



The Downley School

Special Educational Needs and Disabilities (SEND) Policy

Committee responsible:	Education Committee
Approved by:	Local Governing Body
Interim Headteacher:	Ms Dandridge
Chair of Governors:	Mrs Sally Perkins
Date Approved:	September 2022
Date for Next Review:	September 2023

In reviewing this policy the Trust Board has had regards to the Equality Act 2010 and carried out an equality impact assessment.
It is satisfied that no group with a protected characteristic will be unfairly disadvantaged.

Our Vision

At The Downley School, our children experience high-quality learning opportunities where every child is valued and nurtured to achieve their full potential. In everything we do, we refer to our values of

“Learning, Growing and Succeeding together”

Our Aims

At The Downley School we aim to be a place where:

- Children learn in a happy and safe environment in which they develop their knowledge and understanding, thinking skills, self-confidence, resilience and social and emotional skills.
- Children's desire to learn is nurtured through rich and enjoyable learning experiences.
- Children are given the skills to become lifelong learners.
- Questions and mistakes are central to learning and everyone is encouraged to develop a range of learning powers.
- Children learn to understand the world in which they live and that they can play a positive role in school, the local community and society in general.
- Children, staff, parents and governors have high expectations of each other and themselves. Opportunities are provided for everyone to contribute actively and become involved in the school's future direction and development.

Special Educational Needs and Disability (SEND) Policy

The Downley School is an inclusive school. We strive to ensure that all our children feel safe and that everyone is valued, respected as an individual and encouraged to try to achieve their full potential.

This policy complies with the statutory requirement laid out in the SEND Code of Practice January 2015.

It has been written with reference to the following guidance and documents:

Equality Act 2010, Statutory Guidance on supporting pupils at school with medical conditions September 2014, Schools SEN Information Report Regulations July 2014, The National Curriculum in England July 2014, Safeguarding Policy, Accessibility Plan, Teachers Standards July 2011.

This policy was created by the school's SENDCo, with the SEND Governor in liaison with the SLT, all staff and parents/carers with SEND.

Any inquiries about individual children's progress or needs should be addressed at first to the child's class teacher since he or she is the person who knows the child best. If you wish to speak to the school SENDCo, Mrs Perry, please make an appointment with the school office by telephone or email.

Telephone: 01494 527033

Email: office@thedownleyschool.co.uk

The role of SENDCo is to provide professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.

Beliefs and values

At The Downley School we have a strong belief in working closely with parents and children to ensure that we consider the child's own views and aspirations, and the parents' experience and hopes for their child. We have high expectations of all pupils. Children on our SEN register are expected to make progress which compares well with the progress made by other children in the school. Every teacher is a teacher of every child, including those with SEND. As a school we have, at our heart, core values to support and strengthen us as we learn and develop, as teachers and students. These values of *Learning, Growing and Succeeding Together*: are as much a part of our SEND policy as they are a part of the continuing development of this school.

In developing this policy input and support was sought from all stakeholders of this school: governors, staff and parents/carers.

Our Long Term Aim

When educating children who have SEN we want to ensure that every child experiences success in their learning and achieves to the highest possible standard. Therefore, barriers to learning and participation need to be identified at the earliest possible opportunity to enable all children to participate in lessons fully and effectively. We wish to raise the aspirations of and expectations for all pupils with SEN.

It is our aim to provide children with skills that will help support them as they develop through the school and for their future life as members of a wider community.

We recognise that parents are the first educators of their children and work in partnerships with parents to support their children.

The Governing Body has a statutory monitoring role with regard to the Policy Statement for SEND and staff work with governors to enable them in this role.

Often children require the support of external agencies such as Speech and Language Therapy, Occupational Therapy, Educational Psychologists and Consultant Paediatricians, and staff at The Downley School work closely with these specialists to support the needs of individual children.

We ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Objective – How we are going to do this

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEN code of Practice 2015
- To operate a whole pupil, whole school approach to the management and provision of support for special educational needs

- To provide a Special Educational Needs and Disability Co-ordinator who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

'The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.' SEN Code of Practice

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching.

At The Downley School we believe in Quality First teaching. We believe that all children learn best with the rest of their class, and that making high quality teaching available to the whole class means that fewer children will need specialist educational provision. Children with SEND are entitled to be taught by their teacher and not always by a Teaching Assistant. When allocating additional Teaching Assistant support to children our focus is on the outcomes, we aim to put in high quality support to enable each child to reach their challenging targets, but without developing a learned dependence on an adult.

There are four broad areas of need in SEND:

Communication and social interaction

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not use or understand social rules of communication. Children with Autism Spectrum Disorder are likely to have difficulties with social interaction. At The Downley School we understand that these are areas that may impact on how children relate to each other, and we strive to ensure that these needs are understood and supported by all staff within the school. We work closely with Bucks Speech and Language Service through referring children when we have concerns about their language skills, and by following targets set by the SALT team, with 1:1 support where appropriate.

Cognition and Learning

Children sometimes have difficulties learning at the pace of their peers and will require lessons to be different and specific for their learning needs. This can be in a variety of learning areas and be considered as moderate learning difficulties or more specific to certain areas of learning and this is referred to as specific learning needs. At The Downley School we aim to teach in a way that will support children with specific learning difficulties e.g. ADHD, ASD, dyslexia, dyspraxia, etc. The teachers at The Downley School will adjust planning and teaching resources to suit individual needs. This may be within the daily class sessions, or by specific additional support in a quieter

environment. We may also seek advice from outside agencies such as Specialist Cognition and Learning teacher and an Educational Psychologist to support children's individual needs.

Social, Emotional and Mental Health

Children may experience a wide variety of social and emotional difficulties, which manifest in a variety of ways. This may include being withdrawn and isolated, as well as displaying challenging and disruptive behaviour. All staff at The Downley School are encouraged to be vigilant and caring about children's emotional health, and we have a variety of support groups available. These are delivered by experienced TAs who develop good, trusting relationships with the children. Weekly Nurture Groups are run by the SEND team and the Family Support Worker. The SENDco and the FSW, Ms Wilding have regular check in with pupils who require support in understanding friendships, coping with anxiety, developing social skills and those needing a listening ear and some space.

We work in partnership with parents and can make referral to the Family Resilience Service and CAMHS, who offer advice and support for families that are facing difficulties with children's emotional health. If we feel that a child has long-term emotional or mental health needs, we can offer a variety of support groups and in some cases, we seek advice and support from the Aylesbury Pathways Pupil Referral Unit (PRU).

We use all this experience to identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

Sensory and/or Physical needs

Some children require special education provision because of a disability that restricts them from accessing general educational provision. These difficulties may be age related and may fluctuate over time. Children with hearing or visual impairment will require specialist support and resources to access their learning and the opportunities available to their peers. We work closely with external professionals such as the Specialist Teaching service for both hearing and visual impairments to ensure that learning opportunities are available to all children and that this does not hinder their academic progress. Children are able to access laptops and headphones, plus resources that are tailored to their specific needs.

There are also a variety of factors that impact on progress and attainment of children and these are **NOT** considered to be SEN.

- Attendance and punctuality. As stated in our Attendance Policy we believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them.
- Health and Welfare. We are willing to work in partnership with parents and Health professionals, such as the School Nursing Team, to support parents in this area.
- English as an additional Language (EAL).

- Being in receipt of Pupil Premium Grant. Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- Being a Looked After Child. A child who is being looked after the local authority is known as a child in care. They might be living with foster parents, at home with their parents under the supervision of social services or in residential children's homes.
- Being a child of Serviceman/woman.

Behaviour is also **not** classified as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history and experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences, such a bereavement or parental separation, we encourage parents to seek counselling through their GP, may make referrals to the School Nursing Service or CAMHS.

A Graduated Approach to SEN Support

This describes the process by which we identify and manage children with SEN.

Each class teacher is responsible and accountable for the progress and development of all the children in their class, including those who access support from teaching assistants. It is the duty of class teachers to monitor and manage the additional support given to children and adjust this support where necessary. Children who have additional targets, set by class teachers or advised by external professionals, have these targets reviewed at the end of each term. These are assessed, recorded and new targets set where appropriate. Teachers work closely with teaching assistants to support the delivery of targets.

At The Downley School we regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. A cycle of review is led by the Senior Leadership Team and targets are expected to be reviewed and logged. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children with SEN and the most frequently encountered needs.

When we decide to make special educational provision the team of class teacher, teaching assistant, SENDCO, child and parent consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. If high quality teaching, extra teaching, interventions and specialist support from external professionals are already in place and there are still calls for concern then a decision may be made to apply for High Block Needs Funding to help with purchasing resources to support that child.

If a child has a disability which is lifelong and means that they will always need support to learn effectively or if we feel that at some point the child may benefit from special school provision then we can apply for an Education, Health Care Plan (EHC Plan). This EHC Plan will provide funds for support and time from external professionals but will only be considered by the Local Authority if the school is already providing this support (the school will need to already be providing at least 13 and a half hours support a week). It is well worth noting that a diagnosis of ASD, ADHD or dyslexia does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of

the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their aspirations as well as the barriers they face. Following the meeting the LA will produce the EHC Plan which will record the decisions made at the meeting. Parents and carers as well as the children seeking an EHC Plan are fully involved throughout the process as the views and opinions of those closest to the child are valued. More information regarding EHC plans can be found online at:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=RFWXeAjTJgA>

Managing Pupils Needs on the SEN Register

For children on the SEN register at The Downley School we use an 'Individual Support Plan' to record and review the provision that is being given. This will have short term targets of needs that have been identified, plus a date to be reviewed. The teaching assistant giving support will record achievement towards targets but the class teacher is responsible for checking that progress is being made according to the outcomes described in the plan. These Support Plans are reviewed termly and are assessed in pupil progress meetings with the Senior Leadership Team. Once the Support Plan have been reviewed by teachers and the school SENDCo. By consistent reviewing we are able to decide whether the level of provision is suitable.

Where necessary, referrals to outside agencies e.g. SALT, OT, CAMHS, Community paediatrician are made by the SENDCo with support from the class teachers in completing the referrals. This is always done with the consent of the parents and where appropriate the opinions of the pupils are sought. Referral documents are completed by the SENDCo and class teachers. Teachers and teaching assistants work with agencies involved to meet individual targets set by external professionals such as speech and language therapists.

Criteria for Exiting the SEN Register

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and are passed on to the next setting). The pupil will continue to be monitored through the school monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Supporting Pupils and Families

Information and advice for parents and carers of children with special educational needs and disabilities (SEND) is now easier to access thanks to the launch of Buckinghamshire's Local Offer. The

Local Offer brings together in one place a wealth of information from social care, health, education and other services about the support they can offer to children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND) in Buckinghamshire.

To find out more about the Local Offer, you can visit Bucks Local Offer webpage at www.bucksfamilyinfo.org/

We have included information in this policy that is a statutory requirement. To view this requirement visit www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made

Sometimes families need extra support, and we can offer to help families to make contact with suitable resources. External agencies such as:

Child and Adolescence Mental Health Services (CAMHS) - Parent helpline - 0808 802 5544

Children and Young People's Integrated Therapy Service-

https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=jxmoD84_7Jc

Bucks School Nursing Team - <https://www.buckshealthcare.nhs.uk/School-nursing/>

Admissions and Access Arrangements

Admissions to The Downley School are determined by the local authority and all applications have to be made via them. For the Reception intake, they do take into consideration the distance from the school, if there are siblings already at the school and if the child has special educational needs. Further details can be found on our website where you can access all our policies.

If any child has any additional needs that require support for exams and tests then this will be highlighted by the class teacher. This may be having an adult read questions, access to a quiet room or use of support for writing.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes – including from our feeder nurseries and pre-school – as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- A transition booklet of photographs of key people and places for home use

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. This meeting involves the transfer review form to be completed whereby the parents and pupil make their choices for secondary schools. During Year 6, Spring/Summer term the secondary school SENDCO is invited to annual reviews and other review meetings. Additional transition arrangements may be made at these reviews for example with extra visits or travel training.

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. Class trips are part of our curriculum, and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. There are arrangements in place in school to support pupils at school with long term and short-term medical conditions. All medical conditions are reviewed annually or if the medical condition changes. We have short- and long-term Health Care Plans which are written with parents and staff. We record each time medicine administered. All staff are given annual training on treating common conditions such as epilepsy, asthma and anaphylaxes shock. Any more specific training is given as needed to staff.

We have a rigorous policy on managing medical conditions of pupils in line with government requirements and you can read further on this at www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Monitoring and Evaluation of SEND

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should 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. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

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

- Monitoring of classroom practice by the Headteacher, Deputy Headteacher and SENDCO
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation documents
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

Training and Resources

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 pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. Ongoing training opportunities are planned as a result of the monitoring and evaluation cycle.

Roles and Responsibilities

SEN Governor:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer

SEN Teaching Assistant:

- helping with schoolwork under the supervision of the teacher
- preparing learning materials
- encouraging children to be confident and independent
- helping children understand instructions
- carrying out a child's care plan (education, social, behaviour and personal)
- encouraging children to communicate
- giving information and help to teachers
- supporting children during social activities and outings
- helping children during therapy sessions
- recognising when children are upset and comforting them
- looking after children's physical needs

Overall Safeguarding responsibility is with Mrs A.Perry, Deputy Headteacher, and when she is not available this responsibility lay with Ms Dandridge, Interim Headteachers. Ms Wilding, FSW also holds Safeguarding responsibilities.

Responsibility for managing the schools' medical needs of pupils is with Mrs Aitken.

Storing and Managing Information

All staff who work with pupils with identified SEND have access to this policy. SEND Support plans, referral forms, reports and all other electronic information related to pupils with SEND is stored securely on the school network. Where information is to be passed to external agencies the county AnyComms secure system is used, this is only accessible to members of the SLT, admin staff and the SENDCo. Electronic communication of pupil information within the school is anonymised. Paper copies of pupil records are stored in the school in secure files.

Reviewing the Policy

Once written and ratified by the Governing Body this policy will be reviewed annually and any subsequent changes amended.

Accessibility

We have a duty of care to ensure that the school is accessible for disabled pupils.

Any physical aids to access education are included in school ethos of removing barriers to children's learning, and we will ensure that the correct support is given. At The Downley School we view school visits as part of the curriculum and therefore try to ensure that all children participate in these. Disability is not a barrier to learning. We will try to accommodate all children to ensure that as many children as possible have experiences and opportunities.

Dealing with Complaints

We try to ensure that parents are aware of the policy for SEND and Inclusion in the school and listen carefully to any concerns raised. Parents are made aware of ways in which they can receive independent advice. Parents are also made aware of the SEND section at Buckinghamshire County Council. Complaints from parents and pupils will be handled through the usual procedure for such complaints. This is published on our school website.

Bullying

On our school website you can find our Bullying policy and the steps that are taken to ensure and mitigate the risk of bullying at this school. We believe that the values of the school are explicit in our rules and values. These helps promote respect for each other. Children with SEN may be more vulnerable to bullying and the same clear commitment to preventing bullying and following the school procedure, if incidents occur, is a priority within the school.

We take internet safety very seriously and regularly promote understanding of children's responsibility in this area. Incidents of miss-use of social media are acted upon following the procedures set out in our behaviour policy.

Children with Autistic Spectrum Condition or social communication difficulties may need support at social or unstructured periods in school times to understand and communicate their needs or the needs of others, and our members of staff are able to give support at these times and help to develop children's understanding of social interaction and emotional needs.

If you wish to contact the SEN team then please email or telephone the school office and they will make an appointment for you to speak to Ms Fawcett, our SENDCo.