

Grendon Underwood Combined School



Special Educational Needs and Disabilities Policy

SEND Co-ordinator: Sophie Stainer

The school SENDCo is a member of the SLT



Grendon Underwood School
Special Educational Needs and Disability (SEND) Policy

Issue date	October 2021
To be reviewed by	SENDCo, SLT and SEND Governor(s)
Review frequency	Annually
Approved by	Full Governing Body

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010 : advice for schools DfE Feb 2013
- SEND Code of Practice: 0 to 25 years (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Accessibility Plan
- Teachers’ Standards 2012
- NASEN: Updating SEN Policy for Schools (2014)

This policy has been developed by the Special Educational Needs and Disability Coordinator (SENDCo) in liaison with the Senior Leadership Team (SLT) and SEND governor. Teachers, Learning Support Assistants (LSAs) and a small group of parent stakeholders were asked to feed back on the draft policy before a final version was produced.

Section 1 – Introduction

At Grendon Underwood Combined School we aim to provide an inclusive education in which all children are encouraged to aspire to achieve their full potential. Quality teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimize barriers to learning and maximize progress.

The progress of **every** child (including those with SEND) is primarily the responsibility of the class teacher. The class teacher is supported by the SENDCo and Senior Leadership Team. Learning Support Assistants are also employed to support teachers in nurturing children and delivering teacher-lead/ specialist-lead programs of study.

Provision for children with SEND at Grendon Underwood Combined School is overseen and managed by the SENDCo, Mrs Sophie Stainer. She is a fully qualified teacher with many years teaching experience, and is currently completing the National Award for Special Educational Needs Coordination. Mrs Stainer attends Senior Leadership meetings to ensure the interests of children with SEND are kept at the heart of school policy, and works closely with teachers and LSAs.

The SENDCo can be contacted via the school office on telephone number 01296 770388 or directly by email sent to sendco@gucs.org.uk

Section 2 – Aim

Grendon Underwood Combined School believes that all pupils, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and to full inclusion in all aspects of school life.

The school recognises that many pupils at some time in their school career may experience difficulties which affect their learning. These may be long or short-term. We recognise that pupils learn at different rates and that there are many factors affecting achievement, such as ability, emotional state, age and maturity.

Grendon Underwood Combined School aims to identify such needs as they arise and to provide teaching and learning experiences that make all learning stimulating, challenging and enjoyable, enabling every child to achieve his or her full potential. Admission arrangements for children with special educational needs but who do not have a statement are exactly the same as for children who do not need additional support.

The aim of the Grendon Underwood Combined School SEND policy is to ensure all children are fully included in the life of the school and aspire to reach their full potential; as barriers to learning are readily identified and minimized.

Objectives to achieve this aim:

- Work within the guidance provided in the SEND Code of Practice 0 - 25 Years (June 2014).
- Operate a 'whole pupil', 'whole school' approach to providing for all children.
- Ensure all children have equal opportunity to participate in the full curriculum and general life of the school; and have their successes equally celebrated.
- Ensure Quality First Teaching, with appropriate differentiation, is a priority in all classes.
- Identify any barriers to learning as early as possible and take appropriate action quickly.
- Provide appropriate support, advice and training for all staff working with pupils with SEND.
- Work collaboratively as a team, taking all views into account, including those of the child, parents, SENDCo, teachers, Learning Support Assistants (LSAs) and any other professionals involved e.g. educational psychologist, speech and language therapist, occupational therapist, cognition and learning team, specialist teacher, doctor, social worker etc.

Section 3: Identifying Special Educational Needs and Disability

Definition of Special Educational Needs and Disability

A child has a special educational need if they have a learning difficulty or disability which requires provision that is '*additional to*' or '*different from*' the normal adaptations made as part of Quality First Teaching and ordinarily available provision.

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

Under the Equality Act 2010 a disability is 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEN, but nevertheless, schools have a duty in law to make 'reasonable adjustments' to prevent these children being put at a substantial

disadvantage against their peers. There is, however, a significant overlap between disabled children and those with SEN. When a disabled child requires special education provision, they are also covered by the SEN definition.

Identifying SEN

All pupils at Grendon Underwood Combined School are regularly assessed both formally and informally; and progress is tracked using Pixl and teacher assessment. This seeks to identify pupils making less than expected progress given their age and individual circumstances. Based on national expectations, this can be characterised by:

- progress that does not match or better the child's previous rate of progress;
- significantly slower progress than peers who started from the same baseline;
- a failure to close the attainment gap between the child and their peers;
- a widening of the attainment gap between the child and their peers.

The SEND Code of Practice advocates early diagnosis and action to remove barriers to learning. For some children, however, difficulties only become evident as the child develops. Whenever a concern is raised, monitoring will begin quickly, so that appropriate action can be planned. As the Code suggests, pupils will only be identified as having SEN, if they do not make adequate progress (compared to national expectations) once they have had high quality, personalised teaching and intervention/ adjustments.

Types of Learning Difficulty

The SEND Code of Practice: 0-25 Years (July 2014) identifies four main areas of need. Children may have needs which fall into one or more categories, and these may or may not be inter-related.

1. Communication and Interaction

- Speech, language and communication needs (SLCN)
- Autistic spectrum disorder (ASD)

2. Cognition and Learning

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulty (SpLD), including dyslexia, dyscalculia and dyspraxia

3. Social, Emotional and Mental Health Issues

- Anxiety/depression/self-harming/substance misuse/eating disorders
- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder (AD)

4. Sensory and/or Physical Needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Other physical disability

The purpose of identifying what type of SEND a child has, is not to fit them into a category, but to

help the school, and other professionals, decide what action needs to be taken to provide appropriate support for that child.

Persistent, disruptive or withdrawn behaviours may be a result of a SEN, but not necessarily so. Any concerns relating to a child's behaviour will be explored to find the underlying cause, so that appropriate action can be taken to properly support the child.

At Grendon Underwood Combined School, when planning support, we will always consider the needs of the whole child, not just their SEND in isolation.

It is also important to remember that there are things which may impact on progress and attainment, but are not a SEN in themselves. These include:

- Attendance and punctuality
- Health and welfare
- English being an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Being the child of a serviceman/woman

Section 4: A Graduated Approach to SEN support/ Managing Pupil Needs on the SEN Register

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from LSAs or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. At Grendon Underwood Combined School, the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes providing training to improve teachers' understanding of strategies to identify and support vulnerable pupils; and their knowledge of the most recent developments in SEND. Similarly, interventions are put into place to meet a child's individual needs and these are also monitored regularly.

Quality First Teaching

- a) All class teachers provide differentiated learning opportunities that aid pupils' academic progression. This may be through additional support, use of ICT, practical opportunities to extend or support their learning, evidence recorded by staff.
- b) Any pupils who are falling significantly outside of the range of expected academic achievements, in line with predicted performance indicators and grade boundaries, will be closely monitored in order to gauge their level of learning and possible difficulties. The child may be placed on a Monitoring List.
- c) The SENCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEN register, they may continue on a monitoring list, if necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

g) The child is formally recorded by the school as being under observation due to concern by a parent or teacher. The child is recorded on the school's Monitoring List as an aid to further progression and for future reference; they are not recorded on the school's SEN register. Parents are informed that their child is receiving additional support and, as a result, is being monitored.

h) Pupil progress meetings are held between the class teacher, SENDCO and Deputy Head to assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. More frequent meetings are also held between class teachers and the SENDCO to review pupil progress and discuss any concerns the class teacher may have about their pupils.

SEN Register

If children need provision in addition to and above that of quality first teaching, they may be placed on a SEN monitoring list. The team around the child will create an assess, plan, do, review document that will be reviewed termly. This allows staff to monitor progress and identify need.

If a child continues to need targeted support, they may be placed on the SEN register. They will be categorised as SEN Support which means that adaptations are put in place in class and through interventions to reduce barriers to learning.

Children who have Educational, Health care plans are also included on the register and their primary SEND need specified.

Support Plans

If a pupil is identified as having SEND, a support plan is created to document and facilitate the effective implementation of special educational provision, which focuses on the removal of barriers to learning. In line with the Code of Practice, Support Plans are reviewed at least three times a year. They are shared with the child and their parents; and may be amended following consultation.

Support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited and refined, with a growing understanding of the pupil's needs and what works well for them. This is known as the '**graduated approach**'.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will be based on routine formal and informal teacher assessment, teachers' experience of the pupil, previous progress and attainment, the views and experience of parents, the pupil's own views, and, if relevant, advice from external support services.

Plan

If it is decided that SEND provision is necessary, the pupil will be recorded on the SEND concern monitoring list. Outcomes and progress will be monitored and adjusted. If adequate progress is not being made it may be necessary for the child to be placed on the SEND register and a support plan will be drawn up, based on the assessments and views of all those cited above. The Support Plan will clearly state the teaching strategies, interventions and/or adjustments which will be put in place,

alongside the desired outcomes for the child. This will be shared with the parents and child, as well as, all teaching, specialist and support staff involved.

Do

The plan is put into action. The class teacher remains responsible for working with the child on a daily basis. Where the interventions or support strategies involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil; working closely with any LSAs or specialist staff, to ensure support and interventions are carried out effectively and linked to classroom teaching. In addition to this, interventions will be monitored by the SENDCO or SLT.

It is also expected that, where appropriate, parents will become involved in reinforcing and/or contributing to progress towards the stated outcomes at home.

Review

The effectiveness of the support strategies and/or interventions are measured against the desired outcomes set at the planning stage and documented in the IPM. This is shared with the child and parents. It then feeds back into an analysis of the pupil's current needs and so a new cycle of "assess, plan, do, review" begins.

Specialist staff may be involved at any stage and this will depend on individual circumstances. The school can ask for general advice from external agencies on dealing with specific difficulties, or an in-depth individual assessment, if tried strategies have not been successful. The professional involved will then advise the school on how best to help the child and decide on the level of involvement required by them.

Parents will always be consulted before specialists from outside the school become involved in working directly with their child and consent will be obtained.

Education, Health and Care Plans (EHCP)

Under the new SEND Code of Practice, from September 2014, Statements of SEND have been replaced with Education, Health and Care Plans (EHCPs). This move encompasses a more multi-professional approach dealing with the whole child. An EHCP is issued in a very small number of cases. The Local Authority (LA) may be requested to make a statutory assessment of a child whose high level needs only become apparent as he or she develops; and who has not made sufficient progress, despite the school having taken relevant and purposeful action to identify and meet those child's needs.

Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers and other external specialists) gathered over a period of time. Once all the evidence is gathered and presented, a decision as to whether to an assessment for an EHCP will take place will be given within 6 weeks; and if so, is produced by the LA in no more than 20 weeks.

An EHCP is specific to particular need(s) and designed to meet clearly defined objectives or 'desired outcomes' for the child. The LA provides additional resources to help reach these objectives/desired

outcomes. EHCPs are formally reviewed at least annually. Parents and any agencies involved are invited to these meetings, which are also attended by the class teacher, any LSAs working with the child and the SENDCo.

Application for Higher Needs Block Funding (HNBF)

If the school feels it is unable to fully meet the special educational need of a pupil through its own provision arrangements, yet the child does not meet the criteria for an EHCP, an application can be made to the LA for HNBF. This is short-term additional funding for up to two terms at a time, to a maximum of about two years, to provide additional support. The school must demonstrate that the pupil requires more than 13.5 hours of additional support per week.

In class support

All pupils identified as having SEND are treated equally and given access to an appropriate curriculum. Within lessons, it is the class teacher's responsibility to differentiate learning. Pupils with EHCPs are supported in class according to the requirements of their EHCP. Any additional adult support provided for by the EHCP, or otherwise, is carefully managed to ensure it is effective, but not unduly intrusive, so that the child is included within the class as much as possible and develops skills of independence as appropriate.

Interventions

All children have access to interventions at Grendon Underwood if appropriate. This may take the form of booster sessions in order to consolidate learning in class or to address gaps in a child's knowledge. These may be delivered by the class teacher or and LSA.

Targeted interventions may be delivered to children who are not making expected progress, children requiring SEN support or those with EHC plans in order to meet short term outcomes. Baseline assessments are conducted and the impact of these interventions measured to determine the effectiveness of them.

At Grendon Underwood interventions are delivered for a variety of need, including literacy difficulties, social, emotional mental health, emotional regulation and speech and language. Interventions may be devised due to the needs of specific children or suggested by outside agencies in order to meet short term outcomes. These may be delivered in small groups or 1:1.

Interventions may be delivered in class or by withdrawing the child for short periods of time. When withdrawal is necessary, times are planned carefully to minimise the impact of what is being missed, as far as is possible.

Involvement of External Specialists

As a school we work collaboratively with other agencies to fully support the needs of the child and the family. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The following services may be involved as, and when, necessary:

- Occupational Therapy
- Speech and Language Therapy
- Specialist Teaching Services (visual impairment team, hearing impairment team, physical disability team, cognition and learning team, speech, language and communication team)
- School Nurse
- Physiotherapy
- Community Paediatrics
- Pupil Referral Unit
- CAMHs (Child and Adolescent Mental Health Service)
- Family Resilience
- Child Protection Services
- County SEN Team

Representatives from voluntary organisations and other external agencies are invited to local SENDCo liaison meetings throughout the year to discuss SEN provision and progress and keep staff up-to-date with legislation.

In cases where a child is under observation, or cause for concern, focused meetings will be arranged with the appropriate agency.

Use of ICT to support SEN

Sometimes a Specialist Service will recommend and provide (through the LA) an electronic device, such as a laptop or tablet, to increase a child's access to the curriculum. In this case, appropriate staff are trained by the service to support the child in their use.

We encourage and use ICT to support our pupils with SEND.

School Trips and Other Activities Outside the Classroom

Grendon Underwood Combined School offers a wide range of trips and extra-curricular activities. We aim to support all pupils to enable them to attend school trips/visits and to take a full part in activities organised beyond the classroom. A risk assessment is completed for each trip, which includes the needs of individual pupils when relevant. If the teacher is concerned about a pupil's safety or ability to take part, a member of the SLT will be consulted, who may also liaise with the SENDCo and parents. If the school decides a trip is unsuitable for any child, a more suitable alternative will be considered. The safety of all pupils will remain the main priority and all reasonable adjustments will be made to support every child.

Section 5: Criteria for Exiting the SEN Register

As a pupil starts to close the attainment gap, support will be gradually reduced. If it is clear that the pupil is now able to make adequate progress without provision that is additional to or different from that which is part of normal Quality First Teaching, the pupil will be moved off the SEND list. Their progress will, however, continue to be carefully monitored and reviewed regularly.

Section 6: Supporting Pupils and Families

All Local Authorities are required to publish information about services available in their area for children and young people (birth to 25 years) who have Special Educational Needs and/or Disabilities. This is known as the '**Local Offer**'. The Local Offer outlines all services and support available across health, education, social care and leisure services. It is designed to improve choice and transparency for families. The Buckinghamshire Local Offer can be found at: www.bucksfamilyinfo.org/localoffer. All mainstream schools are required by law to produce a SEND Information Report on an annual basis. Grendon Underwood Combined School's SEND Annual Report can be found on our website.

Buckinghamshire SEND Information, Advice and Support (SEND IAS) Services (formally Parent Partnership) provides impartial information, advice and support to parents and carers of children with SEND. Further information about this service can be found at: www.buckscc.gov.uk/bcc/parent_partnership/parent_partnership.page

Admission Arrangements

The admission arrangements for a child with SEND who does not have an EHCP are no different from other children. If, however, a child has an EHCP, parents have the right to specify Grendon Underwood Combined School if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they are outside the reserved area for Grendon Underwood Combined School.

Access arrangements for exams

When a pupil reaches Year 6, they may be assessed for extra support in their End of Key Stage SATs examinations. Examples of support could be a reader, extra time, movement breaks, modified scripts and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education. The support a pupil is entitled to receive is usually dependent upon their scores in specified tests, alongside a history of their need. (Children with an EHCP, or who use the braille or modified large print (MLP) versions of the tests, will automatically qualify for extra time.) If a pupil requires arrangements to be made, they will often need to be examined in a separate room from the other candidates.

Grammar Schools and Transfer Tests

It is the parents' responsibility to notify the school that they request reasonable adjustments to the Transfer Tests to be considered for their child. The whole process of application must be completed before the end of the summer term immediately preceding the tests being taken. LA guidance on this can be found at:

<http://www.buckscc.gov.uk/media/1926258/eqa-guidance-2015-entry.pdf>

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

Links with Other Schools

Good links exist between Grendon Underwood Combined School and its feeder nursery schools. The Reception teacher visits local nurseries during the summer term to meet children who will transfer to the school in September. When possible, the SENDCo will also visit the nursery of children who have an EHCP, to meet the child and discuss their needs with nursery staff.

Grendon Underwood Combined School welcomes representatives from the secondary schools to which Year 6 pupils are transferring, to meet the children and their Year 6 teachers. They will discuss pupils' achievements and needs, including those with SEND and those who may find transition to secondary school a cause of anxiety. It is standard practice that all SEND records and other relevant documents are passed on to pupils' new schools before September. For children with an EHCP, transition arrangements are agreed at the pupil's Year 6 Annual Review.

Section 7: Supporting Pupils at School with Medical Conditions

We recognise 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.

Some pupils with medical conditions may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHC) and the SEND Code of Practice (2015) is followed.

Pupils with medical conditions have individual Healthcare Plans which are stored within the Medical File and located in the school office. Each member of staff is made aware of specific children's medical needs. Each class holds medical information on specific children in their class with medical conditions.

For details on administering medicines in school, please refer to our 'for Supporting Pupils with Medical Conditions' which can be found on the school website.

Section 8: Monitoring and Evaluation of SEND

SEND provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- classroom planning and practice being monitored by the SLT, SENDCo and subject coordinators;
- analysing pupil tracking data;
- Provision mapping
- reviewing the achievement, or otherwise, of long and short term outcomes set for individual pupils;
- meetings with parents, staff and other professionals;
- regularly updating the SEN development plan;
- termly monitoring of procedures and practice by the SEND governors;
- annual school self-evaluation process;
- Local Authority visits, training and meetings;
- feedback from inspections

Section 9: Training and Resources

Grendon Underwood Combined School firmly believes in the SEND Code of Practice 2015 guidance that 'All teachers are teachers of children with special educational needs' and that quality first teaching is essential. 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.

General and specific training needs and strategies are identified and actioned through the school's professional development and school improvement plans. Training is planned in accordance with the requirements of the school improvement plan. This includes training for SEN topics and access to outside agency advice.

Teaching Assistants are invited to all appropriate training sessions. The SENDCo addresses the ongoing needs of the teaching assistant team and organises half termly training to share best practise and implement new strategies and initiatives. Additionally, TAs have access to County training bulletins and attend courses where necessary.

Teachers and TAs have regular meetings to discuss planning and to assess the learning needs of all children, including children with SEN. This ensures that TAs are prepared in advance to best support individual children. The teachers and TAs follow a planned rotation of group support so that all children have access to teacher and TA teaching.

All teachers and support staff undertake induction which includes a meeting with SENDCo to explain the systems and structure in place around in the school's SEND provision and practice and to discuss the needs of individual pupils. A register of LSA attendance at training is maintained by the SENDCO.

The school's SENDCO regularly attend the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Section 10: Roles and Responsibilities

The Governing Body is responsible for:

- appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEND and disability;
- ensuring that there is a qualified teacher designated as SENDCo for the school;
- taking account of pupils with SEND when planning all matters for the school as a whole;
- working with the head teacher and SENDCo to determine the school's general policy and approach to provision for children with SEND, and ensuring that appropriate staffing and funding arrangements are put in place;
- ensuring that the procedures for monitoring all children are consistently applied, to ensure early identification of SEN and the provision of support for children who require it;
- ensuring that information is published, and updated annually, on the school website, about the implementation of school policy for pupils with SEND.

The School Leadership Team is responsible for:

- Regularly reviewing how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching and support for pupils with SEND, and the progress made by pupils.
- Identifying any patterns in the identification of SEND both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Ensuring the deployment of teaching staff, LSAs and the HTLA is appropriate to meet the needs of children with SEND.

The SENDCo is responsible for:

- working with teachers to ensure the day-to-day implementation of the SEND policy;
- liaising with and advising teachers and support staff;
- overseeing the records of all children with special educational needs;
- liaising with parents of children with special educational needs;
- arranging relevant specialist training for teaching and support staff, and ensuring information is disseminated as appropriate;
- liaising with LA specialist agencies to arrange assessments, advice and support programs, and ensuring that they are appropriately implemented;
- attending appropriate training and local liaison meetings to support the role, and disseminating relevant knowledge to staff;
- liaising with the SLT about support needs within year groups, to aid the appropriate deployment of LSAs;
- ensuring individual provision and progress is appropriately monitored and used to guide future planning;
- monitoring provision and progress across the school, and using it to inform the SEND development plan;
- ensuring there are appropriate resources for children with SEND and that they are properly used;
- working closely with the nominated SEND Governor;

Class Teachers are responsible for:

- the progress of all pupils in their class, including those with SEND;
- including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for children with SEND;
- liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom:
- monitoring and tracking all pupils' progress to assist the early identification of learning difficulties, and alerting parents at the earliest opportunity of their concerns to enlist active help and participation;
- feeding back to parents how a child is progressing towards their SEND learning outcomes;
- ensuring that lunchtime supervisors and any other additional teachers (eg. supply teachers, visiting specialist music/sports etc. teachers) are given necessary information relating to the supervision of pupils with SEND, including possible behaviour management tactics;
- the day to day operation and management of interventions for children with SEND in their class/year group.

Learning Support Assistants are responsible for:

- supporting pupils' individual needs, as directed;
- helping with the inclusion of pupils with SEND within the class;
- implementing and managing the differentiated programs prepared by the teachers/SENDCo;
- monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies;
- ensuring that learning support aids and programmes provided are utilised appropriately;
- contributing to reviewing and planning for children with SEND, including IPMs, SEN Support Plans and Annual Reviews.

Other Related Responsibilities:

The members of staff with specific safeguarding responsibility are Mrs B McLaren, Miss A White Jones, Mrs F Adams and Mrs L Zverko.

The governor with specific safeguarding responsibility is Mrs J Myers.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs A Argent.

Section 11: Storing and Managing Information

Records about children's SEND are stored in locked cupboard in the SENDCo's office.

These are archived and stored for 10 years after which time they are destroyed. Records in electronic form are stored on the secure staff drive. The SENDCo is responsible for managing the storage of this information. Information is treated sensitively and only shared with relevant personnel in lines with the regulations of the GDPR.

Each class holds a Special Needs Folder outlining the specific needs of pupils in their class.

Section 12: Reviewing the Policy

In line with the Code of Practice (2015), the SEN policy is reviewed annually alongside the review of the school's annual SEN Report.

Section 13: Accessibility

The school's main buildings largely comply with the Disability Discrimination Act (DDA). Every building has ramp access on at least one entrance/ exit. The school has a toilet adapted for disabled users. Two disabled parking bays are available in the school car park offering easier access for pupils and parents/carers. Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of an emergency.

The accessibility policy can be found on the school website.

Section 14: Dealing with Complaints

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

If the matter is not resolved through discussion with the class teacher, the parent should arrange an appointment with the SENDCo. If, after this, the situation is not resolved, they should arrange to discuss their concerns with the headteacher.

The vast majority of concerns are resolved during the above process, but if the parent remains dissatisfied and wishes to take the matter further, then they should refer to the school's Complaints and Resolutions Procedure. This can be found on the school website.

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process. The Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) may be able to help with this. Information on this service and details of how to contact them can be found at:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?record=FT8eL4fHa8>

Section 14: Bullying

Please see the school's Anti Bullying Policy and other relevant policies including Behaviour and Safeguarding and Child Protection, which are all available on the school website.

Section 15: Additional Information

Key Contacts:

SENDCo: Mrs Sophie Stainer

Email: sendco@gucs.org.uk

Tel: 01296 770388

Headteacher: Mrs Caroline Tomlinson

Email: head@gucs.org.uk

Tel: 01296 770388

All schools are expected to produce a SEND Annual Report, which makes up part of the 'Local Offer'. Grendon Underwood Combined School's SEND Annual Report can be found at:

<https://gucs.org.uk/wp-content/uploads/2021/11/GUCS-SEND-Annual-Report-Oct21.pdf>

The Bucks Local Offer provides information and advice on Special Educational Needs and Disability provision, both inside and outside the Local Authority. Information can be found on the Bucks Family Information site at:

www.bucksfamilyinfo.org/localoffer

If you wish to contact Buckinghamshire County Council about the Local Offer call 08456 884944 or email familyinfo@buckscc.gov.uk