BUCKINGHAMSHIRE COUNTY COUNCIL

Buckingham Primary School

Special Educational Needs & Disability (SEND) Policy

Adopted by Governors Full GB: **November 2025**

Date of next review: **November 2026**

Gemma Hopkin - Chair of Governors

Buckingham Primary School Special Educational Needs & Disability (SEND) Policy

Our Ethos

Buckingham Primary School is part of the North Buckinghamshire Federation of Schools. This is a partnership of local primary and secondary schools, working together to share best practice and resources for the local community.

At Buckingham Primary School, we are a welcoming and inclusive learning community. We actively seek to meet the needs of all children; providing challenge, identifying and removing any barriers and empowering them to learn and grow as they progress through our school. At the heart of this is our firm belief in equality of opportunity and high expectations and aspirations for all.

The whole team at the school is committed to supporting every child to access a broad and balanced curriculum, providing a high quality education in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. Staff provide a positive ethos to enable the children to develop skills for life, fostering self and mutual respect through a caring, non-judgemental attitude, underpinned by the STEPS approach and our school values; compassion, courage, honesty, resilience, respect and responsibility.

We will use our best endeavours to give pupils with SEND the support they need, working in partnership with their families, to enable pupils to become confident individuals, able to make a successful transition into the next phase of their education and building skills for life.

The Code of Practice 2015

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also is written with reference to the following guidance and documents:

- Statutory Guidance on supporting pupils at school with medical conditions (2014 updated 2017)
- Keeping Children Safe in Education (2025)
- School Accessibility Plan
- Teachers' Standards 2012

This policy should be read in conjunction with the additional school policies and documents:

- Anti-Harassment and Anti-bullying Policy
- Behaviour and Relationships policy
- Accessibility Plan
- Supporting Pupils with Medical Needs Policy
- Child Protection Policy
- Administering Medicines Policy
- Annual SEND Information Report
- Equality Statement.

Aims and Objectives of our SEND Policy

At BPS, our aim is that all children experience success and enjoyment in their learning, delivered with high expectations, enabling them to achieve their full potential.

In pursuit of this aim, we have a number of objectives specific to children with SEND:

- To deliver a broad, balanced, relevant education for all children with SEND at Buckingham Primary School.
- To ensure that age, gender, race, creed or individual needs do not constrain any educational entitlement to the appropriate curriculum.
- To assist all staff in the delivery of educational entitlement.
- To work in partnership with our parents who have a vital role in supporting their child's education.
- To identify, as early as possible, barriers to learning and participation for children with SEND.
- To provide thoughtful, sympathetic assessment and testing for the benefit of all children, including those with SEND.
- To develop, in all children, self-confidence, self-esteem and respect for others.
- To value and encourage the contribution of all children to the life of the school, and eradicate any possibility of discrimination or prejudice towards SEND.
- To work with the Governing Body to make it possible for them to fulfil their statutory monitoring role.

How the policy will contribute to meeting the aims

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENDCo) in conjunction with the Headteacher, Deputy Head – Inclusion Lead and the SEND Representative from the Governing Body.

The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use of support services will be monitored and evaluated regularly.

Special Educational Needs Definition

Buckingham Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (**DfE, January 2015**).

This defines SEND as:
xi. 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.
xii. 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 or mainstream post-16 institutions.
xvi. Many children and young people 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'.
The school provides special educational provision for pupils who require: "special educational provision, that is provision different from or additional to, that normally available to pupils of the same age." Page 15

There are four broad categories of SEND:

- Communication and interaction – including autism spectrum and language disorders.
- Cognition and learning – including learning difficulties, development delay and Specific Learning Difficulties e.g. Dyslexia, and Dyscalculia.
- Social, emotional, and mental health – including ADHD, mental or emotional health difficulties.
- Physical and sensory – including hearing and visual impairments.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (Disadvantaged Children)
- Being supported by Children's Social Services
- Being a Looked After Child (CLA)
- Having a Special Guardianship order
- Being a child of Service personnel

At BPS, we have children in all these categories. The numbers of children with SEND in BPS is above the national average, and children are taught alongside their peers.

Identification, Assessment and Provision

'Every teacher is a teacher of every child'

Class teachers are responsible for the progress and development of all pupils in their class. We believe in raising the aspirations and expectations of children with SEND.

Teachers monitor all pupils and identify and report any concerns regarding potential SEND to the SENDCo. Together, adjustments or interventions are planned for those pupils and pupils with identified SEND. These should be additional to or different from those provided as part of adaptations to the school's curriculum. Teachers review the effectiveness of the support in securing progress to inform the next steps in a graduated approach for support. They will inform parents of concerns and the support that is proposed and involve them in any reviews of their child's progress.

We focus on the outcomes for each child to overcome the barriers for learning.
All children and young people are entitled to an education that enables them to make progress so that they can:
● achieve their best;
● become confident individuals living fulfilling lives;
● make a successful transition into adulthood, whether into employment, further or higher education or training.

The SENDCo works closely with the Senior Leadership Team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of SEND.

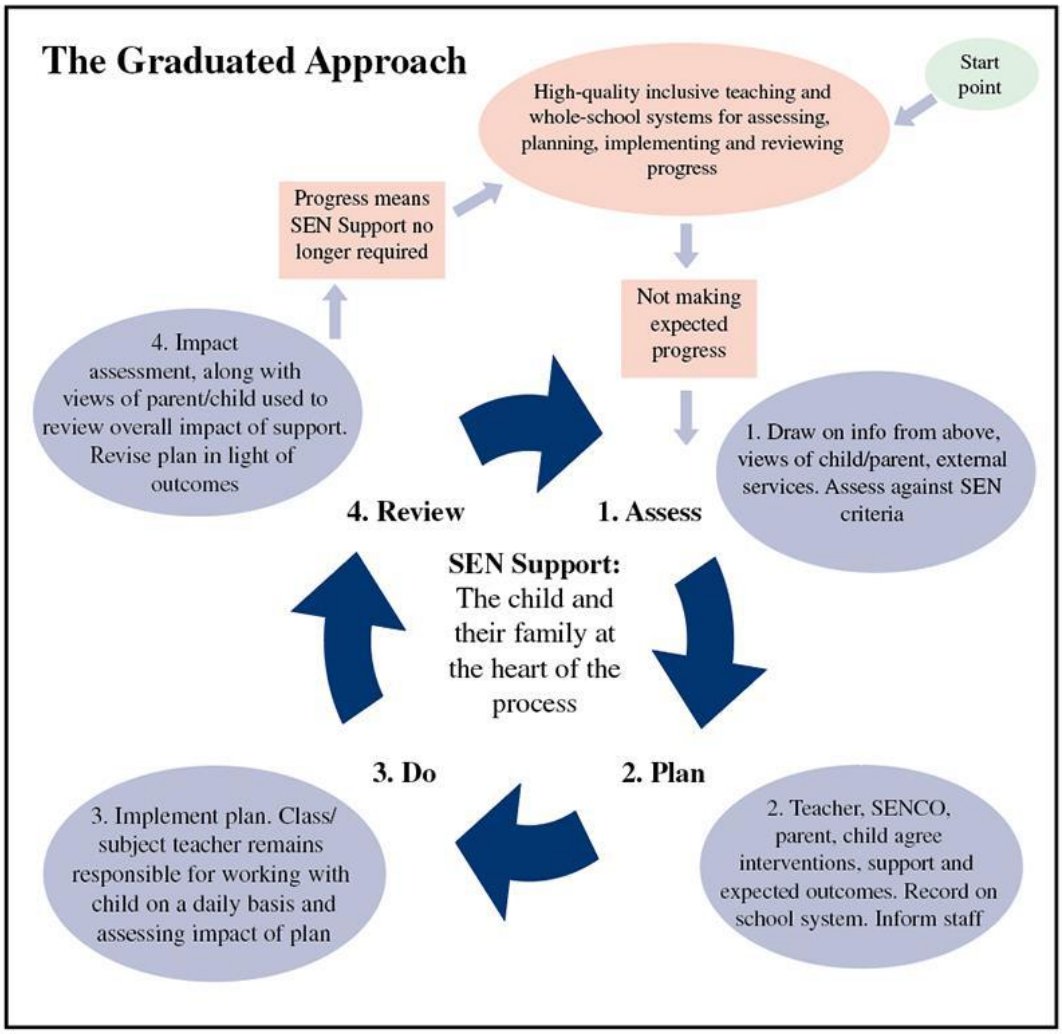
- The analysis of data, including baseline information and end of KS1 data, reading and spelling ages, non-verbal standardised scores and termly pupil assessments.
- The use of our Local Authority SEND criteria
- The following up of teacher concerns
- The following up of parental concerns
- The tracking of individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

High quality teaching, adapted for individual pupils, is the first step in our school's response to pupils who have, or may have, SEND.

Although the school team are skilled at identifying special educational needs, we do not offer diagnoses. The school uses the following outside agencies to help identify and support children with SEND; Educational Psychology, Occupational Therapy, Specialist teaching service, Cognition and Learning Support, Paediatrics, School nurses and health visitors, Early Years Inclusion Teams, Speech and Language therapy. Parents can also contact their GP if they have concerns about their child.

A Graduated Approach to SEND Support: Assess – Plan - Do - Review

The Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. SEND support takes the form of a four part cycle known as the graduated approach of assess-plan-do-review. This is described in the diagram below:



(with thanks to Natalie Packer, ***Natalie Packer Sec Ed*** https://www.sec-ed.co.uk/content/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/)

- **ASSESS -** All teachers use on-going formative and summative assessments of children to measure progress and performance against school expected attainment for a child of comparable age. The class teacher will express concern if a child
    - 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 or widens the attainment gap between the child and their peers

  In identifying a child needing SEND support, the class teacher and SENDCo team will carry out an analysis of the child's needs. Advice from outside agencies and parents will be sought if considered necessary. A profile is developed taking all the above into account and this will inform the next steps.

- **PLAN –** When it is decided to provide a child with SEND support, parents will be notified if not already involved. The class teacher and the SENDCo or member of the SEND team, in consultation with the parents, will agree the support to be put in place, as well as the expected impact on progress and a clear review date. This information is recorded on a Assess, Plan, Do, Review (APDR) or SEN Support Plan. When allocating teaching support to a child, our focus is on outcomes, not hours. We aim to provide sufficient support to enable a child to reach challenging targets, but without allowing them to develop a dependence upon an adult. The school has a range of support and interventions available, which can be discussed with the class teacher or SEND team. Research and evidence based interventions are carefully selected based upon the child's learning profile and preferences.

- **DO -** Teachers are responsible and accountable for the progress and development of the children in their class, including where a child accesses support from teaching assistants or specialist staff. The teacher is responsible for linking all teaching of children with SEND to the classroom curriculum content, as appropriate. The SENDCo and SEND team supports the teacher in any further assessments and advises on additional or alternative support. Our aim is for all children to be working independently to their full potential.

- **REVIEW –** The effectiveness of support and intervention should be reviewed termly. The impact of interventions should be evaluated along with the views of the children and parents. This is reviewed against the child's progress and development and, in consultation with parents and any other professionals, new targets may be set or the decision to remove SEND support may be made if appropriate.

SEND Register

- Placing pupils on the school's SEND register will be considered when pupils are unable to make appropriate progress and there is involvement from experts advising on a personalised plan, specialist assessment, providing advice on new strategies or additional support. Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget as detailed below.

- When a child has made sufficient and sustained progress towards achieving their personal outcomes and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Moving to an EHC Plan (Education, Health, and Care Plan)

An Education, Health Care Plan (EHC) is used to support children from birth to age 25.

Over time if a child fails to make progress, in spite of high quality, targeted support at SEND Support, we may apply for a child to be assessed for an EHC Plan. The purpose of the EHC Plan is to make more specialised educational provision to meet the needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting between the parents, the child, the school, and any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting and outline desirable outcomes for the child. For further information, please see the Local Authority's Local Offer:

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

SEND Local Offer

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 to families in Buckinghamshire whose children have an Education, Health 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.

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

Resources and budget

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEND register it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6000.

In exceptional cases the school can apply to Buckinghamshire County Council for additional 'Higher Needs Block Funding.' This is assessed and allocated on an individual basis and initially the funding is for no more than two terms. Further applications can be made on occasion.

Pupils who progress to an Education Health Care plan (EHC) will have an agreed package of support from the Local Authority.

Supporting Other Pupils at School

Children 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 pupils with medical conditions may be disabled and where this applies the school will comply with its duties under the Equality Act 2010.
- Some may also have SEND and may have an Education, Health Care Plan, which brings together health and social care needs, as well as their special educational provision and the SEN code of practice (2015) is followed.
- Pupils with medical conditions may have a health care plan. This will be written in collaboration with the pupil, parent/carer, Head Teacher, SENDCo and medical professionals. Some pupils may require extra funding to allow them full access to school life and the school can apply for top up funding to support this.

Children with disabilities

A child has a disability under the Equality Act 2010 if they have a mental or physical impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Long term is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. It includes sensory impairments and long term health issues such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have a special educational need. It can also include Children with dyslexia, ADHD and other hidden disabilities such as Autism Spectrum Disorder.

BPS is disability friendly and has a duty to make reasonable adjustments to ensure that children with disabilities are not at a substantial disadvantage to their peers. It is an anticipatory duty and requires consideration of what a child with a disability might require in advance to prevent such disadvantage.

All our classrooms are inclusive. We aim to teach in a way that will support children with special educational needs such as dyslexia, dyspraxia, ASD, etc. All of our children have full access to the curriculum, and we recognise achievement and expertise in all areas. We endeavour to make the physical environment accessible and classrooms are selected for children based on their accessibility. Please see the link to BPS Accessibility Plan below.

Accessibility Plan

https://www.buckinghamprimary.co.uk/SEN/

Admission arrangements for pupils with SEND

The admission arrangements for pupils with SEND who do not have an EHCP are the same as the school as a whole.

Partnership with Parents / Carers

All parents and carers of pupils with special educational needs at Buckingham Primary School are considered to be our partners. Support will be available in order to enable and empower parents to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education.

- Have knowledge of their pupil's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective, staff at Buckingham Primary School will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the pupil's strengths as well as areas of need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures and are aware of how to access support in preparing their contributions to meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.

Pupil Participation

- The pupil's views will always be ascertained, although this may not be through direct discussion with the pupil. Pupils will be enabled / encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know they are listened to and that their views are valued.

Roles and Responsibilities

There is a team of people working on SEND support within BPS. Each of them has clearly defined roles and responsibilities.

The school's provision for pupils with SEND will be coordinated by Mrs Lisa Smith (the SENDCo for Buckingham Primary School). ~~and supported in KS1 by Mr Andy Sloss.~~

The SENDCo works closely with Mrs Sarah Gammon (Deputy Head and Inclusion lead), Mrs Samantha Brewer (Head Teacher) and the Governing body, in determining the strategic development of the SEND policy and provision in school. The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCo and SEN team provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies. The SENDCo and SEN team are able to work with other professionals to provide a support role to the family to enable pupils with SEND to receive appropriate support and high quality teaching.

Role of the SENDCo supported by members of the SEND team

- To oversee the day-to day operation of the school's SEND policy.
- To coordinate provision for children with special educational needs.
- Liaising with the relevant Designated teacher (Mrs Sarah Gammon) where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- To liaise with and advise teachers and teaching assistants.
- To oversee the records of all children with special educational needs.
- To liaise with parents of children with special educational needs.
- To work with the Head teacher and Governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To be the key point of contact for external agencies, especially the local authority and its support services.
- To liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- To liaise with potential next providers of education to ensure smooth transition.
- To keep records of all pupils with SEND.

Role of the teaching staff

- To identify a child with special educational needs and inform the SENDCo.
- To draw up and review termly APDR or SEN Support Plans when necessary, in conjunction with the SENDCo and SEN team, parents and external agencies as appropriate, to help the child access the full curriculum.
- Use curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements with adaptations to match planning to individual needs.
- To discuss the child's needs and school support with the parents and the child.
- To keep records and evidence of the child's progress.
- To use existing information as a starting point.
- To use baseline assessment to identify what the child knows, understands and can do.
- Ensure ongoing observation / assessment provides feedback so assessment forms basis of next steps.
- To be accountable for the progress and development of the children in their class, including where a child accesses support from teaching assistants or specialist staff.
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the SEND team is consulted, and decision made as to whether the pupil should be placed on the school's SEND register.

Role of Teaching Assistants

- To support the teacher in delivering the targets and actions outlined on the APDR or SEN Support Plan.
- To keep a record of the work they do with a pupil and their progress towards targets.
- To keep class teacher and any outside agencies informed of progress or problems.
- To deliver support within the classroom and any additional interventions.

Role of the Governors

The governing body must publish information on the school's websites regarding the implementation of the governing body's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2015.

The member of the Governing Body with responsibility for SEND meets with the Inclusion lead and / or SENDCo at least once a term to discuss SEND provision, and is actively involved with the BPS SEND policy. They report back to the Governing Strategic Committee and Full Governing Body to ensure they are up-to-date with the school's requirements and provisions.

The school will continuously monitor and evaluate the working of the SEND policy, gathering information on the following aspects:

- Number of pupils with SEND, expressed as a percentage of the school roll and any changes to the level of support they receive.
- The level of support pupils received and the amount of progress they made.
- The 'value-added' data of pupil progress.
- The success of resources.
- The impact of training and new approaches to meeting needs.
- The identification of training needs.
- The impact and outcomes of the review process.
- The development of pupil participation.
- Relationships with parents.
- The impact of the statutory process on pupil progress.
- The success of the involvement of outside agencies.
- The success of liaison with other schools.

Professional Development for staff, in relation to special educational needs

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and demonstration of teaching techniques and strategies organised within the school.
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists.
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Appraisal process.

- Other courses which are relevant to the work being undertaken, including online platforms such as National College and Creative Education. This can be generated by staff interest or can be undertaken at the request of the SENDCo.

Arrangements for Complaints

The school strives to work in partnership with parents to create a collaborative approach to meeting children's needs. It is in everyone's interests that complaints be resolved as quickly and at as low level as possible. The school's procedures for complaints are set out on the school website and in the prospectus. The SEND complaint procedure is:

- The complaint is dealt with by the class teacher.
- If the matter remains unresolved the complaint is dealt with by the SENDCo and/ or Assistant Headteachers / Deputy Headteacher.
- If there is still no resolution the Headteacher would become involved.
- If the matter is still not resolved the complainant must put their complaint in writing to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaint resolution procedures.

External Agencies

The school is in contact with a wide range of services and organisations, including:

- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology
- School Nursing and health teams
- Specialist Teaching Services
- CAMHS
- The Buckinghamshire Safeguarding Children Partnership
- Education Welfare Officer

Contact with the services is coordinated by the SENDCo.

In addition, we have a team providing Pastoral and Nurture support.

Buckingham Primary is working closely with The Virtual School on a Trauma Informed and Attachment Aware programme. In school, we offer therapeutic support for children with complex needs by Mrs Tracey Stanton, a qualified counsellor and Trauma Informed practitioner. Additional emotional support is offered through Art nurture by Mrs Clare Tebboth, our resident artist and qualified Drawing and Talking practitioner. Our Nurture Support Worker, Ms Heidi Gray, provides pastoral and nurture support, in addition to the range of interventions and support provided for children with social and emotional needs.

Transition

This includes any links with other schools, including special schools, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENDCo.

Transition for children with SEND is managed very carefully. Between classes in the same setting, discussions are held between staff, pupils and parents. A transition programme is set up whereby the child visits their new classroom and teacher prior to moving and additional support may be provided through small group interventions with the school nurture team.

Between settings, the SENDCo actively seeks to engage with new schools, arranging extra visits and inviting them to meetings. All relevant paperwork is copied and sent to the new setting.

Link to Buckingham Primary School Special Educational Needs Annual Information Report

https://www.buckinghamprimary.co.uk/SEN/

Link to additional key documentation

Link to policies such as Supporting Children with Medical Needs, Behaviour, Child Protection.
https://www.buckinghamprimary.co.uk/Policies/

Link to Special Educational Needs and Disability Code of Practice: 0-25 years

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Link to Keeping Children Safe in Education

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Link to Special Educational Needs and Disability: a guide for parents and carers

https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Review

This policy will be reviewed annually (unless revised legislation or guidance is issued sooner).

Key contacts at Buckingham Primary School

The class teacher is the initial point of contact for responding to parental concerns.

You can also contact the SENDCo, Inclusion Lead or Head teacher:

Mrs Lisa Smith: SENDCo

- Email: sen@bps.bucks.sch.uk
- Tel: 01280 812864

Mrs Sarah Gammon: Deputy Head and Inclusion Lead

- Email: sen@bps.bucks.sch.uk
- Tel: 01280 812864

Mrs Samantha Brewer: Head teacher

- Email: office@bps.bucks.sch.uk
- Tel: 01280 812864