



Highworth Combined School

Special Educational Needs & Disabilities Policy

Approved by: Curriculum Committee

Date: 6.10.21

Last reviewed on: 06.10.21

Next review due by: 06.10.22

SENDCO: Mrs Joanna Peters
SEND Governor: Mrs Fiona Gee

Introduction

This Special Educational Needs and Disabilities Policy has been approved by the staff and governors of the school. All staff at Highworth Combined School believe that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. At Highworth, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities and physical capabilities.

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

Our Senco, Mrs Joanna Peters, manages special Educational Needs in Highworth Combined School. She is a fully qualified teacher with additional qualifications and experience relating to children who require additional help to learn effectively at school. In September 2009, it became law for every new SENDCO in a mainstream school to gain the Master's-level National Award for Special Educational Needs Co-ordinator; Mrs Peters gained this qualification in 2016 with Distinction. Mrs Peters works closely with School's Inclusion Manager and Deputy Head, Mrs Day.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (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 0-25 (June 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory guidance on supporting children in schools with medical conditions (April 2014)
- NASEND: Updating SEND Policy for Schools (2014)
- National Curriculum Key Stage 1 and Key Stage 2 Framework Document (2013)
- Teacher Standards 2012

Aims: Highworth Combined School SEND policy has been developed to:

Ensure that the diverse needs of all children, whatever their learning difficulty, are provided for; their barriers to learning minimised; they have equal opportunities to participate in the full curriculum of the school and their successes are equally celebrated.

- Ensure the implementation of Government and subsidiary Local Authority (LA) Guidance surrounding the SEND Code of Practice 0-25 (June 2014).
- Ensure best practice, based on past practice and new guidelines, is applied consistently.
- Inform parents/carers how SEND provision is organised at school, how it is identified, managed, and provided for, how educational plans co-ordinate with any Health/Social care provision and how this supports their child's development.
- Inform all parties how SEND provision works collaboratively – Child, Parents, Teachers, SENDCO and other professionals, and how concerns and issues will be managed, working in partnership with parents/carers in supporting their child's education.
- To identify and provide for pupils who have special educational needs and additional needs, identifying barriers to learning and participation, and providing appropriately to meet a diversity of needs.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide support and advice for all staff working with special educational needs pupils
- Ensure the school's SEND policy is implemented consistently by all staff.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small

Definition of SEND

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

A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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

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

Co-ordinating and managing provision

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 (Fiona Gee).
- Ensuring that there is a qualified teacher designated as Sendco for the school.
- Taking account of SEND pupils when planning all matters for the school as a whole. The Governing Body believes that good SEND provision benefits all pupils.
- Working with the Head teacher and Senco 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 and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require SEND support.
- Considering SEND issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in the school's self-review and continuous improvement plans.
- Publishing information on their websites about the implementation of their policy for pupils with SEND - updated annually or when information changes.

The School Leadership Team is responsible for:

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

The Deputy for Inclusion (Mrs Day) is responsible for:

- Working with the Headteacher, the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Overseeing and monitoring the work of the Sendco and working closely with her at a strategic level.
- Overseeing the leadership of the Hearing Impaired Department and its staff.
- Developing and evaluating strategies to support children with social and emotional difficulties through a nurturing approach.
- Directing and liaising with the nurture practitioners, learning mentors and parent support worker to ensure our provision for children with social and emotional difficulties, as well as mental health issues, is effective.

- Ensuring the safeguarding of all pupils by implementing statutory guidance, internal policies and multi-agency advice (this includes the changes to legislation regarding children with disabilities).

The Deputy for Curriculum (Mrs Dimishky) is responsible for:

- Evaluating and monitoring the role of LSAs and the impact of their provision on the outcomes and wellbeing of SEND children.
- Overseeing the performance management process for LSAs and support staff, intervening where necessary.

The SENDCO (Mrs Peters) is responsible for:

- Working with the Headteacher, the Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision in the school
- The day-to-day operation of the school's SEND policy.
- Liaising with and, where necessary, advising class teachers.
- Managing the provision for pupils with SEND.
- Maintaining the register, action taken and outcomes.
- Working alongside the class teacher with parents of children with SEND.
- Supporting LSAs in ensuring that they have the skills, knowledge and resources to carry out their responsibilities effectively.
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and Social Care and voluntary bodies.
- Enabling staff to attend appropriate INSET training, including specific programmes for learning support assistants.
- Running/attending review meetings of SEND pupils and those with support plans or with Educational Health Care Plans where appropriate.
- Working with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date.

Class Teachers are responsible for:

- The progress of all pupils in their class including those with SEND.
- Including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for SEND pupils. This means that wherever possible all children will follow similar curriculum and lesson plans but that their objectives and levels of work will be set according to their needs and abilities.
- Ensuring that all pupils in their class are given the opportunity to 'keep up, not catch up' with their peers.
- Liaising with the SENDCO as necessary to obtain advice and strategies to support learning and inclusion in the classroom.
- Writing Provision Maps and Class Intervention Maps (with the support of the SENDCO) which details the interventions that are in place.

- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting parents at the earliest opportunity of their concerns to enlist active help and participation.
- Feeding back to parents how a child is progressing towards their SEND learning outcomes, including planned reviews.
- Ensuring that lunchtime supervisors and any other additional teachers (e.g. supply teachers, visiting specialist music/ sports etc. teachers) are given necessary information relating to the supervision of pupils including possible behaviour management tactics.
- Day to day operation and management of SEND interventions in their class/year group.
- Setting LSA performance management targets for LSAs under their supervision.

Learning Support Assistants are responsible for:

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

Identification, Assessment and Provision

"The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. "(DfES, SEND Code of Practice 2014 – section 6.14)

A Graduated Approach to SEND Support

At Highworth Combined School all pupils receive quality first teaching from their class teachers. Pupils are identified at the earliest stage where they have been unable to meet age-related expectations and are supported in keeping up with their peers. In line with the Code of Practice pupils are only identified as SEND if they do not make adequate progress once they have received good quality personalised teaching and targeted interventions delivered by Learning Support Assistants.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Highworth Combined School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies

to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

For some children, SEND can be identified at an early age and this is what we aim to do at Highworth. However, for other children and young people difficulties become evident only as they develop. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Highworth, class teachers, supported by the Senior Leadership Team (SLT), make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

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

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

Types of Learning Difficulty

Children will have needs and requirements which fall into at least one of four areas and many children will have inter-related needs. These areas have been laid out in the SEND Code of Practice 2014 and are used by Buckinghamshire County Council as areas considered for Statutory Assessment:

- **Communication and Interaction (e.g. Language difficulties, Autistic Spectrum Disorders)**
- **Cognition and Learning (e.g. Dyslexia, Dyspraxia)**
- **Social, Emotional and Mental Health issues (e.g. ADHD, Anxiety Disorders)**
- **Sensory and/or Physical (Vision Impairment, Hearing Impairment (HI), physical disability)**

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

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEND support takes the form of a four-part cycle (**Assess, Plan, Do, Review**) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assessing and reviewing pupils' progress towards outcomes

At Highworth we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

From September 2014 there is only a single category of support – SEND SUPPORT. As a school we have incorporated the elements of the Buckinghamshire SEND Support Plan into our current good practice use of Provision Maps. These maps fall in line with both National and County guidelines and expectations.

Education, Health & Care Plans

An EHCP, in many cases, is issued before a child starts school to address a profound, severe or complex needs requirement. However, in a very small number of the cases the LA may be requested to make statutory assessment of a child whose needs become apparent as he or she develops and which cannot be met via the Schools usual provision. Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers, external specialists, medical professionals and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the LA in no more than 20 weeks.

Any EHCP issued is specific to a particular need to meet clearly defined objectives and the LA provides additional resources to meet these needs. The EHC plans are reviewed annually during Annual Reviews and parents will always be involved in monitoring progress. Parents and any agencies involved, along with the pupil, will be invited to this meeting to discuss progress and the provision which is in place. Pupils with an EHCP may also have a Multi-Agency Provision Plan (MAPP) to monitor short term targets which is reviewed regularly and shared with parents/carers. Some pupils being supported individually by an LSA may require more frequent communication with the parent/ carer and it may be appropriate to use a communication diary.

Consulting and involving pupils and parents

Parents/carers will be involved throughout and their early involvement is of paramount importance. They will always be informed if the school identifies their child as having a special educational need.

When working with parents/carers we will focus on a pupil's strengths as well as needs and draw on parental expertise and knowledge of their child. We adopt a positive attitude towards parents/carers, providing information to them in a user-friendly format. Parents are also able to get advice and support from our Parent Support Worker.

We recognise that some parents/carers themselves may have differing needs and take account of these in a sensitive manner. The class teacher will work closely with parents at all stages and should be the first port of call in case of difficulty. They can then be referred onto the SENDCO, Inclusion Manager or Headteacher if necessary.

We will have an early discussion with the pupil (if deemed appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Interventions

Highworth Combined School has a wide variety of additional interventions which can be used to support pupils. These include:

- 'Keep up' interventions
- Clicker 8 programme
- RWI one-to-one support
- RWI Fresh Start
- Phonological Intervention
- Nurture Groups
- Emotional Literacy/Learning Mentor interventions
- Speech and Language interventions
- Occupational Therapy Groups
- Writing support
- Mathematics Mastery support

- Comprehension groups
- Number Shark programme
- Word Shark programme
- Touch Typing

Additional interventions are also offered depending on the need of the pupil.

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

In Class Support

All pupils identified as having a SEN or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to differentiate learning and make adjustments. Class teachers follow the guidance and advice from the document: Ordinary Available Provision (<https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-available-provision>). The purpose of this document is to outline the provision that Buckinghamshire Council expects to be made available for children and young people (CYP) with special educational needs and/or disabilities (SEND) in all local mainstream schools and settings. This is referred to as setting-based SEND support or the school and setting based stages of the graduated response. At Highworth Combined School, provision or support is provided in line with the needs of the young person and is not dependent on any formal diagnosis.

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

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

A child is considered to need special educational provision once the teacher and SENDCO have considered all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes formative assessment, as well as parental feedback.

Once additional provision has been put in place, should a higher level of need be identified the school will arrange for a visit from an Educational Psychologist or other specialist to provide further guidance and support.

Factors which can Impact on Progress and Attainment:

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

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

In addition, we identify special educational needs within the context of the usual differentiated curriculum within the school.

Children are identified as having SEND if they are not making progress within a curriculum that:

- Sets suitable learning challenges.
- Responds to pupils' diverse learning needs.
- Overcomes potential barriers to learning.

Criteria for Exiting the SEND Register

As a pupil starts to make adequate progress (as outlined in the SEND Code of Practice), support will gradually be reduced. Where a pupil continues to make adequate progress without the requirement for provision that is additional to or different from that which is provided as part of Quality First Teaching, for a period of two terms or more, the pupil will be removed from the SEND register. Their progress will continue to be carefully monitored and reviewed regularly.

Funding for SEND

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

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

Element 1: Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. This is the core budget for each school and it is used to make general provision for all pupils including pupils with SEND.

Element 2: Every school receives an additional amount of money to help make special education provision to meet children's SEND. This is called the notional SEND budget. The amount in this budget is based on a formula agreed between schools and the LA. In Bucks, prior attainment and deprivation are used to calculate the money a school receives. The Government now require that schools use this funding to pay for up to 13.5 hours of support (previously 5 hours) before additional funding can be applied for.

Element 3: It is expected that the needs of almost all mainstream children can be met through the school budget; however, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. In these cases, the school can apply locally for 'Top-Up Funding'. If a school can show that a pupil with SEND has 'exceptional' needs that could not be predicted, it can request 'Exceptional Needs Top-Up Funding'.

Within Highworth we also receive an additional funding stream for the children with in our Additionally Resourced Provision (ARP) for Hearing Impairment. This funding is different and in addition to the above elements and is used specifically to support the children within the Hearing Impaired Department.

Supporting Pupils in School with Medical Conditions

The 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. Some may also have special educational needs (SEND) and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Highworth Combined School has Health Care Plans which are agreed by parents and the school to support any pupil with medical conditions. Parents are encouraged to speak with the Headteacher at the earliest opportunity to ensure that the relevant arrangements can be put in place. Our medical officer, Mrs Tavender, oversees and administers medical provision where appropriate.

Expertise and training of staff

- Our SENDCO, Mrs Peters, has achieved the National SENCO Award and the Postgraduate Diploma in Education.
- A Teacher of the Deaf (Mrs Pereira), BSL Signing Assistants and a specialist Speech and Language therapist who works in HID ARP (Glynis Hayes) as well as working in the mainstream school 1 day every other week.
- A Speech and Language therapist who works in the main school every other week
- Both Mrs Upfield, Mrs Galley have received nurture training from Buckinghamshire Council, and attend regular network meetings, to keep up to date with best practice.
- A specialist speech and language LSA.
- A link Occupational Therapist (Miss Boreland Philippa Goldby) who provides termly advice clinics.
- Strong links with all specialist teachers at Bucks Council.

Training

Many members of our staff have received training on various topics related to SEND: sometimes this is a whole school INSET and on other occasions members of staff attend courses individually. All staff feed- back on training so that the whole school benefits from the money spent.

Involvement of external specialists

Highworth has access to a number of external professionals including Speech and Language Therapists, Occupational Therapists and Educational Psychologists which are provided by the LA. Termly Occupational Therapy Clinics and SALT clinics have proven to be invaluable with both resulting in extending access for the children in our school to both of these specialist areas. As a mainstream school, should a child's needs be such that the school needs assistance from the Pupil Referral Unit regarding behaviour strategies, the school can apply for outreach support.

The referral process varies according to the agency; however, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of two terms before any referral will be considered.

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

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

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

The Voice of the Child

It is the intention to listen to and act upon the views of the child when considering support and provision. This practice is embedded within teaching as well as when drawing up a support plan.

Access arrangements (exam support)

When a pupil reaches Year 6, their data is analysed by the Year 6 teachers, the Deputy Head (responsibility for Inclusion) and the Sendco and, if necessary, they are assessed for extra support in their End of Key Stage SATs examinations. Examples of support could be: a reader; extra time; movement breaks and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education and the support a pupil may receive is dependent on the scores they receive in specified tests alongside a history of need. Where a pupil requires arrangements to be made, they will usually need to be examined in a separate room from the other candidates. Additional support in examinations should reflect normal classroom practice experienced by the child, as outlined by the Standards and Testing Agency.

Grammar schools and the Transfer Tests

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

As the secondary Transfer Tests are not compulsory, parents together with the 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. Should this be the case, special provision will be made for children with SEND in order for them to access the tests fairly.

Information on where the Local Authority's Offer is Published.

Buckinghamshire Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Buckinghamshire Local Offer, please visit: www.bucksfamilyinfo.org

Dealing with Complaints

It is in everybody's interest to try and 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 parent is not satisfied with the teacher's comments or the situation does not improve, then they should arrange an appointment with the SENDCO stating clearly, what they are unhappy about and what they would like to see happen regarding their concern. Should the matter still not be addressed satisfactorily then the parent should feel free to make an

appointment with the Inclusion Manager or the Headteacher in order to discuss that matter further and determine next steps.

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

Tel: 01296 383754

Email: sendias@buckscc.gov.uk

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

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the class teacher in the first instance, and then the Headteacher, if they have any concerns about special educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. Parents can also get support and advice from our Parent Support Worker (Ms Baskerville) via the school.

Any official complaints can be made through the school's complaints procedures.

Bullying

Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying. Therefore, we will review each case on an individual basis.

Bullying can be defined as: Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name calling, physical injury, damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through mobile phones, websites and many other online platforms (cyber-bullying). The school works hard to ensure that e-safety and cyber-bullying form part of every child's PSHCE education, as well as through targeted support where necessary. The anti-bullying and e-safety policy outline the strategies for ensuring that all pupils are safeguarded in such a way.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

The school's Behaviour Policy can be found here: www.highworth.bucks.sch.uk

Storing and Managing Information

Confidentiality

Highworth Combined School is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel. The school takes confidentiality very seriously and all members of staff, as well as regular in school professionals and visitors are asked to sign a Confidentiality Agreement.

Data Protection

Highworth Combined School gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Reviewing the SEND policy

The Senco and Governing Body take account of any changes made to the Code of Practice or Buckinghamshire Guidelines review the SEND policy annually.

Equal Opportunities

This policy has been written in accordance with, and meets the requirements of the Equality Act 2010.

Links with other policies and documents

This policy links to:

- Behaviour policy
- Anti-bullying policy
- E-safety policy
- Child protection Policy
- Equality Information and Objectives
- Facilities for the disabled
- Learning Mentors and ELSA
- Safeguarding Statement

These can be viewed at: www.highworth.bucks.sch.uk