

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY 2025



**Head Teacher: Rachel Mobbs
SEN Governor: Jo Brant**

SENDCO and Author: Jennifer Williams

**Jennifer Williams
SENDCO
Whitchurch Combined School
North Marston Lane
Whitchurch
Bucks
HP224JG**

01296 641418

Email address: office@whitchurch.bucks.sch.uk

Mrs Williams' email: sendco@whitchurch.bucks.sch.uk

Section 1: Introduction

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities 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
- Children and Families Act 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards July 2011 (Introduction updated June 2013)
- This policy was created by the school's SENDCO with the Governor in liaison with the SLT/all staff and is available for all parents/carers.

The Whitchurch Combined School Ethos and Rationale

Whitchurch Combined School is a mainstream Local Authority run school set in a rural location but on the periphery of Aylesbury. Many children live in the village of Whitchurch but some live in the surrounding villages, some on the edge of Aylesbury. Children come from a variety of backgrounds and we have a small group of children entitled to Pupil Premium. A minority of children, for whom English is not their first language, also attend.

Every teacher at Whitchurch Combined School is a teacher of every child, including those with SEND. All teaching assistants have received training to enable them to support all children in school including those with SEND. There are many children with different difficulties and barriers to learning at Whitchurch Combined School, we aim to remove barriers to learning where possible using the resources available in a mainstream school. Training needs of new staff are identified quickly and met appropriately either in-house or via external providers. At Whitchurch Combined School, every

child matters as an individual and we try to allow children to form their own personalities and take ownership and responsibility for their learning and social experiences. We expect all our learners to have access to a broad and balanced curriculum.

Careful planning of lessons is essential at our school in order to address potential areas of difficulty and to remove barriers in order to support pupil achievement for pupils with SEND thus supporting access to the full curriculum.

This document has been informed by staff and Governors and is available for parents and carers. Great care was taken to ensure that it reflects the SEN Code of Practice 2015.

Care has been taken to ensure that this SEN Policy compliments other policy documents in school such as the School Behaviour Policy, Safeguarding Policy, the CAF and Accessibility Plan.

Section 2: Aim (The Longer View)

Long Term Aims

- To help pupils develop their individual personalities, skills and abilities
- To provide outstanding creative teaching which makes learning challenging, accessible and enjoyable
- To provide equality of educational opportunity
- To focus on inclusive practices and removing barriers to learning
- To take into account the views of children and their families, enabling them to participate in decision making with the school whilst collaborating with outside agencies
- To identify the needs of the 'whole child' including SEND
- To raise the aspirations of and expectations for all pupils including those with SEND
- To provide all children with the skills they need to be successful and happy adults in modern Britain.

Fundamental Principles

We are committed to these fundamental principles for every child at Whitchurch School including those with SEN:

- we will ensure the implementation of Government and LA SEN recommendations
- we will ensure the school's SEN policy is implemented consistently by all staff
- we will train, guide and support all school staff, governors and parents in SEN issues
- we will identify the needs and subsequent barriers to learning and participation, and provide appropriately to meet a diversity of needs
- we will focus on inclusive practices and removing barriers to learning.
- we will provide a happy, sensitive and secure learning environment in which our pupils may thrive
- we will endeavour to meet the needs of any child with SEND within the resources and expertise we can reasonably make available
- the SEN of children will normally be met in the mainstream classroom setting, or through periodic withdrawal for small group or individual tuition without being intrusive
- we will involve the child in the whole process of identification, assessment and provision and ensure that the views of the child are sought and taken into account
- we will maintain a strong partnership with parents/carers and involve them in the decision making and supporting their child's education
- children with special educational needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum
- we will recognise, celebrate and record the achievements of all pupils including those with special educational needs in order to promote their self-esteem and encourage independence for the future
- we will provide for children's physical and emotional wellbeing

These fundamental principles and practices underpin the Children and Families Act 2014 and principles of the SEND Code of Practice 2015.

Our objectives

We intend to:

- identify and provide for pupils who have SEND and additional needs
- work within the guidance provided in the SEN Code of Practice, 2015
- operate a whole pupil, whole school approach to the management and provision of support for SEN
- provide a SEND coordinator (SENDCO), with appropriate SEN qualifications, who will work with the SEN Inclusion Policy
- provide support and advice for all staff working with pupils with SEND

Section 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definitions

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

“A child or young person has SEN 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 has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

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 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.

Children have SEN if they have a **learning difficulty or disability** which calls for *special educational provision* different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support (SEN Code of Practice, 2015). These improvements in whole-class provision tend to be more cost effective and sustainable for Whitchurch Combined School.

Children at Whitchurch Combined School are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, if having English as their second language becomes a barrier to learning, assessment and support is provided by school and outside agencies such as SALT should this be required.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in our school.

A child has a **disability** if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day learning activities.

The four broad key areas of special educational need according to the 0-25 SEND Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that we plan for. Whitchurch Combined School identifies the needs of its pupils by considering the needs of the whole child which

includes not just the SEN of the child. We have to consider what is NOT SEN but what may impact on progress and attainment:

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

Identifying behaviour as a need is no longer an acceptable way of describing SEND; as such any concerns relating to behaviour will be described as an 'underlying response to a need' which we are able to recognise and we will identify clearly in provision mapping.

Provision for children with SEN

At WCS the provision for children with special educational needs is a matter for the whole school. The governing body, the head teacher, the SENDCO and all other members of staff have a shared responsibility for SEN children. Teaching such children is therefore a whole school responsibility.

Communication

A governor will be appointed with responsibility for SEN. The SEN Governor will liaise with the SENDCO. Once a term the SENDCO will provide a list of Special Needs children and update the head with outside agency intervention and the mapping of resources class by class. These will be available to access on SharePoint and emailed to the head teacher. The figures will also be shared with the governing body in the termly head's report and opportunities will be given for any questions arising from these numbers.

Identification, Assessment and Provision

Class and subject teachers, supported by the senior leadership team (SLT), make regular assessments of progress for all pupils and meet three times over the year to discuss those identified as not making progress in Pupil Progress Meetings.

The assessments seek to identify pupils making less than expected progress or much higher than expected progress given their age and individual circumstances and this information informs the progress meetings and the support then actioned by the team. This is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- is significantly faster than that of their peers starting from the same baseline and is More Able

Identification also includes progress in other areas of attainment – for instance, where a pupil needs to make additional progress with wider developmental or social needs in order to make a successful transition to adult life, for example is diagnosed with Autistic Spectrum Disorders (ASD).

Identifying children with SEN

We will assess each child's current levels of attainment on entry using an approved baseline procedure. Although the assessment is not specifically designed to identify those children with special educational needs, it provides a means of alerting us to children who have particular difficulties, **some** of whom **might** have special needs.

If a child has an identified special educational need when they start primary school, we will:

- use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class

- use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- use pre-key stage standards to assist with assessment and the setting of targets
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- involve parents in developing and implementing a joint learning approach at home and in school

As children move through the school, their rate of progress may start to give rise to concern. The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school.

Children with English as an additional language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. It is necessary to consider the child within the context of their home, culture and community. Where there is uncertainty about an individual child, schools should make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist. Lack of competence in English must not be equated with learning difficulties as understood in this policy. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they **may** have learning difficulties. Schools should look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there, or whether the difficulties arise from special educational needs.

Assessment & Record keeping

To help identify children who may have special educational needs, we can measure their progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified in the New National Curriculum
- their performance against the level descriptions within the National Curriculum at the end of a key stage or the pre-key stage standards for pupils working significantly below the expected standard. In rare cases the engagement model will be used to assess those children who are not engaged in subject specific study.
- standardised screening or assessment tools including:
 - Hertfordshire reading test (sentence reading).
 - Single Word Spelling Test – spelling assessment
 - Word Checklists from the New National Curriculum
 - Key Stage 1 SAT Tests and Tasks from previous years.
 - NFER Age Standardised tests
 - Phonic Spelling Assessments from phases 2-6 (letters and sounds)
 - High frequency word assessments from letters and sounds document
 - Phonics milestones
 - Literacy assessment pack available in each class
 - Sonar assessment tracking system

We will also be open and responsive to expressions of concern by parents and take account of any information that parents provide about their child.

We will record the steps taken to meet the needs of individual children. Our SENDCO will maintain a **Register of Need (RON)**, and this will be updated termly. This will be available to access on the school's sharepoint. Blank **SEN Support Plans, Provision Maps, and Intervention Record** forms will be issued to each class teacher through the share point. Each individual child's records for Special Needs will be kept in a folder in their classroom. Maintaining this folder on a day-to-day basis is the responsibility of the class teacher and plans should be kept as working documents to be

annotated as needed. The folder will be kept securely in a locked cupboard but will be easily accessible to staff when needed. Our SENDCO has responsibility for ensuring that the records are properly kept and available as needed. Parents and children should not be able to see other children's records.

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

The graduated approach: Introduction

In order to help children who have SEND, we will adopt a graduated approach that encompasses an array of strategies. This approach recognises that there is a continuum of SEN and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. However, other than in exceptional cases, we will make full use of all available classroom and school resources before calling upon outside agencies. In many cases 'internal' action will result in the child's barriers to learning being resolved.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or who may have SEN. The Ordinarily Available Provision document outlines the provision that the local authority expects to be available to all pupils with SEN. Once a child requires provision from section two then school should consider placing the child on **SEN support**, which is a graduated approach to supporting children with SEN.

Deciding whether to make special educational provision:

When deciding whether to make SEN provision the teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. The document **Criteria for a pupil's being placed on the register of need** outlines the process and assessment used when deciding whether a child needs further SEN provision. The summary of which is as follows:

- A specific area of need has been identified through assessment (either in-house or by external professionals), that impacts on educational progress and/or attainment
- Strategies and interventions at "On Alert" have had little or no impact on progress and/or attainment.
- The pupil requires teaching, intervention and/or support that is "additional and different" to the school's usual (universal) provision.
- The pupil may be accessing support from an external professional, although this is not a necessary requirement.

Where appropriate and for higher levels of need, we arrange to draw on more specialised assessments from outside agencies and professionals in keeping with the New SEND Code of Practice 2015. This information gathering includes early discussion with the pupil and their parents or carers. In these consultations, we can ascertain a good understanding of the pupil's areas of strength and difficulty, the parents'/carers' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions are kept on the pupil's records and placed in the office in the pupil file and will also be given to the parents/carers. It is at this stage that parents/carers are given advice on the local authority's information and support services.

The class teacher, the SENDCO or the parent, may identify a child with SEND. As a result, the class teacher, in consultation with the SENDCO, should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This is known as **SEN SUPPORT**. The triggers for intervention through SEN Support could be the teacher's or others' concern, underpinned by evidence, about a child who - despite receiving differentiated learning opportunities -

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- requiring provision as outlined in section 2 of the **Ordinarily Available Provision**.

The SENDCO and the child's teacher will work together to decide on the action needed to help the child to progress in the light of earlier assessments. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Therefore, appropriate action will take the form of differentiated teaching and learning methods using a graduated approach and a four part cycle of assess, plan, do, review (APDR) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

It is essential that parents and the child are fully aware and part of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. Parents should also be involved in the review of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning the next steps.

Stage 1 - Good quality first teaching - inclusion of all children using differentiated teaching and learning. Staff will refer to section one of the Ordinarily Available Provision booklet provided by the LA SEN team. Booster level support in groups or 1:1. Intention is for children in these groups to meet national expectation.

Interventions may include: Booster groups, 1:1 tuition, Nessy Reading and Spelling, Rainbow Road OT, LSCWC activities, reading fluency / comprehension, tables, tracks spelling, friendship groups etc.

Children at this stage are not on the SEN register although some SEN children may take part in these groups. They form part of class provision mapping.

Stage 2 (SEN support) - Focused teaching activities including support from Specialist Teaching Services. Additional to / or different from what is provided to everyone else. Further suggestions can be found in section two of the Ordinarily Available Provision booklet.

Resources such as – Toe by Toe, Word Wasp, Hornet, Power of 2, Rainbow Road OT, Catch-up, direct teaching, precision monitoring, working memory games, beat dyslexia, SNIP, Circle of Friends etc.

- specially differentiated learning materials/equipment;
- coloured screens, paper or exercise books.
- group or individual support following provision mapping;
- additional monitoring and assessment;
- advice on strategies and equipment from outside agencies, e.g. OT and Cognition and Learning Team, SALT or ASD Specialist Services.
- research/training to enable staff to introduce more effective strategies.

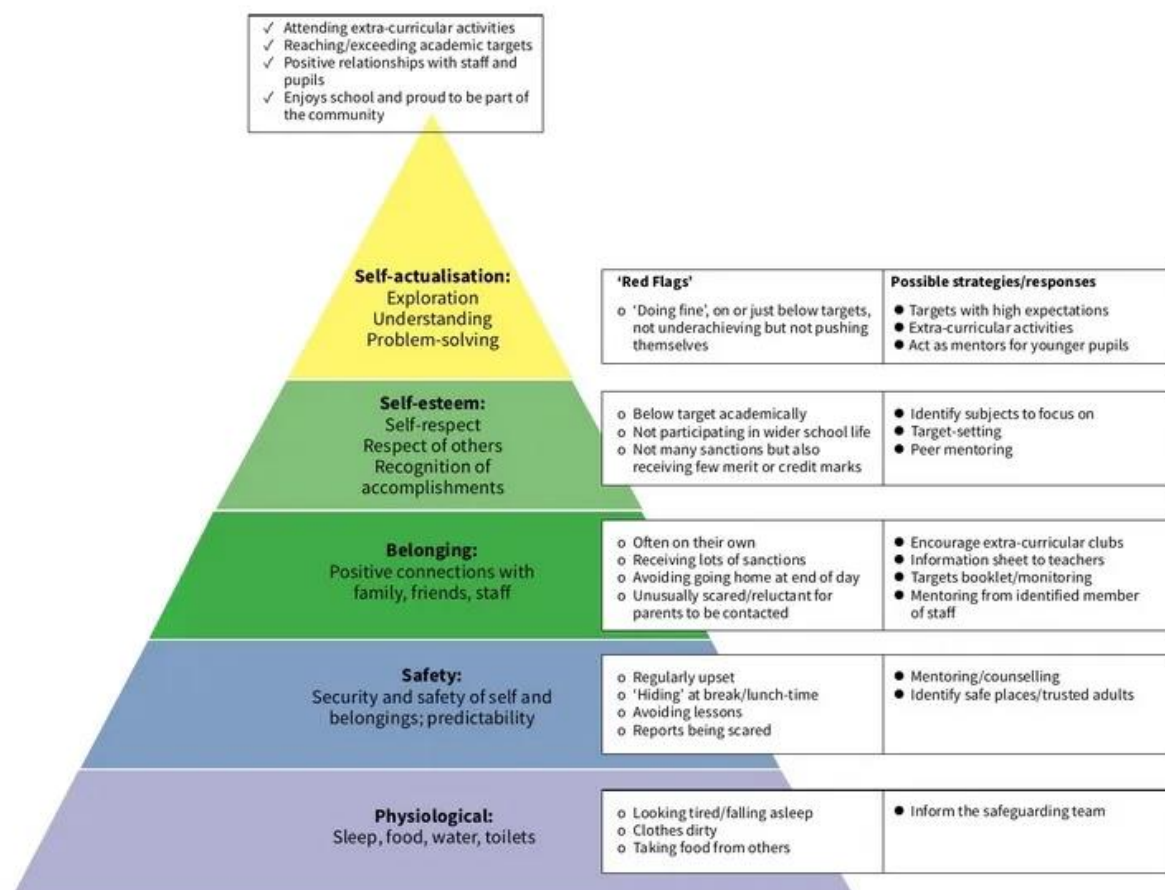
Stage 3 (SEN support) – as above, collecting evidence for a statutory assessment

Stage 4 (EHCP) – Education Health Care Plan in place

Interventions:

The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of assessment, planning, action and review

(APDR) within the school to enable all children to learn and progress and to break down barriers to learning. When considering which interventions to provide for a child and when they should take place it is useful to consider Maslow's Hierarchy of needs:



A child's basic physiological, safety and emotional needs have to be met before the ultimate aim of self-actualisation can be met. Interventions will not take place during teacher input. If a child has missed some learning whilst an intervention was taking place then rapid catch up will be delivered by a TA or class teacher. When it would be detrimental to a child's social or emotional wellbeing then they will not be made to catch up on any missed work. If a child is unable to access the learning because of SEMH needs or because they are working at a different level then a curriculum more suited to their needs will be planned by the class teacher and delivered by a trained TA. In some cases, this may just be for one subject for example phonics. Some children may need a fully personalised curriculum, when this is the case, this need will be outlined in their EHCP.

Individual and Group Provision Maps

The strategies we employ to enable a child with SEND to progress will be recorded within either a SEN Support Plan, a Provision Map (Impact).

The SEN Support Plan and Provision Map (PM) should include information about:

- suitable learning challenges devised to meet the child(ren)'s needs;
- a child's baseline (the reason that they are having an intervention)
- the expected outcome or targets set for or by the child(ren), including success and/or exit criteria;
- the provision to be put in place (i.e. teaching strategies, types of support, time allocated, frequency of support, materials and resources, location of support, and special arrangements for access to the National Curriculum)
- the review at the end of each term, the actual outcome, including comments on why a target may not have been met.

The SEN Support Plan or PM will only record that which is additional to or different from the differentiated curriculum which is in place as part of provision for all children. The Provision Maps will be clearly written, will include SMART targets, where they are in relation to others of their age, and details of all support given to the children so that time and resources offered to these children is evidenced. Any targets based on external agencies' advice will also be included and referenced. The SEN support plans will be reviewed with the child and the parents at termly intervals (three per year). The class Provision Map will be reviewed by staff on a half termly basis.

Class teachers have the principal responsibility for implementing all Provision Maps on a day-to-day basis. Aspects of this role may be delegated to learning assistants. The SENDCO will monitor the role of the class teachers and learning assistants.

Reviewing Provision Maps

We will review the SEN Register and the Provision Map termly. Parents of children with SEN are offered the opportunity to meet the class teacher separately from and instead of the main Parents' evening. Reviews need not be unduly formal; however, some may need a more formal arrangement where they involve a range of parties. Any additional support that children receive, including those with SEN Support will be discussed at the Pupil Progress Meetings where further action can be discussed.

At the review, we will address these issues:

- Progress against specified targets
- Effectiveness of the help received by the child; (where a child has used a Stage 3 programme, it is expected he / she will achieve 'double the rate of expected progress')
- Future targets
- Planned provision
- Views of the child and parents
- Arrangements for the next review.

Where appropriate, children should attend their reviews in person. If they do not attend, views about their progress and possible future targets will have been ascertained by the class teacher and discussed with the child, the attached support assistant or the SENDCO prior to the meeting. Parents may also wish to convey their child's opinions. We will also ask parents to give their children feedback following the meeting. The final decision as to whether or not a child attends a review rests with parents but is a recommendation of the SEN Code of Practice 2015.

Supporting children with SEN: The next step

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we then consider involving specialists, including those secured by our school or from outside agencies. This might include, for example specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. NB: Sometimes it is pertinent to involve these specialists to advise us on early identification of SEN and effective support and interventions.

A request for help from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents, at a meeting to review the child's SEN Support Provision Map. Schools should always consult specialists when they take action on behalf of a child through SEN Support. Such specialist agencies could also include:

- Specialist Teaching Service
- The Educational Psychology Service
- Occupational Therapy
- Speech and Language Department
- School medical services
- Pupil Referral Unit
- ASD Specialist Services.

The SENDCO may also with parental consent and support make a referral to CAMHS or a Consultant Paediatrician through the Single Point of Access in order to acquire a diagnosis that could explain certain barriers to learning, thus informing future planning and accessibility.

Support from advisory clinics or outside agencies may be sought in:

- setting new SEN Support Plans with fresh targets and accompanying strategies
- providing more specialist assessments that can inform planning and the measurement of a pupil's progress
- giving advice on the use of new or specialist strategies or materials
- providing support and resources for particular activities.

The triggers for making an EHCNA (Education, Health, Care Needs Assessment) could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period (typically 6-12 months, or 2 reviews)
- continues working at substantially below that expected of children of a similar age (around 18 months)
- continues to have difficulty in developing literacy, mathematics skills or communication skills
- has barriers to learning connected with emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The consent of a child's parents must be obtained before involving outside agencies, applying for an EHCNA or entering into interventions such as Circle of Friends. This can be discussed and obtained at a review meeting.

The SENDCO will note in the child's records what further advice is being sought, and the support to be provided for the child pending receipt of the advice.

Requesting a statutory assessment for an EHC Plan.

Any child who receives an Education Health Care Plan will have already been using an SEN Support Provision Map and will have been given every opportunity possible with the resources at our disposal, to have made progress. It is only when reasonable support has not been sufficient to break down barriers to learning that an EHC assessment will be requested. Once it is clear that, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents/carers should consider requesting an Education Health Care needs assessment.

To inform its decision the local authority will expect to see evidence of the action taken by our school as part of SEN Support. Our internal record keeping is crucial at this point and staff need to be aware of the necessity of keeping all records up to date. However, we are also in our rights as a school to make a request for an assessment in the case of the very small minority of children who may have such significant needs that the school considers it impossible or inappropriate to carry out its full chosen assessment procedure without immediate specialist assessment and interventions which it is unable to provide.

We will request a statutory assessment by the LA when a child demonstrates significant cause for concern. The SENDCO will complete an application for the request once all the evidence has been compiled by the teacher and the Headteacher is in agreement. By the time the SENDCO considers asking for statutory assessment of a child's special educational needs, we should be able to provide written evidence of or information about:

- the school's action through SEN Support (evidence should be kept from previous year groups)
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant (including reports from CAMHS)
- evidence of progress
- attainments in literacy and mathematics, including Baseline Assessments and KS1 SATs results

- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals including social services or education welfare service.

In certain circumstances an application for High Needs Block Funding (HNBf) can be made such as when:

- the needs of the child are so great that a school cannot wait for the outcome of the EHCNA,
- there is a short term significant need and a short burst of support could close the gap
- a child is new to the local authority and they have significant needs but school does not have the paperwork ready for an EHCNA
- a child is demonstrating significant emotional behaviour and a full assessment would not be possible at this time.

Once a draft proposal of an EHCP has been sent to our school, a meeting is arranged to discuss the document, set targets and make any changes to the plan that need to be made. This meeting should include: class teacher and support staff, parents/carers and the pupil. SEN support plans should be adapted depending on how effective it has been in achieving the agreed outcomes. However the EHCP should inform your target setting and all targets should be SMART. Once the EHCP has been agreed at this meeting it will be sent back to County for them to create the Final Copy. Once this comes back, it will be photocopied and the original will be kept in the locked SEN filing cabinet. A copy will become a working document to inform any staff working with the child of targets and interventions that the child will be working on. This should be attached to the SEN Support Plan. The SEN Support Plan title will be changed to EHCP, but the rest of the format will be the same.

Person Centred Review

Just as with the SEN Support Plan, the EHCP will be reviewed every term. Annually, a Person Centred Review (Annual Review) will take place.

The SENDCO will ensure that a representative of the LA is always invited along with other professionals to the Person Centred Review.

The child, parents/carers, teachers, TAs and professionals should have written a contributory report as evidence to support the meeting and all members should be privy to these reports 2 weeks prior to the meeting where possible.

The EHCP will be reviewed and any changes will be made in agreement with parents and all professionals involved with the child.

Discussion will also focus on these questions:

- **What are their strengths?**
- **What is working well?**
- **What is not working well?**
- **What is important to (pupil) NOW?**
- **What does (pupil) need in the FUTURE?**
- **What would I like to see happen?**

The parent/carer and child's contribution will also follow this format of questioning in order to create a bigger picture.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

In some cases, if a child is seen to have improved and is making the progress we would expect for their age then a discussion will take place with the class teacher, head teacher, SENDCO and parent before removing the child from the SEN register. An agreed timeframe – possibly two terms - will be given to monitor this change in the child before removing them from the register. Parents will be informed. This decision will be made by the school.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- Parents/carers are advised to go to our school's web page and look at the Local Offer and the school's statutory requirement to provide a SEN Information Report. They will also find information and links to other agencies to support the family and child.
- Admissions - Our normal admissions policy applies to all pupils, and we do not differentiate between applications from pupils with SEN and those without. Therefore, we will admit children already identified as having SEN, as well as identifying and providing for pupils not previously identified as having SEN. We will continue to provide for any SEN child who joins the school from a different area and who has been identified as requiring special educational provision. This will ensure continuity of provision. The responsibility of placing a child who has an EHC plan lies with the LA.
- The SENDCO and class teachers are responsible for ensuring SEND children are able to access exams and other assessments. For example, children with a professional diagnosis of ASD or Dyslexia are entitled to extra time or a scribe during certain assessments. These can be applied for by their teacher and Headteacher.
- Transition - Children have two 'moving up' mornings, where they move up to their next class and teacher. The teacher plans introductory tasks so that the children become more familiar with their surroundings and the rules and boundaries of their classroom; the teacher has the opportunity to do an initial assessment of need.
- We have adopted the Bucks County Council Health and Safety policy on SUPPORTING PUPILS WITH MEDICAL NEEDS. A copy is available in the school office.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We expect that children at Whitchurch Combined School will be properly supported with medical conditions so that they have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case WCS will comply with its duties under the Equality Act of 2010.

Some children may have SEND and may have an EHCP, which brings together health and social needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

Children with specific medical conditions have a health care plan which is kept with any medication they need in the classroom. This information is updated annually. All class teachers are given information about children's medical conditions which is kept securely in a class folder. When children go out on an educational visit, this information along with their medicine, is carried by the adult who has been delegated to support this child. The children know who their named adult is should they need medication. All staff are trained in basic First Aid and Anaphylactic Shock.

If children need medical support during school time all staff have Paediatric First Aid training further support maybe requested from Mrs Berridge, Mrs Rose and Ms Greatorrex who have had further training. When on residential visits, the children are attended by an adult trained in First Aid and all medications are carried by a WCS adult so that the medicines stay with the child at all times. Children will always know who is looking after their medicine and as such know where to go to collect their medication should they need it. If a child has an adverse reaction eg. bee sting or food allergy, appropriate medical help will be sought and parents will be contacted.

A copy of Supporting Pupils with Medical Needs is available in the school office.

SECTION 9: MONITORING AND EVALUATION OF SEND

Monitoring and evaluating the quality of provision we offer our children, happens twice a year. We have regular audits where SEN files are scrutinised and recommendations are made. The SENDCO audits our provision through sampling parent/carers' views, pupils' views and staff views, learning walks and book scrutinies. SENDCO surgeries take place on a termly basis so that staff can discuss the needs of children with SENDCO and identify next steps. We believe that reflective practice

through evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all our pupils.

SECTION 10: TRAINING AND RESOURCES

Resources

The SENDCO will receive a percentage of the school budget to spend on resourcing special educational needs and special educational provision. The SENDCO will liaise with school staff and the head teacher to prioritise spending. Resources are located in the designated SEN cupboards in the corridor between Year 6 and Year 5.

Staff development

All professional development needs are identified through the school's Self-Evaluation Process, Performance Management System and the School Improvement Plan. The SENDCO and the head teacher oversee the professional development of all staff. They will inform staff of any courses related to SEN and inclusive practice. Staff are expected to disseminate and share their knowledge with other staff within the school. Staffs are encouraged to observe good inclusive practice within their classrooms.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual process. All information is considered confidential (see Confidentiality Policy on school website) and as such staff will not speak about any children (by name) or their SEND details out of school.

The SENDCO will attend, when possible, the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 11: ROLES AND RESPONSIBILITIES.

Co-ordinating and Managing Provision - The responsibilities of the SENDCO

The SENDCO, in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in our school. The SENDCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENDCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

The SENDCO, with the support of the head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting SMART (**Specific, Measurable, Attainable, Realistic and Timely**) targets for improvement.

The Higher Level Teaching Assistant and Support Assistants are line managed by class teachers who advise on SEN. The Headteacher and Deputy headteacher are our named Designated Safeguarding Leads.

In addition to the named paediatric First Aiders above, all staff are responsible for meeting the medical needs of our pupils. When Educational visits are planned, medical needs are taken into consideration and written into the protocol.

Therefore, the key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEN policy
- keeping policy and practice under constant review
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers and Learning Support Assistants
- monitoring the record-keeping for all children with special educational needs, as maintained by class teachers and learning support assistants

- liaising with parents of children with special educational needs
- contributing to the in-service training of staff, including establishing a personal example of best practice in providing for SEN
- liaising with the head teacher, governors *et al* regarding the SEN provision in our school
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- participating in the monitoring and assessment of a range of our pupils with higher levels of SEN
- overseeing the use and maintenance of resources, including the purchasing of resources within a delegated budget.

The SENDCO will be provided with non-contact time (1 day per week) to undertake these duties.

The responsibilities of the governing body

- The governing body should have regard for the SEN Code of Practice 2015 when carrying out duties towards all children with SEN
- They should ensure that the necessary provision is made for pupils with SEN
- In co-operation with the Head teacher and SENDCO, they should determine the school's general policy and approach to provision for children with SEN
- They should ensure that the teachers are aware of the importance of identifying and providing for those children with SEN
- A current update of SEN should be reported at each Governor's meeting so governors are fully appraised of SEN in school
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- They should ensure that pupils with SEND are included as far as possible into the activities of the school and with other children
- They should consult with the LA and the governing bodies of other schools, when appropriate, in the interests of co-ordinated special educational provision in the area
- Consult the LA and governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

The head teacher is responsible for managing PPG/LAC funding; they are also one of our named DSLs. They are responsible for ensuring all members of staff are trained in Safeguarding.

SECTION 12: STORING AND MANAGING INFORMATION

Under the schools Confidentiality Policy and Data Protection guidance from the LA, documents regarding sensitive SEN information about pupils are stored in a locked filing cabinet. A copy of any sensitive SEN files is stored in a locked file in the main office. All teachers have a working file for their pupils with SEND and these files are stored in a locked cupboard in their classrooms. If in use, these files are never left unattended by staff. Information is treated sensitively and only shared with relevant personnel in line with General Data Protection Regulations (GDPR).

School transfer

When children move schools, we will transfer their school records including any SEN records within 15 school days of the child leaving. We will get a signed confirmation of the transfer of information from the new school. As appropriate the SENDCO will liaise with secondary schools prior to transfer of children with SEN in Year 6. When we receive children, we will examine their records immediately upon receipt to check for any SEN previously identified. Once a child's SEN records have been transferred to their next school any duplicate paperwork will be shredded.

SECTION 13: REVIEWING THE POLICY

Evaluating the SEN policy

The SEN policy will be reviewed annually, as recommended by NASEN, and will be updated and amended in the light of any findings and in line with any new legislation. For the Governing Body's annual report, the SENCO will report on the implementation of the policy. The latest policy will be

available in the staffroom for staff to read and sign that they have read, including any suggestions or amendments they might annotate onto this document.

SECTION 14: ACCESSIBILITY

Statutory Responsibilities:

- The SEN and Disability Act 2001 placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. We have currently had an extension to the side of the school which allows wheelchair access should we need it thus improving the physical environment of the school
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty of care to prepare an accessibility strategy covering the maintained schools in their area
- Accessibility plans and strategies must be in writing.

SECTION 15: DEALING WITH COMPLAINTS

Parents are encouraged to speak to the class teacher, SENDCO or head teacher to address any initial concerns should they arise. Should they feel their concerns have not been addressed, a copy of the school's complaints policy, based on LA recommendation, is available on the school website. It is our aim to resolve parental concerns.

SECTION 16: BULLYING

Staff, parents and carers are required to read the school's Bullying Policy. Every year the school hosts an Anti-Bullying Week in-line with the National Anti-Bullying Week and children across the school participate in anti-bullying awareness. We aim to cover all aspects of bullying at an age appropriate level and this is addressed at regular intervals throughout the year via assemblies and class lessons.

Throughout the school, we have placed ChildLine stickers and posters for children to contact should they feel that they need to. However, if they have a problem, it is expected that children will firstly seek the help of an adult, use the 'Care box' or talk to their parents. Every year, all pupils sign an anti-bullying pledge. Whitchurch Combined School has a strict Anti- Bullying Policy and a 'Zero Tolerance' approach to ensure all children and adults feel safe. (See Anti-Bullying Policy)

Signed by _____J Williams_____Jennifer Williams, (SENDCO) Author of WCS SEN Policy 2024

Signed by ____K Webster_____Kate Webster (SEN Governor)

Signed by ____R Mobbs_____ (Head Teacher)

January 2025

To be updated January 2026

SECTION 17: Related documents and abbreviations

Accessibility Plan – school office

Achievement for All – WEBSITE http://dera.ioe.ac.uk/2401/1/sen_afa_guide_00782.pdf

Autism Strategy 2014.

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

Children and Families Act 2014.

Data Protection Act 1998

Education Act 1996

Equality Act 2010: advice for schools DfE Feb 2013

GOV.UK.website

Mental Health Action Plan – Closing the Gap 2014.

Ordinarily Available Provision-2020 Buckinghamshire Council

Safeguarding Policy – school website

Schools Guide to the New SEND Code of Practice – Advice for school governing bodies/proprietors, senior leadership teams, SENCOs and classroom staff, September 2014

Schools SEN Information Report Regulations, July 2014

SEN and Disability Act 2001

SEN POLICY FOR SCHOOLS – school website. Responsible Manager: Head of SEN. November 2015

Special Educational Needs and Disability Code Of Practice: 0-25 years 2015;
 Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. January 2015. Department for Education and Department of Health

Special Educational Needs and Disability Regulations 2014

Special Educational Needs (Personal Budgets) Regulations 2014

Statutory Guidance on Supporting pupils at school with medical conditions September 2014

Teachers Standards June 2013

The National Curriculum in England: July 2014

Working Together to Safeguard Children 2015

ABBREVIATIONS.

Autistic Spectrum Disorders ASD

CAF Common Assessment Framework (The **CAF** is a way of working out what extra support a child may need. It involves meeting with practitioners to make sure you only have to tell your story once and that help is provided as quickly and effectively as possible.)

CAMHs Child Adolescent and Mental health

EAL English as an Additional Language

Ed. Psych Educational Psychologist

EHCP Educational Health Care Plan

LAC Looked After Child

LDAs Learning Difficulty Assessments

NASEN National Association for Special Educational Needs

PPG Pupil Premium Grant

SALT Speech and Language Therapy team

SEN Special Educational Needs

SEND Special Educational Needs and Disabilities

SENCO Special Educational Needs Coordinator

SENDSCO Special Educational Needs and Disabilities Coordinator

SLT Senior Leadership Team

SMART **SMART** has several slightly different variations, which can be used to provide a more comprehensive definition of **goal** setting: **S - specific**, significant, stretching. **M - measurable**, meaningful, motivational. **A - attainable**, achievable, agreed upon, acceptable, action-oriented. **T - Timely**.

To re-cap, the SMART criteria used at WCS are **Specific, Measurable, Attainable, Realistic and Timely**.