



"You are the light of the world, let your light shine!" (Matthew 5:4-16)

Whaddon Church of England School

Special Educational Needs Policy

2025-2026

Vision

“You are the light of the world, let your light shine” (Matthew 5: 14-16)

At Whaddon Church of England (C of E) School, we believe that every child should have full access to an aspirational, accessible broad and rich curriculum and high-quality teaching. These will equip all learners for continued academic success, healthy personal lifestyles, positive relationships and continued spiritual growth.

Our aim is for all children in our school to use what they have learnt applying it throughout their educational journey and as responsible and mindful global citizens in the communities they serve and belong to. As a result of our deep knowledge of each individual child and careful adaptations children will: think critically, disagree well and seek to be independent - employing self-efficacy to solve problems enabling them to flourish and shine.

We strongly advocate that ‘Every teacher is a teacher of children with SEND’ and as such all staff take their responsibilities to the heart of their delivery, planning and inclusive practice.

Policy development

This policy has been developed to address the requirements of the new reforms and legislation as dictated by the 2014 Children and Families Act, the SEND Code of Practice 0-25 January 2015 3.66 and the Equality Act (2010). The policy was compiled using the new policy guidelines for schools from the National Association for Special Educational Needs (NASEN).

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 2014 and 2017
- Schools SEN Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards July 2011 (introduction updated June 2013)

This policy was created by the school’s SENDCO and Headteacher, Mrs. Sarah Prior. Staff and selected parents of the school were consulted, before final publication. A Special Educational Needs section is available on the school website for ease of access for parents. The SEND policy and information report is reviewed annually and approved by the Governors.

Mrs. Sarah Prior is the Special Educational Needs and Disability Coordinator and she holds a QTS and the postgraduate qualification in SEND (NASENDCO) and has over 24 years experience in SEND.

Whaddon C of E School is a very small school and therefore does not have a formal leadership team. SEN matters are therefore raised by the SENDCo/headteacher and discussed during staff meetings, as a set agenda item. In addition, SEN information is discussed at least half termly with the SEN governor and that report is shared on governor hub. SEN information is included in the headteacher's report to governors with updates on numbers of children in school on SEND support Plans and EHC plans, current support programmes and their impact on pupil attainment and progress. The headteacher and SEND governor assume the role of SEND advocates at Full Governing Body Meetings.

Contact Details:

SENDCo: Mrs Sarah Prior

Headteacher: Mrs Sarah Prior

SEN Governor: Kim Clarke

Email: office@whaddon.bucks.sch.uk

School Tel: 01908 501719

Definition of Special Educational Needs and Disability

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

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – That is defined as *“a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”*.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will be covered by the SEND definition. Schools must also have regard to statutory guidance regarding Supporting Pupils with Medical Conditions (DfE 2014/2107) Children must not be regarded as having a learning difficulty solely because the language or form of language used in their home is different from the language in which they will be taught.

Aims

Each child has an entitlement to access all areas of learning through the Early Years Framework and the National Curriculum. For this to be achieved, a variety of approaches and strategies will be required for *some* children over and above Quality First Teaching and normal classroom adaptation. If these children are to achieve their full potential, we must recognise this and plan accordingly.

We acknowledge that a certain proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school whilst others may need a little extra support for a short period, to help overcome more temporary needs.

Whaddon C of E School aims to provide all children with strategies and support to successfully manage their needs and to give all children meaningful and full access to the EYFS and National Curriculum.

At Whaddon C of E School we aim to:

- Ensure that each child achieves his/her full potential spiritually, socially and academically.
- Enable every child to experience success and experience positive outcomes.
- Promote self-confidence and a positive attitude to learning.
- Raise aspirations of and expectations for all pupils with SEN.
- Ensure that each child receives a broad, rich and relevant education and has equal opportunities to take part in all aspects of the school's full provision.
- Support each child to be independent, show respect for others and themselves and gain positive self-esteem from success and good deeds.
- Develop opportunities for close cooperation and collaboration between children, parents, staff and outside agencies.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained with support from the SENCO.

Objectives

The objectives of the policy will be supported through:

- Early identification of a child's special needs.
- Operating a consistent, high quality whole school approach to the management and provision for pupils with special educational needs.
- Keeping parents fully informed and taking into account the views of children and their families by enabling them to participate in decision making and discussions.
- Operating an open door policy with effective channels of communication to ensure that the most appropriate personalised support is provided for every child.
- Ensuring that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and rich curriculum that is relevant, differentiated, and that demonstrates sequential progression in learning knowledge and skill development.
- Teaching through a variety of learning strategies matched to individual needs.
- Promoting a happy, sensitive and secure environment to facilitate the most effective learning.
- Recognising and celebrating the notable achievements and talents of all pupils.
- Supporting all teachers to plan inclusively thereby removing barriers to learning and providing fair, equal and equitable access opportunities- for all children.
- Identifying, assessing, recording and regularly reviewing children's progress and needs.
- Providing a Special Educational Needs Coordinator (SENDCo) whose work will be guided by the Special Educational Needs and Disability (SEND) Policy.
- Offering training, support and advice to all staff, facilitated and led by the SENDCo and where appropriate, by collaborating with partners in education, health and social care.
- Working within the guidance provided by the SEND Code of Practice 2015.

Supporting Children and Families

Partnerships:

Whaddon C of E School works in partnership with the following services [where available and thresholds met] to support children with SEND:

- Specialist Teaching Service
- Core funded services for communication and interaction, visual and hearing impairment and for children with physical/sensory disabilities
- Speech and language therapists
- Educational Psychologists
- Family Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Pathways Primary Pupil Referral Unit (PRU)

- Social Care
- Buckinghamshire County SEND teams and the School Nursing Team.
- Community Paediatrician and GPs.

Identifying Special Educational Needs

Broad Areas of Need

Special educational provision should be carefully aligned to the child's identified special educational needs. Children's Special Educational Needs are generally categorised under the following four broad areas of need and support: (DfE SEND Code of Practice 2015: p97: 6.29-6.35)

Children with speech, language and communication needs (SLCN).

These children may have difficulty:

- expressing what they want to say [expressive language]
- understanding what is being said to them [receptive language]
- not understanding or using social cues of communication and interaction

Children with ASD [Autistic Spectrum Disorder] can experience:

- social interaction difficulties
- language difficulties
- communication difficulties
- difficulties when required to use imagination
- very rigid mindset-flexibility of thought
- ability to see things from a different perspective
- sensory aversion or seeking rituals- stimming or fight, flight, freeze presentations

Cognition and Learning

This refers to children who are learning at a slower pace than age related expectations; even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs:

- MLD: moderate learning difficulties
- SLD: severe learning difficulties – likely to need support in all areas of the curriculum with associated difficulties with self-care, mobility and communication
- PMLD: profound and multiple learning difficulties – severe and complex learning difficulties as well as physical or sensory impairment

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties, such as:

- Being withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour

- Anxiety or depression, self-harming or substance misuse
- Eating disorders, physical symptoms that are not medically explained
- Disorders in attention deficit, attention deficit hyperactivity or insecure attachment
- Dysregulation
- Low self esteem
- Suicidal ideation

Sensory and/or Physical Needs

These children require special education provision because they have a disability. These difficulties may be permanent, or can be age related and may fluctuate over time:

- Vision impairment [VI]
- Hearing impairment [HI]
- Multi-sensory impairment [MSI]- could be vision and hearing
- Physical disability [PD]- additional ongoing support and equipment access

It is important to note that the purpose of identification of special educational needs is to work out what measures the school needs to take to best support the child, not fit a child into a category. At our school, we consider the needs of the whole child as an individual:

“In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, in particular sensory requirements.” (DfE SEND Code of Practice 2015: p97: 6.27)

Whaddon C of E school is very aware that the factors below may also impact on children’s progress and attainment. However, they are not a definitive indication of SEN:

- 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
- English as an Additional Language [EAL]
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Behavioural difficulties are no longer considered as a specific category of SEND. However, concerns relating to a child’s behaviour may be in response to an unidentified need which should be investigated further (Please refer to the School Behaviour Policy on the website] www.whaddon.bucks.sch.uk/

“Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, families or other domestic circumstances may be contributing to the presenting behaviour a multiagency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.”

(DfE SEND Code of Practice 2015: p96:6.21)

Identification

When a child is identified as having a ‘barrier to learning’ and their progress is not in line with their age/stage expectations, Quality First Teaching with adaptive teaching/tasks for the individual child, are the first steps in responding to the child’s needs. In other words, high quality classroom teaching, differentiated for individual pupils, is the first step in responding to the needs of the pupil. Additional intervention and support cannot compensate for a lack of good quality teaching.

Where a child’s progress or attainment continues to give cause for concern a graduated approach will be applied.

Graduated Approach

Initial Concerns -If, following Quality First Teaching and suitable adjustments made by the class teacher, a child’s progress is not in line with age appropriate, national expectations the class teacher should complete an Initial Concerns form and collect evidence. Using the blue form, the class teacher should identify presentations observed, any identifications of patterns, and evidence what has already been implemented and any conversations with SENCO/parents to gain context of developmental milestones and any other factors which may be contributing to any barriers to academic, emotional or social success.

APDR Plans

Assess- All teachers use on-going formative and summative assessments of children to measure progress and performance against nationally expected standards of attainment for a child of comparable age. Where formative and/or summative assessment raise a concern, the teacher will in the first instance move to “plan.” Parents are consulted and invited to meet the class teacher in school. A discussion is held with the child [where age appropriate] to establish where they think they struggle, and parents’ views are also sought. A profile of strengths and areas for concern is developed taking all the above into account and this will trigger the next step.

Plan -. The class teacher, parents, child (where appropriate) and SENDCo agree the provision, levels of support and any interventions and adjustments to be outlined in the APDR plan, with SMART outcomes identified.

Do – Teachers implement the plan/intervention/adaptation. Class teachers are responsible and accountable for the progress of the children in their class, including where a child accesses support from teaching assistants or specialist staff. The teacher will decide if support is best provided as part of whole class teaching, or within a small group, or 1:1 and will take place within or away from the classroom. Whatever the decision, the teacher is responsible for linking all teaching of children with SEND to the appropriate curriculum content and needs of the child. The SENDCo is responsible for supporting the teacher and advising on additional or alternative support where required.

Review – The plan is reviewed and the child's progress and outcomes are measured against the outcomes set. A meeting takes place with the class teacher and parents present, as part of the review process. There are three possible outcomes:

- 1) A new APDR plan is created- building on the success or areas of development in the previous plan.
- 2) The APDR plan ceases, as the plan has successfully met the needs of the child and he/she is now back on track with national expectations.
- 3) The needs of the child are escalating or causing growing concern, so the child graduates to an SEN Support plan and an appointment at an SEND team advice clinic sought to anonymously discuss what has been undertaken by school and any further strategies that could be employed to further support the child. A parent signature must be gained to give consent for their child's needs to be discussed – even anonymously.

SEN Support Plans

When the interventions required to overcome barriers to learning become significantly different from those of their peers, and/or a child is identified as not making sufficient progress in spite of Quality First teaching, and the implementation of an APDR Plan[s], the school will highlight the child as having special educational needs (SEN) and seek to identify a cause or cluster of barriers.

The 2015 SEND Code of Practice characterises less than expected progress, given a child's age and individual circumstances, as 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.

In these instances, an SEND Support Plan will be written for the child. Measurable, personalised outcomes are set and all actions/interventions are carefully monitored for progress and impact. Outcomes are recorded on the SEND Support Plan on a termly basis, with the parents consulted and the child's views sought. A termly meeting takes place between the class teacher and parents, where the previous term's outcomes are reviewed and new outcomes are agreed and set.

The teacher, with support from the SENDCo, will plan how to further address the child's need, implement the plan and assess its impact again. The graduated response of Assess, Plan, Do, Review will continue in this way, gaining advice from the SENDCo and other professionals if necessary.

Whaddon C of E School recognises that plans are only effective if they are living records that tell us exactly what needs have been identified along with detail of how to overcome key barriers to learning. We consider the over-arching needs of the child, over time and recognise that these may change, as the child grows older. Therefore, we will adapt provision to give a comprehensive and, where necessary, varying degree of support; depending on the individual requirements- at any given time.

Every class teacher of children with SEND will be responsible for the upkeep and monitoring of all records and for gathering evidence of support given and progress made towards specific outcomes. All records will detail outcomes to be achieved within an agreed time frame.

Education, Health and Care (EHC) Plans

A small percentage of children, however, will have needs for provision that go over and above the Ordinarily Available Provision level of support and reasonable adjustments provided by a School Support Plan. Without additional support and personalised resources, it is likely that insufficient progress will be made, despite the best endeavours of the school.

If a child has complex, life-long and significant needs then the school and parents can decide to apply for an Education and Health Care Plan (EHC Plan). This plan, if agreed by the Local Authority SEND team, forms a legally binding document stating the levels and type of provision needed, in order for a child to access the curriculum and make progress from their starting point. The plan is created in collaboration between the school, parents, child and any relevant professionals from education and health care agencies.

When requesting statutory assessment for an EHC Plan, the school must be able to provide evidence of the support provided, thus far, and explain why the child needs additional resources or professional input in order to make progress. To do this we provide the following information:

- Details of support, action and intervention to date.
- Several completed cycles of SEN Support Plans and APDR plans.
- Records of regular reviews and their outcomes.
- The child's medical history- where relevant.
- National Curriculum/EYFS attainment including national tests and assessments.
- Assessments and reports from other professionals, for example the Community Paediatrician, a Speech and Language Therapist or an Educational Psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.

- Costed provision maps.
- A day in the life of the child, at home and at school

The decision over whether to grant an EHC Plan to a child is made by a panel of Buckinghamshire Council upon reviewing this evidence. The process should take 20 weeks, this has, more recently, been closer to 50.

Children with EHC plans will have an Annual Review (6 monthly review for children in the Early Years) to evaluate the current and future provision/support for the child, as well as termly progress reviews with the class teacher and SENCO, to review short term outcomes in the plan.

Parents will be consulted at every stage of the process via meetings with the class teacher and SENDCo and through more formal arrangements such as Annual Reviews, SEND meetings and parent consultation evenings.

Children's views are obtained for annual reviews. Where a child cannot articulate their views, alternative methods will be used, e.g. selecting from visual cues or scribed by parents and staff.

High Needs Block Funding

THIS WAS REMOVED FOR ALL SCHOOLS IN BUCKINGHAMSHIRE SEPTEMBER 2024.
Emergency funding has been replaced and can be applied for via consultation with the Local Authority. Funding is not guaranteed.

Criteria for exiting the SEND Register

Following assessment that indicates that a child is making expected progress and no longer requires additional provision, a child may be removed from the SEND Register. The child will continue to be monitored to ensure that their current level of progress is maintained. In the event of the child experiencing recurring or new difficulties, they will be placed back on the SEND Register where adjusted support will be reinstated. We appreciate that children may encounter issues at different stages of their development and as such, care will be taken to the child is monitored to enable good rates of progress are secured.

Addressing Parental Concerns

Parents sometimes ask us to look more closely at their child's development and possible barriers to their learning. We take every parental concern seriously and investigate them fully. On most occasions, the concern is addressed through further modification and adaptation to learning, as part of High Quality Teaching. Some children may require additional in-house support, such as a small group intervention, or an APDR to further support their individual

needs. On occasions, parents may be signposted to other agencies and services; such as their local GP. Where appropriate and services are available, the school may make an outside agency referral. **N.B. Although the school can identify special educational need presentations and potential profiles, we cannot provide a diagnosis. Parents are advised to contact their GP, in these instances, for the most appropriate route of assessment or diagnosis. Waiting times vary on the NHS, however the minimum wait for assessment on the neurodevelopmental pathway is over 2.5 years, currently.**

Supporting Children and Families

Details of the school's partnerships are available on the Bucks Family Information service website www.bucksfamilyinfo.org/ and the school's website www.whaddon.bucks.sch.uk/

Policies and Reports

Please refer to the school website www.whaddon.bucks.sch.uk/ for

- Whaddon C of E School's SEN Annual Information Report and Local Offer
- Details of admission arrangements
- Accessibility Policy and Plans
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions. [available from the School Office on request]
- Pupil Behaviour Policy.
- Parent support Information link which contains contact details for the local Children's Centre, The Buckinghamshire Family Information Service, Speech and Language therapy services and the School Nursing Team.

Transition

Transition programmes are robust and designed for individual children when moving from class to class, into our school and onto secondary settings. These transition meetings include a detailed handover between teaching staff and may also incorporate photo information books and enhanced visits to new settings; to familiarise the child with their new surroundings/routines. The SENDCo from the child's next school is invited to attend the final Annual Review held at the current setting. Staff from the new setting are also invited to meet the child and visit them in their current, familiar surroundings or familiarisation with the child and their needs and the support required for them to be successful and access all areas of school life: fully.

Supporting Children at school with medical conditions

We recognise that children with medical conditions should be supported, in school, so that they have full access to education, including school trips and Physical Education. Some

children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical needs may also have Special Educational Needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice [2015] is followed in these instances.

To find out how we support children at school with medical conditions refer to the school's policy for 'Supporting Pupils with Medical Conditions' which is available from the school office; on request.

Monitoring and Evaluation of SEND provision

The school regularly and carefully reviews the quality of teaching for all children, especially those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support children with SEND.

This is supported by:

- Regular lesson and intervention observations, learning walks and work scrutiny
- Pupil voice interviews
- Formative and summative assessment of pupil attainment and progress
- Staff views
- SEN Governor visits
- Annual parental questionnaire
- Annual pupil questionnaire

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

Training and Resources

All schools in Buckinghamshire are required to cover the cost of SEND provision from their overall annual school budget. The Local Authority may provide some additional funding, according to need, for pupils with EHC Plans.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. Specific training for staff is coordinated by the Headteacher who is also the SENDCo. Governors receive CPD regarding SEND, the context of the school, local and national picture, from the SENCO.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEN focused external training opportunities to all staff. The SENDCo attends Local Authority SENDCo network and liaison meetings in order to keep up to date with local or national updates and disseminates this information to staff. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENDCo, ensures that pertinent training opportunities are matched to the school self-evaluation, the school development priorities, the current requirements of the school staff and the needs of the pupils on roll.

All teachers and support staff undertake induction, on taking up a post and this includes information on the SEND policy and practice in our school.

The Headteacher, SENDCo and the Governors of the school regularly monitor the needs of children with SEND. Resources are allocated according to need. The resources available include, teacher time, teaching assistant time and equipment/resources. These are dependent on the school's budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHC Plan and this is overseen by the SENDCo/Headteacher. The school has a continuing commitment to purchase appropriate resources to meet the individual needs of all children with SEND.

Roles and Responsibilities

The governing body has a statutory duty to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015

Specifically **governors** will:

- Use their best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND.
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND.
- Ensure the school produces and publishes online its annual school SEND Information Report.
- Ensure the school has arrangements in place to support children with medical conditions.
- Co-operate with the local authority (LA) in developing the local offer.
- Ensure that there is a qualified teacher as the special educational needs co-ordinator (SENCo) for the school.
- consult the local authority (LA) and the governing bodies of other schools when it seems necessary to co-ordinate special educational provision in the area.
- admit any child whose SEND statement or education, health and care (EHC) plan names the school, after engaging fully with the consultation process and completing due diligence regarding the needs and resources required by the pupil to engage fully in the life of the school.

The SEND Governor has oversight of the school's arrangements for SEND and reports to the Curriculum and Pupil Welfare Committee. Any actions or decision taken by the committee must be reported to the full governing body. The SEND governor will have access to online training. The SEND Governor will meet with the SENDCo/Headteacher termly and report to the governing body through the termly FGB meeting or the Curriculum and Pupil Welfare Committee, as appropriate.

The **SEND Governor** will:

- give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school.
- help to review the school's policy on provision for pupils with SEND.
- help to raise awareness of SEND issues, at a local and national context, at governing body meetings.
- ensure that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- assure the governing body that the school website publishes the school's SEND offer in accordance with the SEN Code of Practice (2015).

The headteacher with the governors and SENCo, plays an important role in the strategic development of SEND policy and provision at Whaddon C of E School. In addition, the headteacher ensures that the quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's appraisal arrangements, the School Development Plan and the school's approach to professional development for all staff.

Class teachers are responsible and accountable for the progress and achievement of all the pupils in their class, including those with SEND, including where pupils access additional support from teaching assistants or specialist staff. High quality teaching, carefully adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. With the support of the SENCO, class teachers are responsible for the implementation, upkeep and evaluation of APDR, SEN and EHC Plans, including the review of termly outcomes and the provision of additional support for pupils with SEND. Class teachers are also responsible for the early identification of pupils with SEND, with support from the SENCO.

The SENCo has an important role to play, as Headteacher reporting to the governing body, determining the strategic development of the SEND policy and provision in the school.

The SENCo provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENCo is aware of the provision in the Local Offer and able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND; including those who have EHC plans.
- Ensuring the teachers in the school are aware of the importance of the early identification of pupils who may have SEND and how best to support them and how to communicate this sensitively and in a timely way, with parents/ carers.
- Ensure that all staff are fully up-to-date with the SEND needs of the pupils within their class.
- Provide appropriate training to staff
- Ensure that best endeavours are undertaken to support pupils with SEND to participate in the everyday activities/life of the school, alongside children without SEND, as far as it is compatible with: their receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources.
- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has a SEND.
- Liaison with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising and collaborating with parents of pupils with SEND.
- Liaising with other schools, health and social care professionals, and independent or voluntary bodies to best support the individual pupil.
- Being a key point of contact with external agencies, especially the local authority and its support services, as per the Local Offer.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned and managed.
- Working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements to learning and the learning environment.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date.
- Preparing information and documentation for Annual reviews and chairing or minuting the meetings as required.

Teaching Assistants assigned as 1:1 support for children, work under the guidance of the class teacher, supported by the SENCo, addressing targets detailed on APDR, Support Plans or EHC plans. They are responsible for keeping up to date documentation on the child and feeding back to class teachers on the impact of any support, provision or intervention-annotating any EHCP or APDR paperwork ahead of review meetings.

The headteacher is the designated person for safeguarding in the school.

Mrs. Sarah Prior (SENCo) with support from Mrs. Laura Wheeler, (TA) is responsible for managing children's Individual Health plans and medical needs.

The Headteacher allocates and monitors the use of the Pupil Premium Grant and Looked After Children funding.

Storing and Managing Information

The school follows the procedures set out in its "Record Management Policy" for the storage and management of SEN information. All documentation, data and personal details are stored on the school's SIM system in accordance with the school's Data Protection, GDPR and Confidentiality policies. Staff are aware of their accountability to keep children's SEND information safe and confidential.

Accessibility

Statutory Responsibilities:

- The Disability Discrimination Act, as amended by the SEN and Disability Act 2010, placed a duty on all schools and Local Authorities to plan to increase, over time, the accessibility of schools for disabled children and to implement their plans.
- Schools are required to produce Accessibility Plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies are detailed on the school policy on the school website www.whaddon.bucks.sch.uk/

Dealing with Complaints

Arrangements for considering complaints about special educational provision within the school:

- Informal complaints or concerns can be discussed with the class teacher and/or SENDCo, by appointment.
- Formal complaints can be discussed with the SENDCo /Headteacher in the hope that a satisfactory solution can be found, prior to a formal written complaint being received, as per our school's complaints policy.
- The school's Complaint and Resolution policy is available on the school website www.whaddon.bucks.sch.uk/

Bullying

The school's Anti-Bullying and Child Protection policies are available on the school website www.whaddon.bucks.sch.uk/

Buckinghamshire's Local Offer

The purpose of the Local Offer is to enable parents to have a clear and informed view of services available to them in support of their child's SEND needs and how to access these. Buckinghamshire's Local Offer is available to view here:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Whaddon C of E. School's Local Offer details the type of provision that is available and can be located on the Bucks Family Information service website

<https://familyinfo.buckinghamshire.gov.uk/send/> and the school's website www.whaddon.bucks.sch.uk/

Reviewing the Policy

This policy will be reviewed annually by the Full Governing Body.

Written by: Sarah Prior Headteacher/SENCO

Date: June 2025

Ratified by the FGB: July 2025

Review date: June 2026