



SEND POLICY

Review Date:	Spring 2020
Reviewed and approved by:	Governing Body
Next review:	Spring 2021

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and 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 (June 2014) (Updated 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2014)
- Teachers Standards 2012
- NASEN: Updating SEND Policy for Schools (2014)

This policy has been developed by the Special Educational Needs Co-ordinator (SENDCo) and SEND Governor in conjunction with input from the Senior Leadership Team and The Governing Body. It builds on successful existing practice at The Downley School alongside advice from NASEN, SEND colleagues and the Department of Education. Teachers, parents and stakeholders were also consulted and given the opportunity to feedback on draft policy.

Section 1 – Introduction

The principle that *all* pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. Every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities. The Downley School utilises different methods and tools to present learning opportunities to children and carefully differentiates tasks and outcomes to match individual needs. Quality First Teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is *additional to or different from* that encompassed by Quality First Teaching.

Special Educational Needs in The Downley School is currently managed by our **SENDCo, Ms Kim Tyrrell**. She is a fully qualified teacher with additional experience relating to children who require additional support to learn effectively at school. She is currently completing the National SENDco award.

The SENDCo can be contacted via the school office:

Telephone: 01494 527033

Fax: 01494 474485

Email: office@downley.bucks.sch.uk

The SEND governor is Mrs Fiona Spreckley

Section 2 – Aim

The Downley School SEND policy has been developed to:

- Ensure that the diverse needs of all children, whatever their learning difficulty, are provided for, their barriers to learning minimised, they have equal opportunities to participate in the full curriculum of the school and their successes are equally celebrated.
- Ensure the implementation of Government and subsidiary Local Authority (LA) Guidance surrounding the SEND Code of Practice 0-25 (June 2014).
- Ensure best practice, based on past practice and new guidelines, is applied consistently.
- Inform parents/carers how SEND provision is organised at school, how it is identified, managed, and provided for, how educational plans co-ordinate with any Health/Social care provision and how this supports their child's development.
- Inform all parties how SEND provision works collaboratively – Child, Parents, Teachers, SENDCo and other professionals, and how concerns and issues will be managed.

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We work towards these objectives by:

- Ensuring our SEND provision is co-ordinated and integrated across the school by our SENDCo.
- Monitoring and reviewing all pupil progress across the curriculum using tracking systems and regular assessment to ensure that any problems are identified at an early stage, assistance is provided, and progress is managed.
- Providing assessment reports to parents and two/three parent evenings.
- Providing support and advice for all staff working with pupils with special educational needs, giving staff additional training on methods and programs relating to SEND on a regular basis.
- Providing a range of learning support and alternative teaching materials for teacher and pupil use.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services etc.
- Having an escalation procedure if parents have a particular SEND concern that they do not feel is being adequately addressed by current arrangements. This procedure is set out in Section 16 of this Policy.

Section 3: Identifying Special Educational Needs

Definition of Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her, namely that which is *additional to* or *different from* the normal adaptations that are made as part of Quality First classroom Teaching.

A child has a learning difficulty or disability if they have *significantly* greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age.

Some children who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children with such conditions do not necessarily have special educational needs, but there can be a significant overlap between children and young people with disabilities and those with SEND. Where a child or young person with disabilities requires special educational provision they will also be covered by the SEND definition.

There should not be an assumption that all children will progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Types of Learning Difficulty

Children will have needs and requirements which fall into at least one of four areas and many children will have inter-related needs. The four main areas of need as define in the SEND reforms are:

1. Communication and Interaction (e.g. Language difficulties, Autistic Spectrum Disorders)
2. Cognition and Learning (e.g. Dyslexia, Dyspraxia)
3. Social, Emotional and Mental Health issues (eg. Anxiety Disorders)
4. Sensory and/or Physical

The SEND Code of Practice recognises that all children are unique and that fixed categories of special educational needs cannot reflect the diversity of need in many young people.

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Identification of SEND

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. At The Downley School, class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline (based on national expectations)
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers (based on national expectations)
- widens the attainment gap

The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress (compared to that which is expected nationally) once they have had good quality personalised teaching and intervention/adjustments.

Factors which can Impact on Progress and Attainment:

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

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has special educational needs. Any concerns relating to child or young person's behaviour will be explored in light of an underlying response to a need which may not be being addressed.

In deciding whether to make special educational provision, the class teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will also include early discussions with the pupil and their parents to determine the child's strengths and difficulties.

SECTION 4: A Graduated Approach to SEND Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. The Downley School provides this routinely in classes with the whole school approach of "Chilli Challenges" where teachers routinely differentiate learning tasks for children.

Additional intervention and support cannot compensate for a lack of good quality teaching. The Downley School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This

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includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEND support takes the form of a four-part cycle (Assess, Plan, Do, Review) 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.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment is reviewed regularly. This helps ensure that support and intervention are matched to individual needs, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

Where it is decided SEND provision is necessary, the pupil will be formally recorded on the SEND Register and a SEND Support Plan will be drawn up. The SENDCo, with input from the child, parent and class teacher will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENDCo and in consultation with the parents and the pupil, will be responsible for implementing the SEND Support Plan. Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

Do

The class teacher remains 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 and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Education, Health & Care Plans

An EHCP is, in many cases, issued before a child starts school to address a profound, severe or complex needs requirement. However, in a very small number of the cases the LA may be requested to make statutory assessment of a child whose needs become apparent as he or she develops and which cannot be met via the Schools usual provision.

Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the LA in no more than 20 weeks.

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Any EHCP issued is specific to a particular need to meet clearly defined objectives and the LA provides additional resources to meet these needs. The EHCP is reviewed annually and parents will always be involved in monitoring progress.

Support available for improving the emotional and social development of pupils with SEND

The Downley School is committed to supporting all aspects of a child's well-being and offers a variety of interventions to assist with this. Pupils who are unable to access the school's behaviour policy in its current form are given Individual Behaviour Plans (IBPs). Drawn up by the SENDCo and held centrally, this IBP communicates their individual needs to their class teachers, learning support assistants and other staff members who may work with the pupil and will include strategies for supporting them in lessons and in the wider school community (as necessary). The school promotes wellbeing with the provision of whole school initiatives such as "Wake and Shake" and the "Morning Mile". The school keeps chickens and sheep which pupils are encouraged to look after. The school's Family Worker runs support groups such as "ELSA, PALS and Drawing and Talking" which support pupils identified with particular needs.

Section 5: Managing Pupils Needs on the SEND Register

SEND Support Plans

Children in receipt of SEND provision will have their needs recorded on a SEND Support Plan. SEND Support Plans are reviewed at least three times a year with parents. Class teachers hold the responsibility for evidencing progress according to the outcomes described in the Plan. Updated SEND Support Plans are sent home to parents after each review. The Bucks Local Offer provides additional details about SEND Support Plans. See "Information on where the local authority's offer is published" in Section 7 "Supporting Pupils and Families"

EHCPs

If a pupil has complex needs they may have an EHCP. A formal review will take place each academic year (Annual Review). Parents and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place. Some pupils being supported individually by an LSA may require more frequent communication with the parent/ carer and it may be appropriate to use a communication diary.

In class support

All pupils identified as having a SEND or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to differentiate learning.

Pupils with Education, Health and Care Plans (EHCPs) are supported in class according to the requirements of their EHCP. Any additional adult support is carefully managed to ensure that it is not unduly intrusive. SSA hours on a child's EHCP does not necessarily mean that the child is entitled to 1:1 support in all lessons.

If a pupil does not have an EHCP, individual in-class support is not routinely offered, however, this can be considered in extreme cases if deemed necessary. Instead, strategies to support pupils identified with SEND are included on their SEND Support Plan.

Interventions

The Downley School has a wide variety of additional interventions which can be used to support pupils. These include: Catch Up Literacy and Numeracy, Maths groups, Comprehension groups; Reading Eggs, IDL, Nessler, Speech and Language groups, Occupational Therapy groups and Precision Monitoring. Additional interventions are also offered depending on the needs of the pupil.

Where necessary, this additional support is provided through small group or 1:1 interventions where pupils will be withdrawn from non-core lessons for the period of the intervention, usually by a fully trained Learning Support Assistant; however, teachers, including members of SLT and the SENDCo may also deliver interventions where deemed appropriate.

Involvement of external specialists

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The Downley School works with a number of external professionals including Speech and Language Therapists, Occupational Therapists and Educational Psychologists. The referral process varies according to the agency; however, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of two terms before any referral will be considered.

The school is also able to purchase an additional (but limited) 'buy-back' service from the LA: Cognition and Learning (Specialist Teaching Service). This enables the school to provide assessments and advice for children with more significant and complex needs. As well as the requirement for substantial evidence to be provided, children would be expected to be *at least* two years behind their peers (nationally) before support from Cognition and Learning will be considered.

In some cases, parents choose to have their children assessed privately for learning difficulties/disabilities. Whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision.

The school follows strict LA guidelines as to what scores are considered within national averages (typically, percentile scores of between 16th and 80th percentile and standardised scores of 70 and above are considered to be within the average range) and support will be offered as per the graduated approach.

Use of ICT to support SEND

In some cases, it may be recommended that pupils are provided with ICT resources to enable them to better access the curriculum, specifically laptops/tablets. The Downley School is not able to fund such resources; however, should a parent wish to provide their own laptop/tablet on the written recommendation of an external professional, this will be considered on an individual basis. In such cases, any ICT equipment provided by parents remains the pupil's responsibility and the school will not be held liable for any breakages, damage or losses. Pupils bring ICT equipment into school at their own risk.

Application for 'Top Up' Funding

In a very small number of the cases, where the school feels it is unable to fully meet the special educational needs of a pupil through its own provision arrangements yet a child does *not* meet the criteria for an EHCP, an application can be made to the LA who can provide short-term additional funding known as High Needs Block Funding. Evidencing a case is a lengthy and intensive process requiring detailed information from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. At the very least, the school must demonstrate that the pupil requires more than 13.5 hours of additional support per week to qualify for Top-Up Funding (further information provided in Section 10).

Activities outside the classroom including school trips

The Downley School 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 for each trip and the needs of individual pupils are considered as part of this process. A decision will then be reached by the SENDCo, in collaboration with parents and class teachers, to decide whether or not it is possible for the pupil to attend. In the event that a pupil cannot attend a trip due to their SEND or Disabilities, it may be necessary to cancel the trip and arrange an alternative venue/location.

Section 6: Criteria for Exiting the SEND Register

As a pupil starts to make adequate progress (as outlined in the SEND Code of Practice), 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 two terms or more, the pupil will be removed from the SEND register. Their progress will continue to be carefully monitored and reviewed regularly.

Section 7: Supporting Pupils and Families

Information on where the local authority's offer is published.

Buckinghamshire County 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

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Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Buckinghamshire Local Offer, please visit:

www.bucksfamilyinfo.org/localoffer

SEND Information Regulations Report

The Downley School, like all mainstream primary schools, is required by law to produce a Special Educational Needs (SEND) Report on an annual basis. This can be accessed via the school website:

[http://www.downley.bucks.sch.uk/page/policies and reports](http://www.downley.bucks.sch.uk/page/policies%20and%20reports)

Buckinghamshire SEND Information, Advice and Support Service (formally Parent Partnership)

Parent Partnership provides impartial information, advice and support to parents and carers of children with special educational needs - i.e. parents of children who are receiving additional support in school or early years' settings, parents who have a child that is going through Statutory Assessment or who already has an EHCP. For further information about this service, please visit:

<http://www.buckscc.gov.uk/education/bucks-send-ias/>

Admission arrangements

The admission arrangements for children with SEND are no different than for other children, although additional visits may be required in some cases to ensure that the school can provide for specific needs such as those with healthcare plans.

If a child has an EHCP, parents have the right to specify The Downley School if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they live outside the reserved area of Downley.

Access arrangements (exam support)

When a pupil reaches Year 6, their data is analysed by the Phase Leader and SENDCo and, if necessary, they are assessed for extra support in their End of Key Stage SATs examinations. Examples of support could be: a reader; extra time; movement breaks and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education and the support a pupil may receive is dependent on the scores they receive in specified tests alongside a history of need. Where a pupil requires arrangements to be made, they may need to be examined in a separate room from the other candidates.

Grammar schools and the Transfer Tests

It is the parents' responsibility to notify the school that they request reasonable adjustments to the Transfer Tests to be considered for their child. Where parents advise a teaching member of staff at their school that they believe their child is disabled, then the school is responsible for notifying the LA (as the secondary testing administrator), of that assertion.

As the secondary Transfer Tests are not compulsory, parents together with the Head teacher should consider whether a child's specific Special Educational Needs would make him/her suitable to be placed in a grammar school and hence whether it would be appropriate for that child to take part in the secondary transfer testing process.

Links with other schools

Good links exist between The Downley School and its feeder nursery schools. Class Teachers and Learning Support Assistants are encouraged to visit nurseries, especially during the summer term, to meet and assess children who will transfer to the school in September. Nursery Staff are also invited to visit the Reception department. Where necessary, the SENDCo will also attend visits for children who are already known to have special educational needs or disabilities.

The Downley School welcomes representatives from the secondary schools, to which its Year 6 pupils are transferring, to meet the children and Year 6 teachers and to discuss pupils' achievements and needs. Our SENDCo is present at these meetings to talk to members of staff about *all* pupils who are registered as having SEND as well as pupils who do not have SEND but for whom transition may be a cause of anxiety. It is standard practice that all SEND records and other relevant documents are passed on to pupils' new schools before September. For children with

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EHCPs, transition arrangements are agreed at the pupil's Year 6 Annual Review which is generally held in the summer term.

Section 8: Supporting Pupils at School with Medical Conditions

The Downley School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

If a pupil has an additional medical need a detailed health care plan will be compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place. All health care plans are easily accessible to staff and are reviewed on an annual basis. Full details can be found in The Downley School's policy "Supporting Pupils with Medical Conditions":

[http://www.downley.bucks.sch.uk/page/policies and reports](http://www.downley.bucks.sch.uk/page/policies%20and%20reports)

Section 9: Monitoring and Evaluation of SEND Provision

- SEND provision is evaluated on an ongoing basis and adjusted as required. This is done by:
- Classroom practice being monitored by the SLT, SENDCo and subject co-ordinators
- Analysing pupil tracking data
- Comparing value-add data for pupils on the SEND register
- Meetings of parents and staff to plan outcomes and recognise progress or shortfall
- Looking at how effective the SEND provision has been in relation to the resources allocated

Additionally, SEND provision is reviewed by:

- Termly monitoring of procedures and practice by the SEND Governor
- Annual School Self Evaluation processes and heightened importance in the School
- Development Plan
- Other LA visits, meetings and inspections which enable the school to compare provision to
- other schools and help identify best practice tactics.

Section 10: Funding for SEND

In April 2013 the government made changes to the way that SEND funding is provided to schools. The funding changes do not change the legal responsibilities of schools and local authorities for children with special educational needs; however, the new funding formula has had a significant impact on The Downley School.

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

Element 1:

Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. This is the core budget for each school and it is used to make general provision for all pupils including pupils with SEND.

Element 2:

Every school receives an additional amount of money to help make special education provision to meet children's SEND. This is called the notional SEND budget. The amount in this budget is based on a formula agreed between schools and the LA. In Bucks, prior attainment and deprivation are used to calculate the money a school receives.

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The Government now require that schools use this funding to pay for up to 13.5 hours of support (previously 5 hours) 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 so complex or unusual that money to support them can only be allocated on an individual basis. In these cases, the school can apply locally for 'Top-Up Funding'. If a school can show that a pupil with SEND has 'exceptional' needs that could not be predicted, it can request 'Exceptional Needs Top-Up Funding'.

Section 11: Training

Teachers at The Downley School are highly trained and have a wide range of qualifications to enable them to support pupils. They are supported by experienced LSAs who also have expertise in a range of areas including literacy, numeracy, speech and language, occupational therapy, visual impairment, hearing impairment, Down Syndrome and Autistic Spectrum Disorders.

Through the monitoring and evaluation of SEND provision, the SENDCo and Senior Leadership Team identify the professional development needs of staff. Continued Professional Development (CPD), where appropriate, is closely linked to the School Development Plan and Appraisal Objectives and can either be school based (delivered by the SENDCo or other experienced staff) or delivered through specialist agencies externally.

Staff who attend additional courses disseminate information at staff meetings. Whole school in-service training sessions are arranged, as appropriate, in response to particular needs within the school.

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 the needs of individual pupils.

Section 12: Roles and Responsibilities

The Designated Teachers with specific Safeguarding Responsibility:

- Mrs Fiona Taylor Head teacher
- Mrs Wendy Carr Family Worker

The staff responsible for managing Pupil Premium Grant (PPG) and Looked After Children (LAC) Funding:

- Ms Fiona Taylor Head Teacher
- Ms Kim Tyrrell SENDCo

The Governing Body is responsible for:

1. Appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEND and disability
2. Ensuring that there is a qualified teacher designated as SENDCo for the school.
3. Taking account of SEND pupils when planning all matters for the school as a whole. The GB believes that good SEND provision benefits all pupils.
4. Working with the head teacher and SENDCo to determine the school's general policy and approach to provision for children with SEND and ensuring that appropriate staffing and funding arrangements are put in place.

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5. Ensuring that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require SEND support.
6. Considering SEND issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in the school's self review and continuous improvement plans.
7. Publishing information on their websites about the implementation of their policy for pupils with SEND- updated annually or when information changes.

The School Leadership Team is responsible for:

- Regularly reviewing how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEND, and the progress made by pupils. identifying any patterns in the identification of SEND both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The SENDCo is responsible for:

- Working with teachers to ensure day to day implementation of the SEND policy.
- Planning for all the Special Needs provision in the School – including resources, staffing, training, additional support requirements, and new programs.
- Providing appropriate resources and ensuring their proper use.
- Arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training.
- Supporting and advising class teachers and learning support assistants on SEND identification, managing and other issues.
- Monitoring the records of all pupils, their progress towards goals, actions taken and outcomes.
- Setting LSA performance management targets and ensuring they have the resources to achieve them.
- Arranging external specialist assessment and support programmes and ensuring that recommendations and advice is shared and implemented.
- Monitoring the regular review meetings of SEND pupils (and attending where requested).
- Keeping the Governing Body informed of progress, plans and issues via regular liaison with the SEND Governor.

Class Teachers are responsible for:

- The progress of all pupils in their class including those with SEND.
- Including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for SEND pupils. This means that wherever possible all children will follow similar curriculum and lesson plans but that their objectives and levels of work will be set according to their needs and abilities.
- Liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom.
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting parents at the earliest opportunity of their concerns to enlist active help and participation.
- Feeding back to parents how a child is progressing towards their SEND learning outcomes, including planned reviews.
- Ensuring that lunchtime supervisors and any other additional teachers (e.g. Supply teachers, visiting specialist music/ sports etc teachers) are given necessary information relating to the supervision of pupils including possible behaviour management tactics.
- Day to day operation and management of SEND interventions in their class/year group.

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Learning Support Assistants are responsible for:

- Supporting pupils' individual needs, where directed.
- Helping with the inclusion of pupils with SEND within the class.
- Implementing and managing the differentiated programs prepared by the teachers/SENDCo.
- Monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies.
- Ensuring that recommended or requested learning support aids and programmes are utilised appropriately and consistently.
- Contributing to reviewing and planning meetings regarding successes and concerns, including SEND Support Plans, MAPPs, and Statement reviews.

Pupils with SEND are responsible for:

- Being aware that the school is making special provision to meet their needs
- Co-operating with teachers and support staff to develop an understanding of their own needs
- Taking growing responsibility for their own learning
- Being aware of their targets on their SEND support plan

Parents are responsible for:

- Ensuring that children attend school in good health, punctually and regularly (this involves taking holidays only out of school time)
- Being realistic about their child's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.

Section 13: Storing and Managing Information

Confidentiality

The Downley School is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel. Refer to the school's Confidentiality Policy for full details.

Data Protection

The Downley School gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations. Refer to the school's Data Protection Policy for full details.

Section 14: Reviewing the Policy

The SEND policy is reviewed annually by the SENDCo and Governing Body to take account of any changes made to the Code of Practice or Buckinghamshire Guidelines.

Section 15: Accessibility

Facilities

The Downley School is fortunate in having a modern building which incorporates ramps, accessible toilets and a lift and is therefore fully accessible to children with physical disabilities and those using wheelchairs. We have also made classroom adjustments and provisions for children with visual impairments for example yellow lines have been painted on areas that have been identified during a risk assessment carried out by a Specialist Teacher. Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to ensure their safety in the event of a fire or other emergency.

Statutory Responsibilities

The school's Accessibility Policy can be found on the school website.

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Section 16: Dealing with Complaints

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. Therefore, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher.

If the parent is not satisfied with the teacher's comments or the situation does not improve then they should arrange an appointment with the SENDCo stating clearly what they are unhappy about and what they would like to see happen regarding their concern. However, should the matter still not be addressed satisfactorily then the parent should refer to the Head teacher. If still not satisfied they should refer to the school's Complaints Policy which can be found on the school website.

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process and the Buckinghamshire SEND Information and Advisory Service (formally Parent Partnership) may be able to help with this.

<http://www.buckscc.gov.uk/education/bucks-send-ias/>

Section 17: Bullying

The Downley School aims to promote respect, tolerance, co-operation, honesty and kindness between pupils and their peers and between pupils and adults working in the school. Positive attitudes, consistently good behaviour, and mutual respect are most likely to be achieved when there are clear expectations of appropriate standards. The school is an accredited Values School and the values are embedded in every aspect of school life and lessons for all pupils and staff.

Approved by the Governing Body at their meeting held on the 28th April 2020.

Signed:..... Date:

Chair of Governors – Roxi Sapsford

Next Annual Review Date: April 2021