with EHCPs:

Appeal to the Special Educational Needs and Disability Tribunal if you disagree with a decision your local authority has made about a child or young person's education, health and care (EHC) needs or plan.

You can appeal if you do not agree with the EHC plan your local authority has made, or if they:

- refuse to carry out an EHC assessment or reassessment
- refuse to create an EHC plan after carrying out an assessment or reassessment
- refuse to change the sections of an existing EHC plan which are about education (sections B, F and I)
- decide you or your child does not need an EHC plan any more

Stokenchurch Primary School's Complaints Procedure

Within our school we will follow the following procedure:

- There will be discussion between parents and SENCO within one week of any complaint being made.
- A procedure will be followed in the event of the initial meeting failing to resolve the complaint. This will involve the Head Teacher who will hold a fact finding meeting after discussion with the parents, teacher and SENCO individually. This meeting will be held within one week from the Head's notification of the need.
- A procedure will be followed in the event of continuing dissatisfaction. Parents will be advised to take their complaints to the Governor with responsibility for SEN or ultimately to the LA.
- Further follow up meetings at any stage, where necessary.

The school's complaints policy:

<https://www.stokenchurchprimary.co.uk/page/?title=Statutory+Information&pid=31>

16 ROLES AND RESPONSIBILITIES

ALL MEMBERS OF THE SCHOOL COMMUNITY (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- a commitment to a partnership approach to provision.

THE MANAGEMENT TEAM (governors, Head Teacher and senior staff) work towards the school's aims by:

- determining the school's general policy and approach
- taking responsibility for devising and implementing this SEN Policy through widespread consultation
- monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- establishing appropriate staffing and funding arrangements
- informing parents (via the Governors' Annual Report) about the success of the policy, any significant changes to it, resource allocation and consultation with the LA and with other schools
- designating a specific governor as having special responsibility for SEN.

THE HEAD TEACHER works towards the school's aims by:

- management of provision for children with special educational needs
- keeping the governing body fully informed
- working closely with the SENCO to co-ordinate provision.

THE SENCOS

The SENCOS are Cat Howland & Francesca Avery.

The SENCo Cat Howland holds the National Award for SEN required by Clause 67, C & F Bill, 2014.

(Special Educational Needs Co-ordinator) works towards the school's aims by:

- overseeing the day-to-day operation of the school's SEN policy,
- co-ordinating provision for children with SEND,
- Liaising with the Designated Safeguarding Leads
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- liaising with class teachers/parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ensuring that the school keeps the records of all pupils with SEND up to date.

THE GOVERNOR ROLE works towards the school's aims by:

- Ensure that necessary provision is made for children who have SEND,
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Consult the local authority and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that children with SEND are included in all aspects of school life, so far as is reasonably practical and compatible with their learning needs
- Ensure the effective use of resources

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

TEACHERS work towards the school's aims by:

- listening to and including pupil voice
- including pupils with SEND in the classroom, ensuring lessons are planned to address potential areas of difficulty and remove barriers to pupil achievement.
- planning for and delivering an appropriately scaffolded curriculum.
- making themselves aware of the School's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND

- making regular assessments of progress for all pupils
- using high quality teaching strategies and ordinarily available provision to address areas of need
- creating and using SSPs and provision maps
- working collaboratively with external agencies, using any advice given from reports in the day to day provision for a child.
- working closely with support staff, aiming to meet the needs of all the children within their class.
- meeting with the SENCo for support, advice and strategies to support inclusion
- involving parents of pupils with SEND in planning and reviewing progress

SEN ASSISTANT works towards the school's aims by:

- Close liaison with SENCO in the provision for pupils with special needs
- Establishing resources to support specific SEND programmes monitoring
- Monitoring and reviewing the effectiveness of interventions across the school and the impact they have on children's progress.
- Establishing new resources/interventions for small groups of children dependant on need.
- Reviewing staff training on interventions and ensuring good practise is shared across the whole school.
- Overseeing provision maps and tracking of progress in line with specific interventions.

LEARNING SUPPORT ASSISTANTS/TEACHING ASSISTANTS work towards the school's aims by:

- Assisting in the implementation of provision maps and SEN support plans within the classroom setting
- Supporting individuals or small groups of children within the classroom to enable them to reach the targets set within the SEN support plan
- Allowing children with SEND to access the classroom curriculum
- Close liaison with the SENCO in the provision for pupils with SEND and giving feedback regularly regarding interventions.

SEND PUPILS work toward the school's aims by:

- Being aware that the school is making special provision to meet their needs
- Co-operating with teachers developing a growing understanding of their own needs
- Taking growing responsibility for their own learning.
- Being aware of their targets on their SEND support plan
- Contributing to a 'circle of support' about who best supports them.

PARENTS/ CARERS work toward the school's aims by:

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time)

- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by supporting in class where appropriate, and giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.

15 LINKS WITH OTHER POLICIES AND DOCUMENTS:

1. OAP checklist
2. Bucks OAP document
3. Initial cause for concern form
4. SEN support plan
5. Accessibility plan
6. Behaviour policy
7. Supporting pupils with medical needs
8. Complaints and resolutions policy