



**Dorney School**  
**SEND Policy**  
**2024-25**

*Respect Collaborate Grow*

## **1. Dorney School beliefs and values around SEND**

At Dorney School, our aim is to support the needs of every child. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning, providing challenge and support; encouraging everyone to reach their full potential. Our school is staffed by a team of qualified teachers and teaching assistants, who are all committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in our community. A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LEA (Education Act 1996). Provision for SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class and to be aware that these needs may be present in different learning situations. The SENDCO for Dorney, Mrs Sarah West, has achieved the National Award for SEND Coordinators (NASENDCo award).

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters for the needs of every child. We are committed to inclusion within the school curriculum and full participation in all aspects of school life. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Dorney School adopts a 'whole school approach' to disabilities and special educational needs. All staff work to ensure inclusion.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## **2. Aims and Objectives**

It is our aim to raise the aspirations of and expectations of all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just hours of provision and support.

Our objectives include:

1. To ensure early identification of all pupils requiring SEND provision
2. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND and inclusion policy.
3. To work within the guidance provided in the SEND Code of Practice, 2014.
4. To provide curriculum access for all
5. To identify, assess, record and regularly review children's progress and needs

6. To provide a supportive and nurturing environment that promotes self – esteem and independence
7. To share a common vision and understanding with all stakeholders to ensure that the most appropriate personalised support is provided for every child
8. To take into account the views of children, young people and their families by enabling them to participate in decision making
9. To provide support and advice for all staff working with special educational needs pupils.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

### **3. Definitions**

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

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.”

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

- a) Significantly greater difficulty in learning than the majority of others of the same age;
- b) 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language they will be taught in.

### **4. Information about SEND**

More details about the reforms and the SEND Code of Practice can be found on the Department for Education’s website: [www.education.gov.uk/schools/childsupport/sen](http://www.education.gov.uk/schools/childsupport/sen)

Children with the most complex needs may have an Education, Health and Care Plan (EHCP).

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Buckinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Broad Areas of Special Educational Need**

Special educational provision should be matched to the child's identified SEND. Children's SENDs are generally thought of in the following four broad areas of need and support.

### **Communication and Interaction**

Children with speech, language and communication needs (SLCN). These children may have difficulty:

- Saying what they want to;
- Understanding what is being said;
- Not understanding or using social cues of communication.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have:

- Social interaction difficulties; □ Language difficulties; □ Communication difficulties.

### **Cognition and Learning**

Children who are learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs:

- Moderate learning difficulties (MLD);
- Severe learning difficulties (SLD) – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication;
- Profound and multiple learning difficulties (PMLD) – 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. They may be:

- Withdrawn or isolated;
- Displaying challenging, disruptive or disturbing behaviour;
- Experiencing anxiety or depression, self – harming or substance misuse;
- Eating disorders, physical symptoms that are not medically explained;
- Disorders in attention deficit (ADD), attention deficit hyperactivity (ADHD) or attachment.

### **Sensory and/or Physical Needs**

Children who require special educational provision because they have a disability. These difficulties 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 is to work out what action the school needs to take, not to fit the child into a category.

## **5. Identifying Special Educational Needs**

Within our school setting, Dorney School considers the needs of the whole child, which will include not just the special educational needs of the child or young person.

Other factors that are not SEND may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND.)
- 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 Servicemen/Women.

When the interventions required to overcome barriers to learning become significantly different to those of their peers, and/or a child is identified as not making progress in spite of quality first teaching, the school will highlight the child as having special educational needs and disabilities (SEND) and seek to identify a cause.

Children may be added to the school internal monitoring list, to allow staff along with the SENDCo to monitor the progress that children are making. If a child is not making the progress expected, we will consider adding them to the school’s SEND register. This will happen with conversations with parents/carers.

The 2014 SEND Code of Practice characterises less than expected progress, given a child’s age and individual circumstances, as progress which:

- Is significantly lower 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.

Identifying behaviour as a need will no longer be an acceptable way of describing SEND. Concerns relating to a child or young person’s behaviour will be attributed as an underlying response to a need which we as a provider will be able to recognise and identify clearly as we work alongside a child and get to know them.

Parents sometimes ask us to look more closely at their child’s learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by quality first teaching or some parental support. Otherwise, the child is highlighted as having SEND. Although the school can identify special education needs, and make provision to meet those needs, we cannot offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

## **6. A Graduated Approach to SEND Support**

### **Plan**

At Dorney School, we adopt a whole school approach and follow an agreed process in the identification and management of children with Special Educational Needs.

If a child is on the school's SEND register, the SENDCo and/or the class teacher will meet with the child and parents to listen to their views and agree the short and long term expected outcomes and how this will be achieved together with clear targets. This information is recorded on a SEND Support Plan.

### **Do**

The role of the class teacher is very important when teaching and providing for a child with SEND. All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND. Records of interventions and strategies are recorded and reviewed by the class teacher.

### **Review**

The SENDCO and teacher consider all the information gathered from within the school about the pupil's progress, alongside any advice received from any outside agencies involved with the child. National data and expectations of progress are also considered at this point. If a child has been on the monitoring list, and is not making the expected progress, a child may be placed on the SEND register.

At all stages, parents and pupils are consulted and become actively involved in the process of ASSESS – PLAN – DO – REVIEW. Pupils have a voice in their education. A child in receipt of a Statement of Special Educational Needs or an EHC Plan attend their own Review where they are encouraged to reflect upon the provision they are receiving and suggest any thing they feel they may need to support them in the future.

The targets set on the SEND Support Plan are reviewed and, in consultation with parents and any other professionals, new targets are set and monitored as necessary.

## **7. Managing Pupils Needs on the SEN Register**

All pupils on our SEND Support List with have a SEND Support Plan, setting out targets and any provision made that is additional to and different from usual classroom provision. This Plan replaces the old IEP. These are used as a living record which tells us exactly what needs have been identified and how to remove key barriers to learning. Teachers consult with the parents and the child as to the provision that will be best suited to support the child accessing the curriculum. Clear outcomes expected to be achieved in an agreed time frame are also shared. Children and parents, with the support of the class teacher, review the targets of the provision termly.

Parental consent is sought before any external agencies are involved. The resulting Support Plan may incorporate specialist strategies. These may be implemented by the class teacher but may also involve other adults.

## Provision

To meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A SEND Support Plan records a graduated response to individual's needs.

The range of provision **may** include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with teaching assistant and class teacher
- Individual class support / individual withdrawal
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training □ Pastoral Support

## 8. Submitting a Request for an EHC Plan

If children are identified as having special educational needs that we are unable to fully meet through our own in school provision arrangements or if a pupil remains a significant cause for concern despite an individualised programme of sustained intervention, a Statutory Assessment will be requested. A Statutory Assessment might also be requested by a parent or outside agency.

In order to make this assessment, the school will gather the following information:

- Records from past interventions;
- Current and past Student Support Plans;
- Records and outcomes of regular reviews undertaken;
- Information on the pupil's health and relevant medical history;
- Assessment information related to Age Related Expectations (ARE);
- Other relevant assessments from specialists such as support teachers and educational psychologist;
- The views of parents and records of meetings with parents;
- Where possible, the views of the pupil;
- Social Care/Educational Welfare Service reports; □ Any other involvement by professionals.

## **Education, Care and Health Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment **does not** inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP.
- Of shorter term
- Established through parental/pupil consultation
- Set out in an SEN Support Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

## **Reviews of an EHCP**

ECHPs must be reviewed annually.

The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil, if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team may attend the Year 5 Transfer Review or if significant changes to provision are needed.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

In Year 5, receiving schools are invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease to maintain an EHCP.

## **9. Criteria for exiting the SEND Register**

The Assess – Plan – Do – Review cycle that we use allows for greater flexibility and movement within the various stages of SEND. Any children who have achieved their outcomes can be removed from the register. For any child exiting the register, progress is closely monitored and any interventions needed are put into practise.

In the event of the child experiencing recurring or new difficulties, they will be highlighted again as having SEND and if necessary, the original support will be reinstated.

## **10. Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. The first person to speak to is your child's class teacher. They will be able to answer most of your questions. The SENDCo may also attend this meeting, or will share advice with the class teacher. You can also contact the SENDCo by emailing the school office, who will pass on your message.

Partnership with parents is supported by:

- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision;
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services. As the school is given new information e.g SENDIAS, this is circulated to all parents of pupils with SEND
- Involving parents and carers in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

## **11. Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self – assessment and self – evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self – review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- SEND Support Plan reviews and the setting of individual targets □ Regular meetings with named adults □ Where appropriate, annual reviews.

## **12. Supporting Pupils at school with Medical Conditions**

Dorney 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 be disabled and where this is the case, the school will comply with its duties under the Equality Act (2010).

All pupils with medical conditions have a Health Care Plan. This is updated regularly or annually depending upon the health needs of the child. All staff are made aware of all children who have medical needs and are trained accordingly. Any staff who are working closely with/alongside a child with a specific health care need are trained to ensure that the right provision is made and the correct care is given. Any concerns and regular updates are discussed at staff meetings.

School trips and outings are made accessible to all pupils. Detailed risk assessments are carried out and provision to overcome any barriers are put in place. Parents and health experts are consulted at all stages of the planning and preparation for the outing.

## **13. Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff encouraged to undertake training and development. The training needs of staff are identified during their Performance Management reviews.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENDCo to explain the systems and structures in place (SEND policy) and the needs of individual pupils are shared.

The SENDCo organises training for individual staff members or for the whole staff accordingly. The SENDCo also organises training for staff according to the specific needs of pupils as identified or prescribed by any outside agencies or professionals working with that child. The SENDCo organises staff meetings to cascade information.

The school's SENDCo regularly attends the LA's SENDCo Network meetings and other training in order to keep up to date with local and national updates in SEND.

### **How is SEND funded?**

All schools in Buckinghamshire receive funding for children with SEND in three main ways:

- The base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo;
- The delegated budget for Specific Learning Difficulties and Moderate Learning Difficulties;
- Other specific funds e.g. Standards Fund allocation, Children's Fund.

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

#### **14. Roles and Responsibilities**

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCO who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure quality first teaching with differentiation and personalisation to meet the needs of all children.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil – centred.

The SENDCO has an important role to play with the headteacher and the governing body, in determining the strategic development of SEND policy and provision in the school.

The SENDCO has day – to – day responsibility for the operation of SEN policy and co – ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo 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 SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo include:

- Overseeing the day to day operation of this policy
- Coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Liaising with and advising teachers managing teaching assistants
- Liaising with parents of children with SEND (in conjunction with class teachers)
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The SENDCo is responsible for reporting to the governor with responsibility with SEND on the day – to – day management of this policy.

#### **15. Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties □ Information from health/social services □  
Information from other agencies.

## **16. Links with Education Support Services**

We aim to maintain effective contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved:

- Educational Psychologist
- School Nurse
- Cognition and Learning Support Service.

## **17. Links with other services and schools**

Effective working links are maintained with:

- Hearing Impaired Service
- Speech and Language Therapy Service
- CAMHs
- Other Children and Young People's Services
- Community Health Service
- Family Support and Safeguarding
- The Parent Partnership Service

## **18. Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENDCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved.

Please see the school's Complaints Procedure available on the school's website.

## **19. Buckinghamshire 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 at: <http://www.bucksfamilyinfo.org/>

## **20. Review of the SEND Policy**

This policy was developed through consultation with staff, parents, carers and pupils.

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

The outcomes of this review are used to inform the School Improvement Plan.

## **21. Glossary**

*Annual review* – the review of an EHC plan which the local authority must make as a minimum every 12 months.

*Care Plan* – a record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after child – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

*Child and Adolescent Mental Health Services (CAHMS)* – these services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist "Tier 4" CAMHS, which provide in-patient care for those who are severely mentally ill.

*Compulsory school age* – a child is of compulsory school age from the beginning of the term following their 5<sup>th</sup> birthday until the last Friday of June in the year in which they become 16, provided that their 16<sup>th</sup> birthday falls before the start of the next school year.

*Education, Health and Care plan (EHC plan)* – an EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

*Graduated approach* – a model of action and intervention in early education setting, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

*Local Offer* – local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and care (EHC) Plans. Local authorities must consult locally on what provision the Local Offer should contain.

*National Curriculum* – this sets out a clear, full and statutory entitlement to learning for all children, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

*Parent* – under section 576 of the Education Act 1996, the term ‘parent’ includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

*Pupil Referral Unit (PRU)* – any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for children who would otherwise not receive suitable education because of illness, exclusion or any other reason.

*Special Educational Needs and disabilities (SEND)* – a child or young person has SEND 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 has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools of mainstream post – 16 institutions.

*Special Education Needs Coordinator (SENDCo)* – a qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEND provision. In a small school, the Headteacher or Deputy may take on this role. In larger schools there may be a team of SENDCos. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCo and child minders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

*Special Educational Provision* – Special educational provision is provision that is different from or additional to that normally available to children or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school or to study at college.

*Speech and language therapy* – speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.